THE INFLUENCE OF STUDENTS ETHNIC BACKGROUND TOWARDS ENGLISH SPEAKING FLUENCY ON SIXTH SEMESTER STUDENT OF ENGLISH EDUCATION

THESIS

BY

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STUDY PROGRAM OF ENGLISH EDUCATION
2021 M/ 1443 H

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THESIS

Presented to

State Islamic Institute of Palangka Raya

In partial fulfillment of the requirements

for the degree of *Sarjana* in English Language Education

BY

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FACULTY OF TEACHER TRAINING AND EDUCATION

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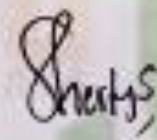
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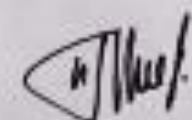
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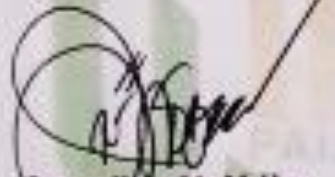|	
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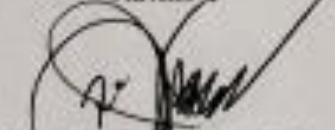
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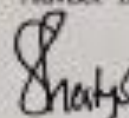
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Judul   : **THE INFLUENCE OF STUDENTS ETHNIC**
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              FLUENCY ON SIXTH SEMESTER STUDENT OF
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Sudah dapat diujikan untuk memperoleh Gelar Sarjana Pendidikan pada Jurusan Pendidikan Bahasa Program Studi Tadris Bahasa Inggris IAIN Palangka Raya.

Demikian atas perhatiannya di ucapkan terima kasih.
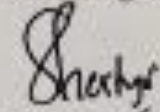
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MOTTO AND DEDICATION

"So verily with the hardship, there is a relief. Verily with the hardship, there is a relief."

(Q.S. Al-Insyirah: 5-6)
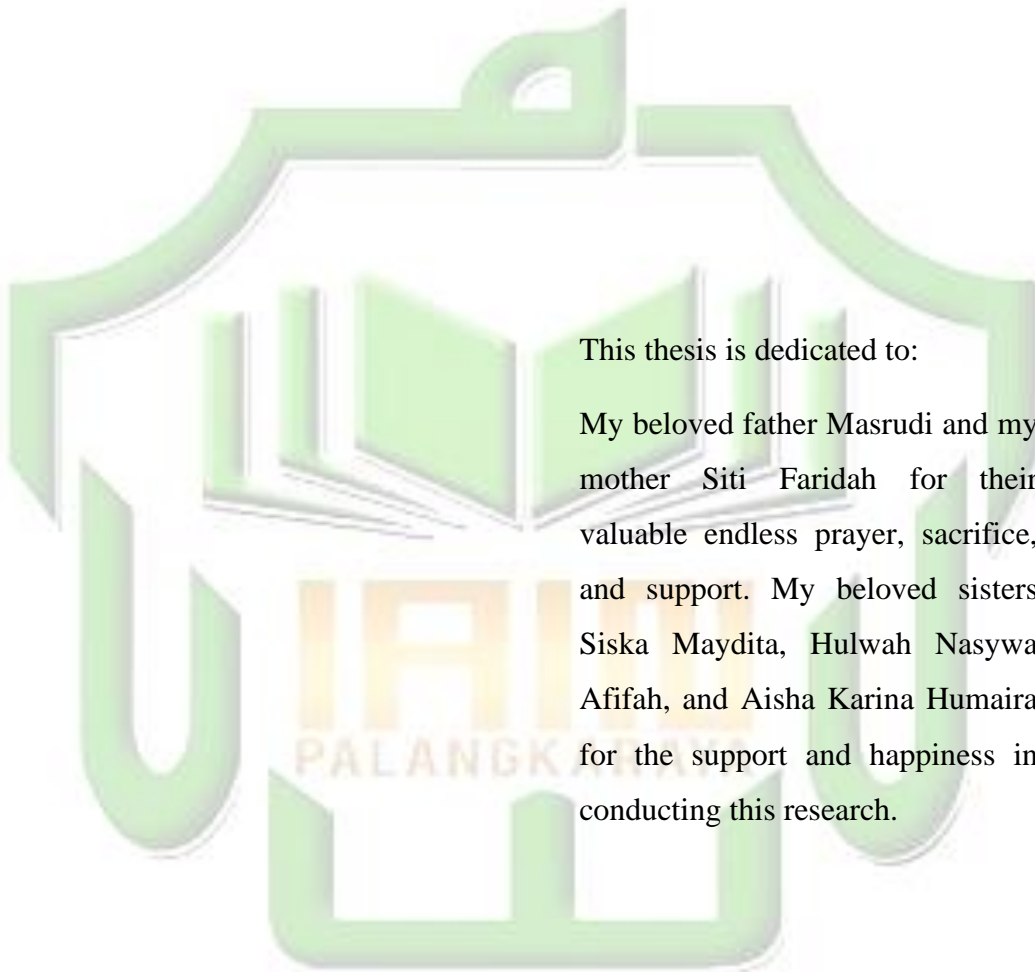
This thesis is dedicated to:

My beloved father Masrudi and my mother Siti Faridah for their valuable endless prayer, sacrifice, and support. My beloved sisters Siska Maydita, Hulwah Nasywa Afifah, and Aisha Karina Humaira for the support and happiness in conducting this research.

DECLARATION OF AUTHORSHIP

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Herewith, I

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.

2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any other person.

3. If at a later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Palangka Raya, 10 September 2021

Yours Faith fully

Risfa Nur Aisyah
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ABSTRACT

Aisyah, Risfa Nur. 2021. *The Influence of Students Ethnic Background towards English Speaking Fluency on Sixth Semester Student of English Education.* Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (i) Dr. Imam Qalyubi, M. Hum (ii) Hesty Widiastuty, M.Pd

Keywords*: Background, Ethnic, Speaking, Fluency*

The research was aimed to to investigated how the influence of students ethnic background towards English speaking fluency on sixth semester student of English education and also to find out what factors influence it. The sample were taken based on purposive sampling technique. This study was carried out in order to investigated the effect of ethnic background on English speaking fluency which was obtained qualitatively by observing, interviewing, and documenting the sixth semester students of the English Education study program at IAIN Palangka Raya. The data was collected by using an open-ended questionnaire.

The result of the study are : Phonemes from the Dayakese, Banjarese, and Javanese that have differences. It has an effect when pronouncing words in English. The phoneme /ɛ/ in the Dayakese has two allophones, they are [e] and [e]. The phoneme /v/ in the Banjarese is not used because everything that sounds /v/ in the loanword is replaced with the sound /p/. In Javanese, all vowel phonemes have more than one allophone, except for the phoneme /ə/. In general, Javanese accents have some uniform characteristics. In terms of sound, consonant sounds are considered the most distinctive in Javanese, such as the stress of /d/ sound becomes [d].

Then there are other factors that contribute to fluency in speaking English, including environmental factors, vocabulary mastery, motivation, and self-confidence. These other factors can be grouped into internal and external factors. Environmental factors such as family support, lecturers, friends, or the community are external factors. The internal factors include self-confidence, interest, and a sense of comfort in learning.

In conclusion, based on the results above, the ethnic background of the Dayakese, Banjarese, and Javanese students has an influence on English speaking fluency. Because there are differences in certain phonemes in each tribe which results in difficulties in pronouncing certain words. But it is not absolute, depending on how the individual controls it, because it can be because of getting used to it. In addition, there are other influencing factors, which can be classified into external and internal factors.

ABSTRAK

Aisyah, Risfa Nur. 2021. *Pengaruh Latar Belakang Etnik Mahasiswa Terhadap Kefasihan Berbicara Bahasa Inggris Pada Mahasiswa Pendidikan Bahasa Inggris Semester VI.* Skripsi. Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Dr. Imam Qalyubi, M. Hum (II) Hesty Widiastuty, M.Pd

Kata Kunci*: Latar Belakang, Etnik, Berbicara, Kefasihan*

Penelitian ini bertujuan untuk mengetahui bagaimana pengaruh latar belakang etnik terhadap kefasihan berbicara bahasa inggris terhadap mahasiswa pendidikan bahasa inggris semester enam dan juga untuk mengetahui faktor-faktor apa saja yang mempengaruhi. Sampel diambil berdasarkan teknik *purposive sampling*. Penelitian ini dilakukan dalam rangka untuk mengetahui pengaruh latar belakang etnik terhadap kefasihan berbicara bahasa inggris yang diperoleh secara kualitatif dengan melakukan observasi, wawancara, dan dokumentasi pada mahasiswa semester enam program studi Pendidikan Bahasa Inggris di IAIN Palangka Raya. Pengumpulan data dilakukan dengan menggunakan kuesioner terbuka (*open-ended*).

Hasil penelitian ini adalah: Fonem dari suku Dayak, Banjar, dan Jawa yang memiliki perbedaan. Hal tersebut memberikan pengaruh ketika mengucapkan kata-kata dalam bahasa inggris. Fonem /ɛ/ pada suku Dayak memiliki dua alofon yaitu [e] and [e]. Fonem /v/ pada suku Banjar tidak digunakan karena semua yang berbunyi /v/ dalam kata pinjaman diganti dengan bunyi /p/. Adapun dalam suku Jawa, seluruh fonem vokal mempunyai alofon lebih dari satu, kecuali fonem /ə/. Aksen bahasa Jawa secara umum terdengar memiliki beberapa ciri yang seragam. Dari segi bunyi, bunyi konsonan dianggap paling khas dalam bahasa Jawa, seperti bunyi letup /d/ menjadi [ɖ].

