

CHAPTER V

DISCUSSION

This chapter presents the research discussion. The discussion is to continue the result of study in previous chapter. This research discuss about the influence of mother tongue in speaking English, the problem in pronouncing English word and how the students' ways in solving their pronunciation.

A. The influence of mother tongue in speaking English

Based on the research there were evidences indicated the influence of mother tongue in speaking English. Mother tongue has bad and good influence for students. As stated by Galina, Mother tongue has potentially both positive and negative consequences: it may serve social and cognitive functions. It is claimed that students working in groups do not have to speak English all the time. Use of mother tongue relates to learner identity. Negative impact of mother tongue use is that too much reliance on the L1 may undermine the interaction in English. (chapter II page 18).

First, the effect of the influence of mother tongue in speaking English is the student often incorrect articulation. For instance the quality of English vowel /nəu/ as found in *know*, the language learners have to be able to distinct from a similar sound as found in the word *now*. when they found words that different in form but similar in sound they are confused how to pronounce it, when they found those problems they did not know how to identify them, in this case they

pronounce these word directly without know that their pronounce correct or incorrect.

Second, the student often incorrect intonation when speak English, and incorrect pronunciation. Its can be seen at chapter IV on page 69 until 87. From analyzed result for 14 words by using *Speech Analyzer 3.1* on the page showed that Banjarnese, Dayaknese, Javanese and Native Speaker have significant differences especially in Supra-segmental feature (Stress, Intonation, features of connected speech and voice quality).

The last, in this case mother tongue not only has negative effect but also positive effect. As stated by J Harmer, Use of mother tongue relates to learner identity. A very simple test is if we can guess where a person comes from by the way he or she speak English, his or her English suffers from mother tongue influence. As stated by N. J. Ross, if students are aware of the differences, language interference (transfer) and intervention from their own language are likely to be reduced. It is known that linguistic awareness can be either conscious or unconscious. Cross linguistic similarities and differences can produce positive transfer or negative transfer such as underproduction, overproduction, production errors, and misinterpretation. It should be emphasized that transfer is not always caused by the influence of native language (mother tongue). (Chapter II page 20)

B. The problems of English student in pronouncing English Word

The students problems in pronouncing English word are has little vocabulary, didn't know how to pronounce the English word correctly, the influence of L1 and seldom to practice their speaking English. It is can seen at

chapter IV, page 100. Based on the result, showed that seldom practice to speak English and often mix mother tongue when speak English made student difficult in speaking English.

According to Jenep, there are two factors that cause low levels of student skills in speaking that is, external factors and internal factors. External factors, including the use of Indonesian influence in my family environment and society even in everyday communication, many students still use the mother tongue of contaminated one another. External factors include, lack of interest as well as business students learn to speak with pronunciation, intonation, and spelling are correct in speaking skills, except that students lack confidence to express publicly.

Based on the result of the research about students' problems in pronouncing English diphthongs, the researcher also found many similarities and some different problems. View Banjarnese, Dayaknese and Javanese students said they have difficulties in their accent. As stated by Newton (Chapter II page 28-31), there were four factors affecting of pronunciation that have been shown to have major effects on the learning of another sound system. One of them is the learner's first language. It was not problems of pronunciation but it tendency toward *the factors affecting of pronunciation*. First language can have a major influence on learning the sound system of another language. The type of evidence for this was where speakers of the same first language typically pronounce the second language in the same way, making the same kinds of substitutions and patterns of pronunciation.

C. The students' ways in solving their problems in pronouncing English word

Based on the result of the research about how the students solve their problems. As the result of interview, the researcher found many variety opinions as: open dictionary, listen to English song and so on, memorize vocabulary, reading English book and practice to speak English with friends and other people who can speak English. And there is one of them to improve her speaking, she practice to speak English in front of mirror. It's to build her confidence also.

In this case they learned how to pronounce English words correctly by learning and listening music. It is supported by Ramelan theory (Chapter II page 31), without having heard the quality of a given sounds before, one cannot be expected to pronounce it; when he has heard the sounds produced by someone else, he may able to produce it himself by imitating the speaker.

In general all of the subjects showed they solve their problem by practice their speaking English. It is supported by Arun Behera theory. Speaking skills can be improved by if one follows the few steps suggested below: practices wherever and whenever she/he can, builds her/his confidence, tries to experiment with the English she/he knows, tries to respond to what people say to her/him, doesn't speak too fast, and tries to relax when she/he speaks.