Kemudian ada pula faktor lain yang turut memberikan pengaruh dalam kefasihan berbicara bahasa inggris, diantaranya adalah faktor lingkungan, penguasaan kosa kata, motivasi, serta kepercayaan diri. Faktor lain ini dapat dikelompokan menjadi faktor dari dalam dan luar. Faktor lingkungan seperti dukungan keluarga, dosen, teman, atau masyarakat merupakan faktor dari luar. Adapun Faktor dari dalam diantaranya kepercayaan diri, ketertarikan, dan rasa nyaman dalam belajar.

Kesimpulannya, berdasarkan hasil di atas, latar belakang etnik pada mahasiswa suku Dayak, Banjar, dan Jawa memberikan pengaruh dalam kefasihan berbicara bahasa inggris. Karena adanya perbedaan pada fonem-fonem tertentu pada masing-masing suku yang mengakibatkan kesulitan dalam melafalkan kata tertentu. Namun hal itu bukan hal mutlak, tergantung bagaimana individu tersebut mengontrolnya, sebab bisa karena terbiasa. Selain itu adapula faktor lain yang mempengaruhi, yang dapat diklasifikasi pada faktor dari luar (eksternal) dan faktor dari dalam (internal).

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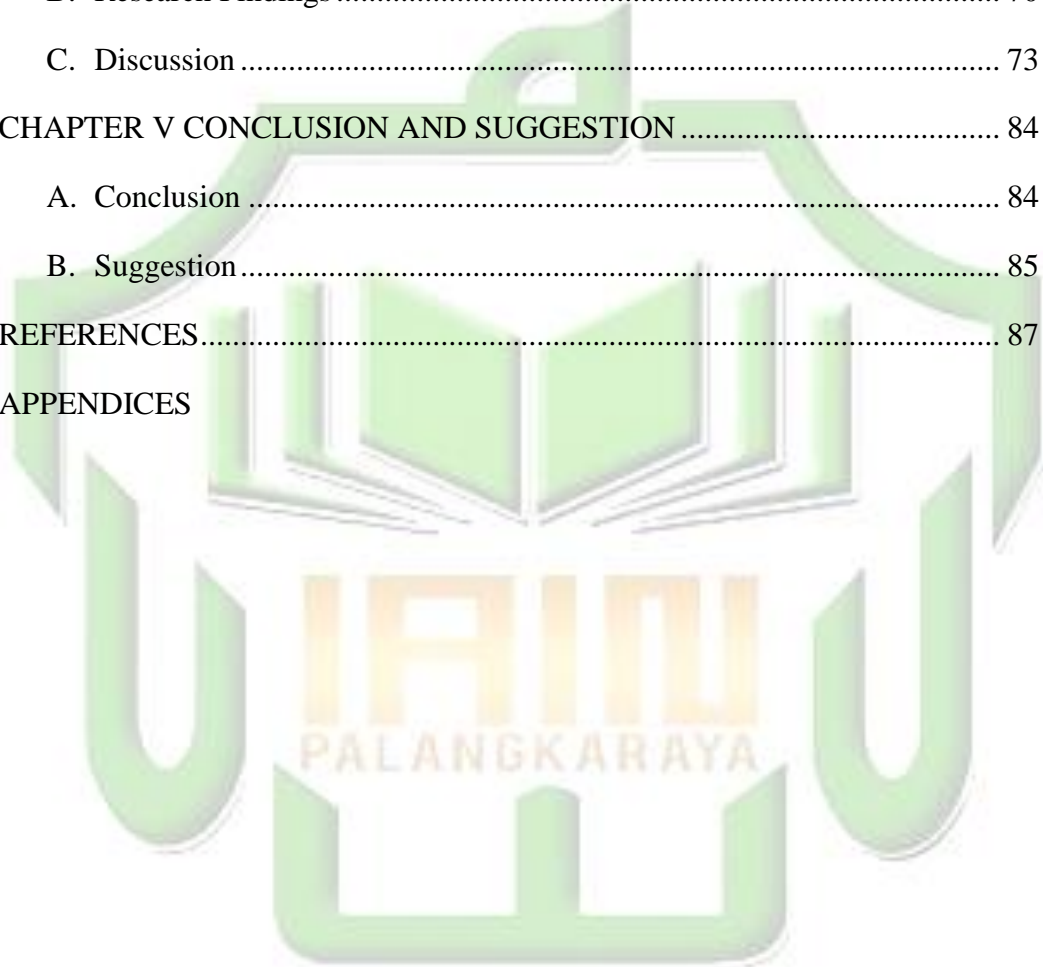The Researcher,

Risfa Nur Aisyah
SRN. 170 112 1192

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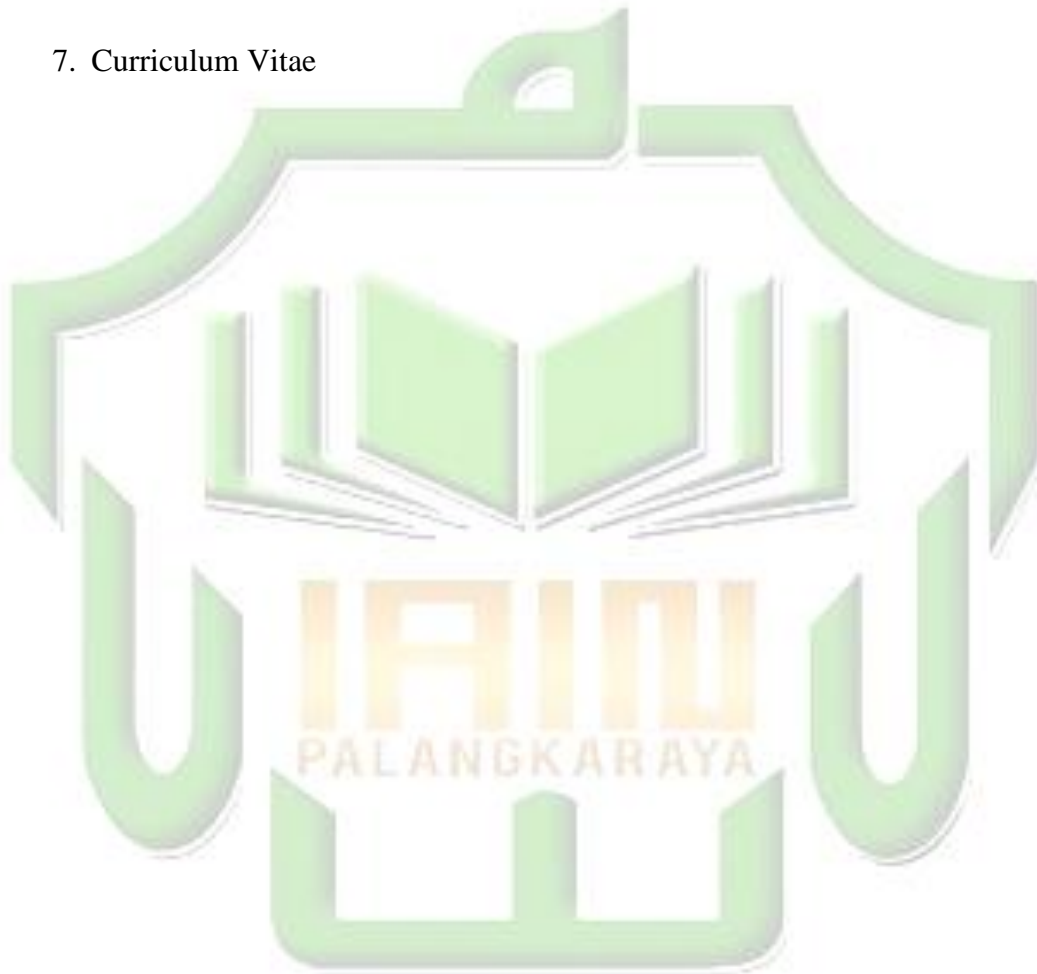
CHAPTER 1

INTRODUCTION

A. Background of the Study

Language is used to create a meaningful communication among human beings. In other words communication is the main function of language. Communication is impossible without shared knowledge and assumptions between speakers and hearers (Stubbs in Nurhayati &Yuwartatik, 2016). In learning English, everyone wants to have good abilities in various aspects. Whether it is reading, writing, listening or speaking. Especially to be able to establish good communication is the speaking ability. Speaking has an important role in daily life that is to convey someone's mind directly.

Speaking is the way to express ideas, thoughts, and feelings orally. It is among the most important skills in English learning. However, other skills, such as listening, reading, and writing need to be taught all together (Oradee, 2012). Speech fluency in second language (L2) studies commonly refers to ease or automaticity in the learner speech and is manifested in flow, continuity, and smoothness of speech (Segalowitz, 2010; Skehan, 2014). The culture also has the effect to fluency in English speaking.

Among the four language skills, speaking seems to play more important role in communication (Zaremba, 2006). Considering the significance of accuracy, more attention is drawn to fluency in achieving communicative purposes in conversations. Richards (2006) points out that fluency

1

is the use of naturally occurring language when a speaker engages and maintains in meaningful communication. In addition, Harmer (2015) mentions that fluency refers to focusing on the content of speech to communicate as effectively as possible. Furthermore, Baily (2003) defines fluency as using language quickly and confidently, with limited hesitations, unnatural pauses, etc.

Especially for the students of the English Education Study Program, the Language Department, the Faculty of Education and Teacher Training, English speaking fluency is indispensable. It is important because, firstly, they need to use English orally daily as a role model for their students. It is necessary for them to be competent in using English in order to be able to interact with students during the teaching and learning. Secondly, they need to design classroom activities that support to develop their fluency when using English orally.

A symbol of social identity is accent, which reveals who a person is (Gluszek & Dovidio, 2010; Jones, 2001). Accent not only influences communicative fluency but also has a role in judgments of social belonging and identity (Moyer, 2007). However, students' dynamic role, attitude, participation and motivation, are vital in the process. Without their active involvement in class activities, oral skills cannot be properly developed, especially as the classroom is, in many occasions, the only environment in which they have opportunities to use orally the target language.

As for the English education study program's students of my campus (Islamic Institute of Palangka Raya or IAIN Palangka Raya) who are from Dayak, Banjar (South Kalimantan), and Java tribes. Because of the relationship between culture and speaking ability, so there may be other factors that influence them in learning English, especially in speaking English. These factors are what I am interested in researching. And also want to know more precisely, the factors that became the obstacle in English speaking fluency for Dayakese, Banjarese and Javanese students of English Education study program in IAIN Palangka Raya.

B. Research Problem

This research addressed two research problems as follow:

1. How is the influence of ethnic background towards English speaking fluency based on Dayakese, Banjarese, and Javanese in sixth semester students on English education study program at IAIN Palangka Raya.?

2. What are the factors which are influences towards English speaking fluency based on the ethnic background?

C. Objective of the Study

The objective of this research is to understand factors that affect Dayakese, Banjarese and Javanese students' problem in speaking English.

1. This research will give informations about the influence of ethnic background towards English speaking fluency based on Dayakese,

Banjarese, and Javanese in sixth semester students on English education study program at IAIN Palangka Raya.

2. This research will give informations about the factors which are influences towards English speaking fluency based on the ethnic background.

D. Scope and Limitation

The limitation of the study belongs to descriptive qualitative by doing observation, interview, documentation and focused on the influence of ethnic background (Dayakese, Banjarese, and Javanese) towards English speaking fluency in sixth semester students on English education study program at IAIN Palangka Raya. It means they are 2018 students' academic years. The reason why the researcher chose the subject is to find out whether the ethnic background still affected students who had taken several speaking courses. Then also because they are still on going, so it is easy to make classroom observations both online during the covid-19 pandemic or offline if possible.

This research was conducted at Islamic Institute of Palangka Raya, especially for Students of Dayakese, Banjarese and Javanese of English Education Study Program of IAIN Palangka Raya, by doing survey their tribe as the sample using Google form.

E. Significance of the Study

This research has two significances as follow:

1. Theoritically

   This research has a benefit for the next researchers, which one may help to give references are related to their research. And this research makes it possible to knowing about the influence of students ethnic background towards English speaking fluency.

2. Practically

   a. For the researcher, after conducting this study, the showing of the data will take along the researcher to consider the influence of ethnic background towards English speaking fluency based on Dayakese, Banjarese, and Javanese in English education study program of IAIN Palangka Raya.

   b. For the students: the significance of this research may improve Dayakese, Banjarese, and Javanese students in English speaking fluency in teaching and learning process at English Education Study Program. It can help the students to know the factors that affect their speaking fluency, so they can prepare in order to have a good ability in speaking. It can present new knowledge regarding the factors that affect student's speaking ability. From this new knowledge students could raise the awareness of factors affecting their speaking ability to improve and increase student's competency.

c. For teacher and English Education Study Program: It can be improving students speaking skills is very significant. The result of this research expected to give positive input to English teacher in teaching especially speaking skill. Teachers are occurring factors that influence students' ability. In addition it can help teachers to focus on the problem and will try to discuss it specifically in order to find out solution for improvement.

F. Definition of Key Terms

Related to the title of this research, the researcher wants to present the definition of key terms that can be used to make the readers easy to understand what the researcher is trying to clarify about the problems that are discussed in this research. The key terms are arranged as follows:

1. Ethnics

    An ethnic group or an ethnicity is frequently taken to represent a self-claimed or subjective identity linked to a perception of shared ancestry as a result of some combination of nationality, history, cultural origins and possibly religion. There is an extensive literature which discusses the meaning and use of the term ethnicity and how this concept differs and overlaps with the neighboring concepts of race and national identity.

2. Culture

    Marie-Joelle Browaeys & Roger Price (2011), Culture is a way of life that developed and shared by a group of people and passed down from

generation to generation. Culture is made up of many complex elements, including religious and political system, customs, languages, tools, clothing, buildings, as well as culture, an integral part of human beings; so many people tend to think inherited genetically. When someone tried to communicate with people of different cultures and adjust to the differences, proving that culture is learned.

3. Speaking

Nirmawati (2015, p. 2) defined that "Speaking is productive skill of language learning. It involves communicative performance, and other important elements, such as, pronunciation, intonation, grammar, vocabulary, etc. They should be taught in any language learning to make the learners be able to use the target language to communicate."

Speaking is the speakers of each language, mother tongue and the second language talk language as the outcome of their speaking skill (Hamerca, 2009). Meaningful and useful sentences are required to make into some decisions to impact listener's utterance. Students as the speaker in speaking class, sometimes they are aware of choosing the words, stylistic perform, and the rhythm or tone to convey the definition of messages that their present to the listeners.

4. Fluency

Speaking fluency skills were considered as delivering messages in normal speed without awkward words, exchanging the ideas clearly and

understandable way, and the using of simple words that aims to make listeners understand (Zhang, 2009).

5. Factors

"Factor is one that actively contributes to the production of a result" (Merriam-Webster, online dictionary). In brief, factor is something that gives an effect to the others. Factor is always related with something that will be a result. In the other hand, to make students easy and understand of speaking lesson, it is essential for the guiders to investigate factors that affect the student's speaking fluency in teaching and learning process.
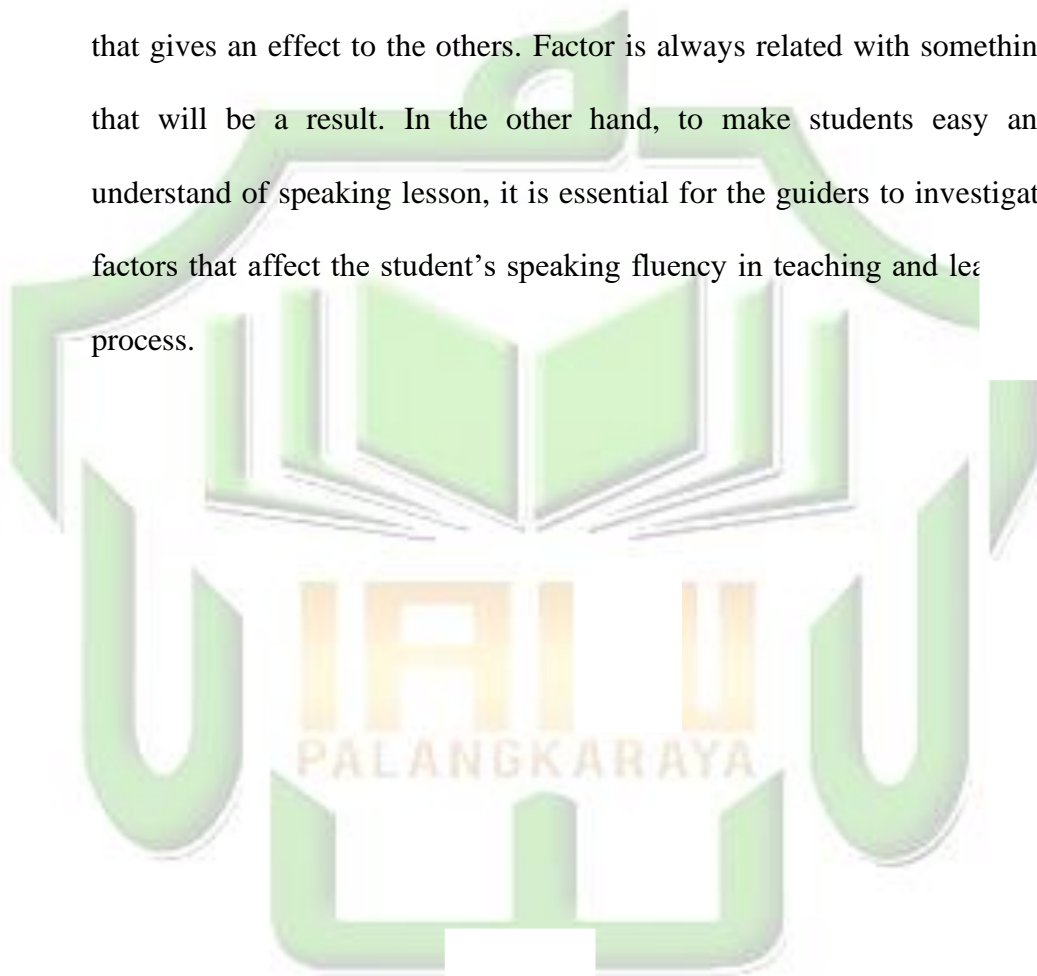
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Sociolinguistics

Sociolinguistics is one of study about language in related by society condition. Jendra (2010, p. 9) says "sociolinguistics is a branch of linguistics that takes language as a subject of study, in a way that is usually distinguished from how syntax, semantics, morphology, and phonology handle it." Hudson cited in Putri (2010, p. 11) says "sociolinguistics is study of language in relation to society."

Holmes (2001, p. 1) says that sociolinguistics is study the relationship between language and society. They are interested in explaining why we speak differently in different social contexts, and they are concerned with identifying the social function of language and the ways it is used to convey social meaning.

2. Bilingualism

When there are more than two languages in society, there is multilingualism and bilingualism. Based on Chaer and Agustina (2004: 85), multilingualism is a condition when there are more than two languages used by someone in his association with someone else in turn. The term of "bilingualism" has relative meaning. There are many opinions of how to define bilingualism; hence people's views in bilingualism are different too.

Bloomfield in Chaer and Agustina (2004: 85-86) states that bilingualism is speaker's ability in using two languages in good level. It means that someone can be called as bilingual if his ability of using first language and second language is in the same good level. It is difficult to apply this, because it is difficult to determine a base where a bilingual speaker uses one language as good as another language.

Many linguists then propose another definition of bilingualism. Lado in Chaer and Agustina (2004: 85-86) defines that bilingualism is an ability to use one or more languages by someone in good level or almost in good level. Technically, it can refer to knowledge of two languages, however the level of it is different. He adds that the ability of using two languages may not be in a good level; less proficiency is permitted.

It is almost the same with Lado, Macnamara in Rahardi (2001: 14) argues that bilingualism is a mastery of at least first language and second language, even though the mastery of second language is in the lowest level. Haugen in Chaer and Agustina (2004: 86) also mentions that bilingualism is knowledge of two languages. He says that bilingual speaker may not be actively to use two languages; it is enough for him to understand second language. Based on some definitions above, it can be concluded that bilingualism is the situation where speaker uses two languages to interact to each other receptively and productively, whereas multilingualism is the situation where speaker uses more than two languages to interact to each other.

3. First language

Saville and Troike (2006: 1) state that when you were still a very young child, you began acquiring at least one language, what linguists call your first language, probably without thinking much about it, and with very little conscious effort or awareness.

B. Related Studies

In order to make different study from the previous research, it had been found a new previous study that was concerned with the influence of ethnic background in English speaking fluency;

Hidayat and Herawati (2012), carried out *"A study towards' factors affecting student speaking fluency"*. The research took place at English Education Study Program Faculty of Teacher Training and Educational Sciences Pakuan University. They argued that fluency as the important point of speaking. To measure speaking fluency of students there are some indicators used by the researcher. For example, the speed of speaking, frequent of pause when talking, and the length of the speaking run. To collect the data researcher used observation, interview, and questionnaire. They found that many factors affect students speaking fluency, such as self-motivation, comfortable in learning English, and supporting from the environment (family, friend, teacher, and facilities).

A study conducted by Alwasilah (cited in Kasim, 2003) also revealed that the English language ability of students, including university students,

was still unsatisfactory. At the university level, few students can communicate in English and give responses to their lecturer's questions. Most of others tend to keep quiet. In this regard, the difficulties of speaking are also faced by the students of the English Department of Syiah Kuala University in which she teaches. The frequent difficulties in speaking from what she notices during the process of teaching and learning took place were (1) students often have no ideas about what to say, so they tend to keep silent, (2) they are also shy and uncomfortable as well as not confident if they make mistakes., (3) the students are afraid of making errors in class as they will be laughed at by their friends., and (4) the students are not used to talking in class since their pronunciation and vocabulary are poor and confined.

Nurpahmi (2013) The research entitled *Difficulties Encountered by The Bugis Students in Producing English Sounds.* In her research, she found The study was to determine the extent to which accent strength and familiarity affect comprehension and to provide a defensible direction for assessing multidialectal listening comprehension. A strength of accent scale was developed, and one US, four Australian, and four British English speakers of English were, The chosen speakers who determined the accent strength and familiarity effect of the subjects were from the speakers of one US, four Australian and four British, they determined the accent strength and familiarity affect based on a judgment of their strength of accent.

Karjo (2015) on her research "Accounting for L2 Learners' Errors in Word Stress Placement" stated, there are two major findings in his study. The first one confirms that stress placement is indeed problematic for L2 learners due to the unavailability of similar stress system in their native language (in this case Indonesian). However, when confronted with the task of placing stress for two or three- syllable words, Indonesian students found more difficulty in producing stress for three-syllable words. Moreover, in two-syllable words, the penult (initial) stress words were mostly misplaced, while in three syllable words, the final syllable stress words were causing stress placement errors. The second major finding of this study is that stress placement errors were caused by five phonological factors.

Bian (2013) on her journal "The Influence of Chinese Stress on English Pronunciation Teaching and Learning" stated that many of the pronunciation difficulties in English stress are found to be a clear reflection of prosodic transfer of Chinese. Knowing the differences between Chinese and English stress can help teachers to identify reasons for Chinese EFL learners' pronunciation difficulties in English stress, and put forward effective strategies to promote the positive transfer, and inhibit the negative transfer in English pronunciation teaching and learning.

This research is different from those previous studies. In this research, the writer analyzed the influence of students' ethnic background (Dayakese,

Banjarese, and Javanese) on English speaking fluency of English Education in IAIN Palangka Raya.

C. Language and Culture

The Sapir-Whorf hypothesis proclaimed the influence of language on thought and perception. This, in turn, implies that the speakers of different languages think and perceive reality in different ways and that each language has its own world view. The issues this hypothesis raised not only pertain to the field of linguistics but also had a bearing on Psychology, Ethnology, Anthropology, Sociology, Philosophy, as well as on the natural sciences. For, if reality is perceived and structured by the language we speak, the existence of an objective world becomes questionable, and the scientific knowledge we may obtain is bound to be subjective. Such a principle of relativity then becomes a principle of determinism. Whether the language we speak totally determines our attitude towards reality or whether we are merely influenced by its inherent world view remains a topic of heated discussion.

Sapir and Whorf were by no means the initiators of the notion of linguistic relativity. The idea that the language system shapes the thinking of its speakers was first formulated by the German philosophers J.G. Herder (1744-1803) and W.V. Humboldt (1767-1835). However, it was Humboldt‟s philosophy of language that influenced linguistics. He felt that the subject matter of linguistics should reveal the role of language in forming ideas. That is to say, if language forms ideas, it also plays a role in shaping the attitudes of

individuals. Hence, individuals speaking different languages must have different world views.

Understanding the idea of the connection between language and culture is vital to the way toward learning another dialect. In genuine language use, it isn't the situation that it is just the types of language that pass on importance. It is language in its social setting that makes significance: making and translating importance is done inside a social structure. In language learning homerooms, students need to connect with the manners by which setting influences what is imparted and how.

Language is utilized to make important correspondence among individuals. As it were, correspondence is the fundamental capacity of language. Correspondence is unthinkable without shared learning and presumptions among speakers and listeners (Stubbs in Nurhayati and Yuwartatik, 2016). In learning English, everybody needs to have great capacities in different viewpoints. Regardless of whether it is perusing, composing, listening or speaking. Particularly to have the option to set up great correspondence is the speaking capacity. Speaking has a significant job in day by day life that is to pass at the forefront of somebody's thoughts legitimately.

D. **Language and Ethnic**

In the introduction to *The Language, Ethnicity and Race Reader*, Harris and Rampton critically discuss essentialist and constructionist views

with regard to ethnicity. They consider the former view which conceptualises "ethnicity-as-fixed-and-formative-inheritance" and the later "strategic" view which "gives more credit to free will a nd active agency" and is often referred to "as a 'roUtes' rather than a 'roOts' conception of ethnicity" (Harris and Rampton 2003: 5). However, they contend that the "strategic" view of ethnicity bears traces of the "ethnicity-as-inheritance" view in that it allows individuals and groups one of three sets of possibilities for self-identification: "(a) embracing and cultivating their ethno-cultural/linguistic legacy, (b) trying to downplay and drop it as a category that is relevant to them, or (c) drawing attention to the different ethnicities of other people (most often in negative stereotyping)." They argue for the relevance of a fourth option "(d) taking on someone else's ethnicity, or creating a new one" which draws on recent research on "hybridity" and "new ethnicities." Rather than making ethnicity as a social category cease to exist, this fourth option emphasises "processes of mixing, blurring and cross-identification" and brings forth "issues like authenticity, entitlement and expropriation" (ibid.).

For instance, Harris' (2006: 1) examination of language use and ethnicity among British-born South Asian youth illustrates how many of the young people he worked with "while retaining both diasporic and local links with a variety of traditions derived from the Indian subcontinent, are nevertheless fundamentally shaped by an everyday low-key Britishness with new inflections." He proposes the combined category "Brasian" to highlight the co-existence of both British and South Asian elements in the young

people's meaning-making practices and identity performances (ibid.: 1-2).

Due to the context-dependency of language and ethnic identity, Fishman continues, it becomes pertinent to examine "how and when the link between language and ethnic identity comes about, its saliency and potency, its waxing and waning, its inevitability and the possibility of its sundering" (ibid.). A focus on different contexts, conditions and perspectives allows us to understand how the dialogic relationship between language and ethnic identity is (re)produced, contested, or modified. García (2010: 519) employs the terms "languaging" and "ethnifiying" for language and ethnicity respectively. She contends that the use of these terms draws analytical attention to "people - individuals and groups - who use discursive and ethnic practices to signify what it is they want to be" (ibid), that is how individuals and groups construct and perform their identities through language in social interaction. The shift from code and community as bounded units to language users and their languaging and ethnifying practices is premised on the conception of language as a social construction.

E. **Language and Social**

At least since Aristotle, language has been seen as distinctively human in its complexity. Despite the centrality of language use in human society, social psychology textbooks often ignore the topic and when they do pay attention it is to regard language as a mode of communication or a vehicle whereby humans transmit information, including ideas, thoughts, and feelings,

from one to another. Holmes (2001, p. 1) says that sociolinguistics is study the relationship between language and society. They are interested in explaining why we speak differently in different social contexts, and they are concerned with identifying the social function of language and the ways it is used to convey social meaning.

F. Conceptions of Speaking and Fluency

Since this examination is worried about the elements influencing understudies' talking competency, this section audits writing relating to English talking, pertinent hypotheses, and past research discoveries on English talking.

1. English Speaking

Speaking is a procedure of imparting contemplations and thoughts to different individuals orally. Speaking isn't just about delivering the words yet, in addition, the utilization of language to transfer implications that other individuals can comprehend them (Cameron, 2001). Torky (2006) characterizes speaking as an approach to deliver the sound that made a sign to create differential verbal reactions in an audience. It identified with the consolidating sounds efficiently to make important sentences, speakers and audience members traded the messages orally.

Additionally, speaking is one procedure to make a discussion with different individuals. It very well may be addressed, answer, assessments, making solicitation, and discourse that conveyed verbally.

2. Characteristics of speaking

The speaker needs to abstain from misconception when passing on the messages to the audience, its motivations to make the messages conveyed plainly. At the point when the speakers need to talk smoothly, they need to know the proper circumstance when begin to make discussion (Harmer, 2007, p. 343). Luoma (2004), partitioned components of speaking into five sorts: go exactness, familiarity, communication, and intelligibility. As bolstered by Mazouzi (2013), the accomplishment of familiarity and precision of understudies ought to be proportionality, in light of the fact that both of these components help understudies to build up their informative capacity. Familiarity with talking depicts the speakers' abilities to report the possibility of the speaker abruptly. It is the expertise of the speaker to talk naturally and make audience members' advantage. Support (2000), contended that familiarity is the speaker's skill to answer unmistakably by joining among words and expressions, saying sound particularly, and utilization of stress and tone. Next trademark is exactness, it needs to control the structure that speaker utilized. Students need to concentrate on suitable and the breadth of language structure that incorporates syntactic, structures, vocabulary, and articulation (Mazouzi, 2013).

3. Function of speaking

There are numerous elements of talking in human disposition. "The elements of talking are ordered into three; they are discussion as interaction, talk as the transaction, and talk as performance. Every one of these discourse exercises term of structure and work and requires diverse showing approaches (Richard, 2008)."

4. Speaking Fluency

Speaking English fluently is among the objectives of learning a foreign language, such as English. English fluently is the central matter of informative language educating and learning the process. Understudies who concentrate English as an unknown dialect dependably put high need on this aptitude. They are relied upon to have the option to speak with different individuals in genuine circumstance and condition orally. So they need to ace English fluently since it is a significant objective of talking exercise. Fluently characterizes as a capacity of the speaker to talk normally no ifs, ands or buts. Richards et al (2002: 204) portrayed talking familiarity as "the highlights which give the discourse the characteristics of being common and typical, including the local like utilization of stopping, mood, sound, stress, the rate of talking, and utilization of interpositions and interferences."

English fluently abilities were considered as conveying messages in ordinary speed without unbalanced words, trading the thoughts plainly and

justifiable way, and the utilizing of basic words that expect to cause audience members to comprehend (Zhang, 2009). Skehan (2009) characterized fluently as the capacity to result from the discourse at ordinary speed without stopping. Fluently is the perception what's more, solidarity of conveying messages (Nation and Newton, 2009, p. 151).

G. Factors Influencing Speaking Fluency

Speaking happened spontaneously and orally among two people and more in real time. Some various kinds of influencing speaking fluency are cognitive factors, linguistic factors, and affective factors (Wang, 2014).

1. Cognitive factors

Speaking process include conceptualization, formulation, and articulation (Level, 2007). Conceptualization concern with kinds of information selected to express meaning. Formulation refers to the ability of speaker chosen the using of proper words in appropriate grammatical. Formulation deals with speaker's ability to select proper words of grammatical structures. Articulation was speech articulatory organs that articulated by the speaker. These three processes occur simultaneously, because of that sometimes students make mistakes in face to face communication. Therefore, students speaking skills can be replaced by "hesitations, false-starts, grammatical inaccuracies, and limited vocabulary (Hughes, 2002, p. 77)." It is so forth for students who learn English speaking to keep their parity during the lesson.

2. Linguistic factors

Learner's oral proficiency has to use appropriate language forms (Saunders & O'Brien, 2006). Some components of linguistic factors include pronunciation, grammar, and vocabulary is very important concidered by students. They also have to focus on the situation of conversation time. As support by Harmer, (2002) speaking not only need the knowledge how to produce the form language but also on when, why and what way to result in the words.

3. Affective factors

Some kinds of affective factors related to native language learning are emotions, self-esteem, empathy, anxiety, attitude, and motivation. "Speaking a foreign language in public, especially in front of native speakers, is often anxiety provoking. Sometimes, extreme anxiety occurs when English foreign language learners become tongue-tied or lost for words in an unexpected situation, which often leads to discouragement and a general sense of failure. Unlike children, adults are concerned with how they are judged by others.

H. Pronunciation

1. The Definition of Pronunciation

Pronunciation is part of speech which includes word, intonation, and the sounds of language. Pronunciation has big contribution for better English speaking. It is very important to learn, because with good

pronunciation, our English can be more clearly and easily to understand. It is true that pronunciation has important role in oral communication. If someone speaks in appropriate pronunciation, the listeners cannot understand what the speakers talking about or it may disturb others' understanding.

Pronunciation is the act or result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability. Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language (Fraser, 2001). Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested (Fraser, 2001). Harmer (2001:183) states that pronunciation teaching not only makes students aware of different sounds and sound features (and what these mean), but can also improve their speaking immeasurably.

2. **The Feature of Pronunciation**

The main features of pronunciation are segmental features (included phoneme) and supra-segmental features (included stress, intonation and connected speech). According to Kelly (2006), "Phonemes

are units of sound which could be analyzed. It is also known as segments. On the other hand, suprasegmental features are features of speech which are generally applied to groups of segments, or phonemes. In English, intonation and stress are the important features of suprasegmentals".

a) Segmental features (Phonemes)

Segmental features of pronunciation, often called phonemes, are specific sounds within a language. When people consider meaning, people see how each sound, rather than another, can alter the meaning of the word. Those definitions owe people the total number of phonemes in a given language. The collection of phonemes consists of two categories: vocal sounds and consonant sounds (Kelly, 2001).

1) Vowel

Vowel is one of the speech sounds that people often make. Vowels are articulated as the voiced airstream is formed using the tongue and lips to modify the overall form of the mouth (Kelly, 2001). From a phonetic point of view, vocals are articulated with a relatively open configuration of the vocal tract: no part of the mouth is closed, and none of the vocal organs are so close together that people can hear the sound of the air passing between them. Vowels typically involved the vibration of the vocal cord (vowing) and their distinctive resonances were made by varying the shape of the mouth; using the tongue and lips. In English, there are no singers whose key feature is the use of nasal resonance. English

vowels are all oral vowels and have a nasal quality only when they are affected by an adjacent nasal consonant, such as no, big, and man. The key task of defining the articulation of the vocals is to map the motions of the tongue and the lips.

At the front of the mouth, /a/ represents the lowest point that it is theoretically possible for the body of the tongue to reach, and /ɑ/ represents the correspondingly lowest point at the back of the mouth. Vowel in the region of /a/ or /ɑ/ are called open or low vowels. /i/, represents the highest point at the front that the body of the tongue can reach while still producing a vowel sound (anything higher and the tongue would come so near to the roof of the mouth that the consonant sound would result). /u/, similarly, represents the highest point at the back of the mouth. Vowel in the region of /i/ and /u/ are called close or high vowels.

Two horizontal lines are divided the space between /i/ and /a/ into equal areas. Vowels made in the region of the higher of these lines, represented by /e/ and /o/, are called mid-close or half-close. Vowels are made in the region of the lower of these lines, represented by /ɛ/ and /ɔ/are mid-open or half-open. The term mid is often used to describe the whole of the area between these two lines (Crystal, 2004).

Lip position is an important factor in the description of vowels, and three main types are recognized. First is rounded, where the

lips are pushed forward into the shape of circle. Second is spread, where the corners of the lips are moved away from each other, as in a smile. Third is neutral, where the lips are not noticeably rounded or spread.

2) Consonant

There are three forms of defining the consonant sounds; the way of articulation relates to the contact between the different articulators and the airstream; the position of articulation offers further detail on what the different articulators actually do; and the frequency of the articulation, the following words are used. From a phonetic point of view, the consonants are articulated in one of two ways; either there is a closing movement of one of the vocal organs, creating such a narrow structure that it is possible to hear the sound of the air going through; or the closing motion is complete, providing a total blockage. Closing motions may include the lips, tongue, or throat, but in each case the overall effect is quite different from the comparatively open and unimpeded joints seen in the vocals (Crystal, 2004).

Certain consonants vibrate the vocal cords: these are the consonants voiced, such as /b/ and /m/. Others do not have vocal cord vibration. These consonants are voiceless, like /p/ and /s/. The distinction is not absolute: there may be voicing levels, depending on where a consonant appears in a word. For example, at the end of

a word, a voiced consonant typically loses a lot of its vibration. The sound of /z/ could be found at the beginning of word zoo /zu:/ is more vibrant than the one at the end of ooze /u:z/ (to voice this fully would produce an unnatural buzzing effect at the end of the word). An alternative way to compare the force they are articulated is to capture the difference between consonant pairs such as /p/ and /b/. Voiceless consonants are produced with much greater force than their voiced counterparts, and the term fortis (strong) and lenis (weak) have come to be used to identify the two types. Thus, /p/, /t/, /k/, /f/, /θ/, /s/, /ʃ/, /tʃ/ are all fortis consonants; /b/, /d/, /g/, /v/, /ð/, /z/, /ʒ/, and /dʒ/ are all lenis.

In contrast with vowels, other consonants are primarily found by using the nasal cavity. When people talk, the soft palates are raised, so the palate presses over the back of the throat and does not allow any nasal air, /m/, /n/ and /ŋ/; but, as when people breathe, the soft palate remains lowered and the result is a series of a nasal sound. Certain other consonants are also somewhat vowel-like, in that they can be sounded continuously without any audible friction: the three nasals, /m/, /n/, and /ŋ/, /l/ as in lie, and /r/ as in red. These can all be classed together as (frictionless) continuants or sonorants, within which the four oral items (/l/, /r/, /w/, /j/) are often recognized as forming a distinct group (Crystal, 2004).

Articulation places can also separate consonant sounds. Fromkin et al. (2003) described that consonant sounds could be classified into seven groups at the base of articulation places.

a) Bilabials

    The sounds come from a mixture of the upper and the lower lips. The sounds /p/, /b/, and /m/ contain bilabials.

b) Labiodental

    The lips and teeth are the primary tools for the production of these sounds. The lower lip produces this consonant class to the upper teeth. The sounds /f/ and /v/ are made of the laboratory.

c) Interdental

    Interdentals consist of the sounds /θ/ and /ð/. Both sounds are represented by *th*, for example, *th*in /θn/ and *th*en /ðn/. To produce these sounds, one inserts the tip of the tongue between the upper and the lower teeth. For some speakers, the tongue simply touches the teeth.

d) Alveolar

    The sounds are produced by raising the front part of the tongue to the alveolar ridge. The tongue should touch oral most touch the bony tooth ridge. The sound /n/, /t/, /d/, /s/, /z/, and /l/ are made in alveolar.

e) Post-alveolar

The sound that produced with the tongue low behind the alveolar ridge in the mouth. The sound /ʃ/, /ʒ/, /tʃ/, and /dʒ/ are made in post-alveolar.

f) Palatals

The sounds are produced by raising the front part of the tongue to a point on a hard palate just behind the alveolar ridge such as the sound /j/.

g) Velars

Velar sounds are produced by raising the back of the tongue to the soft palate or velum. The sound of this articulation place are/ŋ/, /k/, /g/, and /w/.

h) Glottal

Glottal sounds are produced if the air is stopped completely at the glottis by tightly closing the vocal cords. Although classified as a consonant, there is no air flow restriction in pronouncing a word. The sound that made in glottal is /h/.

Consonant sounds are classified according to the manners of articulation. This is investigated by seeing how the lips, tongue, velum, and glottis, as the vocal tract, can be positioned in different ways to produce different types of sound. Here are the various manners of articulation (ELLO, [n.d.]):

a) Plosives / stops: the speech organ in plosives is closed, and the airstream completely blocked in the oral and nasal cavity. Immediately, the upward pressure would release in the oral cavity. The audible air blowing is called suction. The English plosives are /p/, /t/, /k/, /b/, /d/, /g/ (voiced).

b) Affricates: similar to plosives, the ventilation in the oral cavity is completely blocked. But, contrary to said plosives, the blocked airflow is not immediately released but creates audible friction very gradually. Affricates can split into two: a plosive, which can then be accompanied by friction (as closures and conflict occur at the same place). But note that fricates are usually just one phoneme examined English affricates are /tʃ/ (voiceless) as in *cheese* and /dʒ/ (voiced) as in *the jungle*.

c) Nasals: a block of the oral cavity reduces the velum in nasal sounds (soft palate). And through the nose will air escape. English nasals are /m/, /n/ and /ŋ/ as in *sing*, which are all voiced.

d) Fricatives: Air forces through a small break between two joints at a steady pace to create fricatives. Fricatives occur when two vocal organs come close for the movement of air to be heard between them (Kelly, 2001). Fricatives divided into two groups: fricative slit and fricative groove. In slit fricatives, the tongue is rather flat (as in /f/, /θ/ as in *thing* (voiceless), /v/, /ð/ as in *this* (voiced), while in groove fricatives the front of the tongue forms the

eponymous groove /s/ as in *seal*, /ʃ/ as in *shock* (voiceless), /z/ as in *zero*, /ʒ/ as in *measure* (voiced).

e) Laterals: Along the alveolar ridge, the end of the language pushed. The tongue is limited to the air over the lower tongue boundaries. The tongue lowered. The only English lateral sound is /l/ (voiced).

f) Approximants: approximants refer to the concerned articulators approach each other without actually touching. In the English language, there are three approximates: /j/ as in you, /w/ as in us and /r/ as in the upward spoken language. Semi-vowels (or glides) are referred to as approximants, as they represent the 'twilight zone' between the consonants and vowels.

b) Suprasegmental features

Suprasegmental features, are speech features that apply specifically to segment groups or phonemes. The features which are important in english are stress, intonation, and how sounds change in connected speech (Kelly, 2001).

1) Intonation

The word intonation refers to the way the voice goes up and down in pitch as people speak. It is a central part of how people articulate our own feelings, and it helps us to consider those of others. It isan aspect of language that people are very sensitive too, but mostly on an unconscious level (Kelly, 2001).

2) Stress

All of words has an obvious syllable, and one of the syllables in each word should sound louder than the others. The syllable showed with a louder sound is the stressed syllable. Every stressed syllable, in a word in addition, often has a shift in pitch, or the tone of the speaker's voice, and the vocal sound in that syllable lenghtened. Stress can fall on the first, middle, or last syllable of words (Kelly, 2001).

3) Connected speech

Connected speech Connected speech refers to spoken language when viewed as a continuous series, as in natural speech and conversation. Vowel and consonant segments combine into syllables; syllables combine into words; words combine into phrases and phrases (Crystal, 2004).

I. **Factors affecting the pronunciation in speaking**

The following are some of the factors that influence pronunciation of speaking skills:

1. **Accent**

An accent is "the cumulative auditory effect of those features of pronunciation that identify where a person is from, regionally or socially" (Crystal, 2003, p. 3). Accentedness, a "normal consequence of second language learning" (Derwing& Munro, 2005, p. 383), is a "listener's

perception of how different a speaker's accent is from that of the L1 community" (p. 385). Many adult learners of English have foreign accents that identify them as nonnative speakers. However, more recent research suggests that environment and motivation may be more important factors in the development of native-like pronunciation than is age at acquisition (Marinova-Todd, Marshall, & Snow, 2000).

2. **Attitude**

It seems as though some learners are more adept at acquiring good pronunciation. Even within one homogenous classroom, there is often a large discrepancy among the pronunciation ability of the students. This phenomenon has led many researchers to study the personal characteristics of the learners that contribute to their success in foreign language acquisition.

According to Schumann, acculturation refers to a learner's openness to a target culture as well as a desire to be socially integrated in the target culture. Acculturation examines the social and psychological integration of immigrant students as a predictor of the amount of English language they acquire and use. Schumann maintains that the acquisition and use of English is a measure of the degree to which students have become acculturated to the host culture. The more interaction (i.e., social/psychological closeness) a group has with the target group, the more opportunities will result for the group to acquire and use English.

Conversely, less interaction (i.e., social/psychological distance) results in less acquisition and use of English. The group's amount of contact with the target culture has an effect on the amount of English acquired and used. That students with motivation to learn with positive attitudes towards the target language and its speakers were more successful than were students with less positive attitudes. They refer to Gardner and Lambert's research on motivation wherein two types are highlighted. The first type of motivation is instrumental, which is motivation to learn the L2 for the value of linguistic achievement. Second is integrative motivation, which describes the desire to continue learning about the second language culture. According to Gardner and Lambert students with integrative motivation would be expected to work harder to develop communication skills in the second language because they are more likely than their less interested counterparts to seek out native speakers of the language.

3. **Mother tongue influence**

The sound pattern of the learner's first language is transferred into the second language and is likely to cause foreign accents. The mispronunciations of words by nonnative speakers reflect the influence of the sounds, rules, stress, and intonation of their native language. In this respect, Avery and Ehrlich point out that the sound system of the native language can influence the learners' pronunciation of a target language in at least three ways. First, when there is a sound in the target language which is absent from the learners' native sound inventory, or vice versa,

learners may not be able to produce or even perceive the sound(s). Second, when the rules of combining sounds into words (i.e., phonotactic constraints/rules) are different in the learners' mother tongue from those of the target language, they cause problems for learners because these rules are language specific as they vary from one language to another. Thirdly, since the rhythm and melody of a language determine its patterns of stress and intonation, learners may transfer these patterns into the target language. These factors would enable the teachers to identify the difficulties in the pronunciation of the target language experienced by non-native speakers in order to help them overcome their foreign accent and consequently improve their pronunciation. In addition, they would also enable teachers to provide efficient pronunciation instruction and design their teaching methodology according to students' needs.
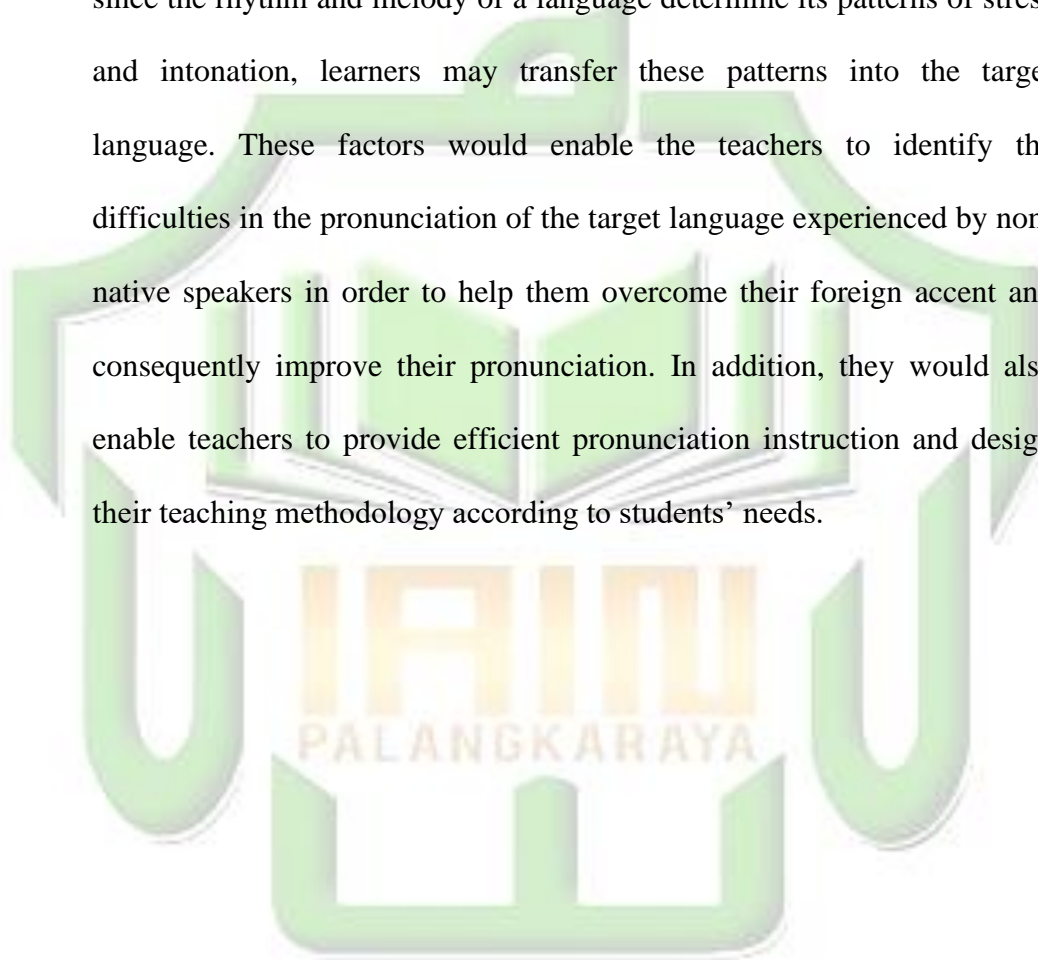
CHAPTER III

RESEARCH METHOD

This chapter describes some aspects of methodology (research method) including research design, subject of the study, source of data, research instrument, data collection procedure, data analysis procedure, and data endorsement.

A. Research Design

The motivation behind this study is to investigate factors that add to impact understudies' speaking fluency which additionally to realize the social impact in speaking fluency, so this examination utilized a *descriptive qualitative approach*. The qualitative approach is utilized when little is thought about a theme or wonder, used to appreciate individuals' encounters and to express their perspective (Johnson and Christensen, 2005). This is in accordance with this exploration since it centers on variables influencing understudy's speaking fluency. Two research questions were raised: (1) How is the influence of ethnic background towards English speaking fluency based on Dayakese, Banjarese, and Javanese in English education study program of IAIN Palangka Raya?. (2) What are the factors which are influences towards English speaking fluency based on the ethnic background?.

B. Subject of the Study

The participant of this study is students of Dayakese, Banjarese and Javanese of English Education Study Program of IAIN Palangka Raya at the

2018 academic years, by using qualitative approach and also focused on the influence of ethnic background towards English speaking fluency based on Dayakese, Banjarese, and Javanese in English education study program of IAIN Palangka Raya. The survey will be conducted using Google form to obtain student ethnicity. The data are collected through observation, interview and documentation. The data of Students' perception were analyzed by collecting the data, reducing the data, presenting the data, and taking the conclusion. Then all the data are analyzed descriptively and qualitatively.

The informant's criteria are:

a. The informants are students of the 2018 academic years who have gone through pronunciation practice, speaking for everyday communication, speaking for group activities, speaking for formal setting, and public speaking subject.

b. The informants came from three tribes or ethnic background; there are Dayakese, Banjarese, and Javanese.

   i. The informant has lived in Central Kalimantan/ South Kalimantan/ Java for at least five years.

   ii. The informant mastered the vocabulary of Dayakese/ Banjarese/ Javanese.

   iii. The informants can communicate fluently using their respective regional languages/ L1 (Dayakese, Banjarese, or Javanese).

c. They have problems on speaking English (constraints in pronunciation).

Cresswell (2012) contended that research participants are the subject who has the aptitude to pass on the data that scientist needs to answer the exploration question. One class was chosen to watch understudies movement during learning procedure dependent on the normal for a populace and target of the exploration. Members were purposively chosen. This is a direct result of the research reason particularly to investigate influencing understudies' English speaking fluency. "Purposive examining is a testing method where the specialist chooses who might in all likelihood help us to give data about our develop (Griffe, 2012, p.58)." Members were understudies who passed basic speaking. Notwithstanding gain, the information scientist watched the members during the speaking class. To finish information from perception specialist additionally approached six understudies for the meeting to discover out their discernments about speaking in English course.

C. **Source of Data**

Sources of data in this study are data based on research in the field are observation, interviews, and documentation with English study program students of 2018 academic years at IAIN Palangka Raya from Dayakese, Banjarese and Javanese who will selected by the informants criteria, by asking a number of questions about ethnic background influences in English speaking fluency. Researcher also use references from several journals, books and previous theses to strengthen each of the arguments presented and provide the facts.

D. **Research Instrument**

1. **Observation**

Observation is one of the most important research methods in social sciences and at the same time one of the most diverse. The term includes several types, techniques, and approaches, which may be difficult to compare in terms of enactment and anticipated results; the choice must be adapted to the research problem and the scientific context. As a matter of fact, observation may be regarded as the basis of everyday social life for most people; we are diligent observers of behaviors and of the material surroundings. We watch, evaluate, draw conclusions, and make comments on interactions and relations. However, observation raised to the rank of a *scientific method* should be carried out systematically, purposefully, and on scientific grounds-even if curiosity and fascination may still be its very important components.

The observation will be conducting to obtain data on student ethnicity and students' perceptions of cultural influences on English speaking fluency. The survey will be conducting by speaking test or naturally, and getting the data via Google form by fill the questions sheet to students about the criteria for informants. The Google form link is made first by including the name, student registration number (SRN). Semester (2018 academic years), ethnicity (Dayaknese, Banjarnese, and Javanese),

phone number, and some other questions that the student needs to fill in.

Then the link is distributed to students of 2018 academic years.

Researchers will observe these 4 points;

No.	Observation Checklist	
1.	The students' activity before lesson	
2.	Students' participation	
3.	Students' speaking ability	
4.	Lecturer's classroom management	

Observation Procedures

1. The researcher asked permission from the lecturer to research in the class.

2. After obtaining permission, the researcher set the observation schedule.

3. The researcher made an observation in the class. The researcher sees the classroom situation and how students speak naturally in the class.

4. Then the researcher gave a question sheet to students about the criteria for informants. If the class is online, then the questions are shared via Google form.

5. Researcher choosed the informants with criteria's bellow:

a. The informants were students of the 2018 academic years who have gone through pronunciation practice, speaking for everyday communication, speaking for group activities, speaking for formal setting, and public speaking subject.

b. The informants came from three tribes or ethnic background; there are Dayakese, Banjarese, and Javanese.

c. The informant has lived in Central Kalimantan/ South Kalimantan/ Java for at least five years.

d. The informant mastered the vocabularies of Dayakese/ Banjarese/ Javanese.

e. The informants can communicate fluently using their respective regional languages (Dayakese, Banjarese, or Javanese).

f. They have problems on speaking English (constraints in pronunciation).

g. They have a certain accent based on the ethnic background.

h. They have fewer score in speaking subject.

6. After the informants selected, and then conduct an interview. It can be done by online or offline activity.

2. Interviews

An open interview with an inquiry made dependent on the objective of the study was utilized to gather the information. The up and coming inquiries were detailed dependent on the appropriate responses given by

the members. Sugiyono (2013:231) state that Interview is a meeting of two people to exchange information and idea through questions and responses, resulting in communication and join instructions of meaning about a particular topic.

One of the most popular techniques for obtaining information in research by asking respondent orally is interview. The information is obtained directly from the respondents while talking face to face. Nazir (2005:193) says that interview is the process the collecting information for research goal through talking face to face with the respondents using instrument which is called interview guide.

The kind of interview that used in collecting the data was a semi-structured interview. It was an interview that utilized a question list, but allowed for greater flexibility for the interviewer in asking for clarification and elaboration (Arikunto, 2001:156). This kind of interview is also known as in depth interview, where technically is more flexible than the structured one (Sugiyono, 2012: 320). Through this kind of interview, the interviewees were expected to express their opinions and ideas so the issue could be explored more openly. The researcher used mobile phone as instrument to record the data from the interviews. Note taking technique also used as other instrument to get addition information during the interview.

Interviews will be conducting with students from Dayakese, Banjarese and Javanese who seemed to experience difficulties in speaking

English fluently when observations were made. Interview data is very important to find the factors that influence the fluency of students' speaking. To know cultural factors really affect to the fluency of their English speaking. The informants have to answer some interview questions. The interview answers will record with audio recorders. This step using an open-ended questioner, it is consisting of some questions that related to the research problem. The students will be asked about their difficulties in speaking English due to the influence of the original culture owned, whether it's due to accent, habits, or other obstacles. In this step, the researcher will check the informant's pronunciation by make a conversation with them in English and their first languages naturally.

Interview Guideline

1. What is your ethnic background?

2. What language do you use when speaking with parents, family and community? Why?

3. Do you have problems because your ethnic background? Please explain what it is!

4. Have you ever learned pronunciation by yourself, your teacher or from the English course you are taking? How?

5. Have you ever looked up an English word in the dictionary to find out how to read the word correctly? Why?

6. In your opinion, is learning pronunciation important? Why?

7. What the difficulties in speaking English?

8. What the factors that influences based on their ethnic background?

9. Are you interested in speaking English?

10. Could you speak in your first language?

11. What are factors that make you enjoy speaking English?

12. Could you tell me your motivation to study English?

3. **Documentation**

A valuable source of information in qualitative research can be documentation. Sugiyono (2012: 240) stated that documentation can be written and picture by someone that can be used to obtain information. In conducting documentation method, the researcher can provide magazines, books, documents, etc. The function of documentation method is to make credible the result of observation or interview.

The documentation that used in this research is:

1) Pictures of research;

2) Recording videos of observation and interview (Zoom or Google meeting)

3) Recording voices of informants when speaking English (L2) and first languages/L1 (Dayakese/Banjarese/Javanese);

4) The transcript of interview's answer;

5) The transcript of phonemes analysis.

E. Data Collection Procedure

Technique of collecting data is the way to collect the information and facts in order to get the data of the research. Without knowing and mastering the techniques of data collection, the researcher will not get the data to fulfill the specified data standards.

According to Suwartono (2014: 41), data collection is the variety of methods used to collect data, assemble, retrieve, or solicit the research data. Experts know the methods such interview, observation, questionnaire, testing, records and documents. However, both records and documents are referring to the data sources.

Data collection is considered as the most prominent step in a research due to the fact that the main purpose of conducting a research is to obtain needed data. In a qualitative research, data can be taken from archival documents, written or oral expressions of people or their behavior, etc (Moleong, 2010:157). Data for this study were collected through observation, interview, and documentation.

F. Data Analysis Procedure

Sugiyono (2012: 335) states that a qualitative data analysis is a process of searching and arranging systematically the obtained data from interviews, field notes, and documentation by organizing data into categories, explaining into units, synthesizing, arranging into patterns, sorting the important ones,

and drawing conclusions in order to be comprehended by the research or the readers. From those two much similar definitions, there are two common things in the process of analyzing gained data is categorizing, synthesizing, arranging the pattern, and presenting the result. In addition, Miles (1992:18-20) divide qualitative data analysis into two approaches, i.e. flow analysis models and interactive analysis model. However, the researcher focuses on the second approach which is appropriate with this research. In the interactive analysis model, data reduction and data presentation are processed along with data collection. Those analysis components are then interacted after all needed data are gathered.

The interactive analysis models applied in this research can be explained with some steps as follows:

1. Data Collection

In qualitative research may come from document, archives, interview, observation and so on. As the explanation before, the researcher collected the data from interview with students'.

Data collection procedures:

a. Initial data was obtained from the goggle form filled out by students;

b. Data were also obtained from observations, interviews and documentation;

c. The primary data in this study are interview data, while the secondary data are observation and documentation data;

d. All data was collected.

2. Data Reduction

The next step after collecting data is data reduction. Data reduction means summarizing data, selecting the important ones, focusing on the stated topic, and deleting unnecessary data (Sugiyono, 2006: 338). Thus, the reduced data will not only clearly give pictures of what the researcher really seeks but also will simplify the following searching results. In this research, the process of data reduction was started by separating unnecessary data from the interview.

Data reduction procedures:

a. The data obtained through filling out the Google form were sorted according to the criteria of the informants to determine the research subjects;

b. Student data that does not pass according to the criteria of the informant is not used;

c. Observation, interview and documentation data are also sorted according to research needs;

d. The data has been reduced, only the relevant selected data is used.

3. Data Presentation

In a qualitative research, data presentation might be arranged in the forms of essay, charts, flowcharts, categorization, etc. The aim of data presentation itself is to help comprehend what aspects are discussed in the data and plan the next works based on what have been comprehended. The data presentation for this research was arranged into narrations from the

students' perceptions which were explained descriptively in the form of essays.

Data presentation procedures:

a. Researchers present ready-made data in the research results section;

b. The data presented are research description, research time, stages and results of observations, interviews, and documentation;

c. The data is presented in the form of a description of the results of research and relevant theories, phonemes analysis each tribes (Dayakese, Banjarese, and Javanese), supported also by a table of English phonemes (manner of articulation and place of articulation).

4. Conclusion

With drawing some inferences are the final step after data presentation. In this research, the conclusion is made continuously through the research for each of subtopic in the research findings.

Conclusion procedures:

a. The researcher concludes the research results;

b. The results of the research concluded are the answers to the formulation of the research problem;

c. Because this research has two problem formulations, it means that there are two conclusion points made;

d. The first point answers how the influence of students ethnic background towards English speaking fluency (focus on linguistic factors), while

the second point answers what factors influence other than linguistic factors.

G. Data Endorsement

According to Sugiyono (2009, p. 121) the data endorsement is needed to valid the data found in the process of collecting the data. In deciding the data found in process of collecting the data. In deciding the data validation of qualitative research, the data validation test in qualitative research has certain characteristics such as: credibility (internal validities), transferability (external validities), dependability (reliability), and conformability (objectivity).

1. Credibility

Credibility in qualitative research aims to concerns the truthfulness of the inquiry's findings. Credibility or truth value involves how well the writer has established confidence in the findings based on the research design, participants, and context (Ary, 2006, p. 489). The techniques of credibility used by the writer, as follows:

a. Triangulation

Triangulation is qualitative cross-validation (Sugiyono, 2009, p. 125). It assesses the sufficiency of the data sources or multiple data collection. In the study triangulation used by the writer to evaluate the data collection, in addition to check or to compare. The kind of

triangulation that used as technique triangulation such as questionnaire between interview and observation between interviews.

b. Member Check

Member check is the data checking process that acquired of writer to data giver. In the study the writer uses member check in order to get the similar interpretation and the subject involved based on the objective of the study related to the study result.

2. Transferability

Transferability is the degree to which the findings of a qualitative study can be applied or generalized to other contexts or to other groups. It can use to make the finding of study can be applied; the writer must report the result of the study detail, clear and reliable.

3. Dependability

Dependability or reliability in qualitative research has to do with consistency of behavior. The writer use audit trail documentation during the study begins until the end study.

4. Conformability

Conformability is the same as the qualitative writer's concept of objectivity. It uses to make the writer as the instrument of the study reliable. It is done to check the data result suitable to the real facts. Here the writer is hoped to measure what he will find objectivity.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter focuses on analyzing the research results from interviews and classroom observation. After having analyzed them, a discussion in order to answer the research questions stated in chapter one is held.

A. Data Presentation

The researcher conducted the research to know the influence of ethnic background in English speaking fluency and problem faced by the sixth students at English education study program in IAIN Palangka Raya. The researcher did the research by using observation, interview, and documentation as research instruments.

In doing observation and interview the researcher observed the students in process of English speaking and also condition or the class's atmoshphere in order to know the influence of students' ethnic background, students' problem and the cause of the problem faced by students. The researcher gave google form which is consisting of the data students and some questions as to select the informant based on the criteria. Then, the researcher interviewed the students who have the criteria that research needed. Next, the documentation collected to support the data observation and interview, as like the recording audio, videos of classroom observation, the pictures when interviewed the informant, etc.

The research was conducted to the sixth semester students at English education study program of IAIN Palangka in the academic year of 2018. In this research, the researcher included the date or planned schedules of work as follows:

1. On May, students complete the Google form.

2. On June 11th – 17th, the researcher doing the observation on sixth semester students of English Education in IAIN Palangka Raya.

3. On June 26th – 30th, the researcher interviewed the informant as the subject of the research.

a. Classroom observations

1) Video recording

The classes in English Education of IAIN Palangka Raya are online during the current covid-19 period. Then, the researcher recorded teaching and learning activities in the online class, to find out how students spoke English in the class. Sixth semester consist of three classes, there are A, B, and C class. Class A and C via Google Meeting, while class B via Zoom Meeting.

2) Google form

The researcher asked the students to fill in some questions on the Google form for student data purposes. The researcher has designed these questions, where the data will assist researchers in determining research informants according to research needs. The question on the

Google form is personal identity data including name, e-mail, student registration number, academic years, address, phone number, then questions related to ethnic origin, how long they lived in there, first language, whether they are fluent in speaking English, and the problems they have in speaking English.

b. Interview of students

In the interview session, selected informants were interviewed to answer research questions. In the interview session, the researcher also asked the informants to speak in their first language. This is to find out the comparison when speaking English and their first language. At this session, the researcher recorded the interview using audio recording to make it easier for the researcher to rewrite the script and others.

c. Documentation

The documentation that used in this research is:

1) Pictures or videos of research;

2) Recording voices of informants when speaking English (L2) and first languages/L1 (Dayakese/Banjarese/Javanese) to determine the comparison;

3) The transcript of Iinterview's Answer;

4) The transcript of Phonemes Analysis.

In this research, researcher analyzed the informant's utterances through phoneme transcription. The researcher chose phonemic because of disregarding details in phonology. Phonetic is more

complicated because it's encoding all the details. The researcher used the help of An English-Indonesian Dictionary by John M. Echols and Hassan Shadily to see the phonemes word by word.

1. **Results of classroom observations**

Classroom activities were categorized based on the several levels of configuration, ranging from the best supporting student English speaking fluency to the least. Classroom activities influenced students' speaking fluency. It can be seen from the results of classroom observation. First, students have low or high enthusiasm to study. Students also active or less participating during learning process. They were excited or not to join the class. Whereas the lecturer provided the interesting materials and encouraged the students actively. There were no limited times that given by the lecturer during speak in classroom activities. This is confirmed with previous study research that conducted by Thorniest, (2008).

Observations to obtain secondary data are carried out online through Zoom meetings and Google meetings in three classes, they were class A with syntax courses, then class B with English for Specific Purposes courses, and class C with English for Young Learners courses. From the results of observations, it was found that there was a passive and active response in the field because online learning seemed less interactive as in face-to-face or offline learning. From the results of class observations, only some students are able to be active in class or interact

with lecturers. Thus, from the observations obtained some data, among others:

a. The students' activity before lesson

Based on the observation, student's activity that support their English-speaking fluency can be categorized from students' participation. This can be understood from several characteristics. First, most of the students attended the class on time. They look very excited to join the class. In the beginning of the class, students looked very interest. The next reason was, students had the high and low enthusiasm to start the class. It can be seen from their responses when lecturer gave the instruction during the class. The third, each student focused on each material that lecturer provided. And then, all the instruction that given by lecturer was very clear and easy to understand.

b. Students' participation

Students' participation that supports their English-speaking fluency can be categorized because of several reasons. First, during teaching and learning process students were active. Then, the interaction between lecturer and students ran well. The next was the interaction between students and their classmates. They created good communication between their friends during learning process. Each student tried to use English to speak each other and they also supported

each other. Briefly, the students speaking fluency was affected by supported from people around them.

In the observation researcher find that student participation is quite active, especially when answering questions from the lecturer by giving examples at once. But, unfortunately the students who are active are the same.

c. Students' speaking ability

Students actively answer questions or respond to lecturers. Students can understand what the lecturer explained. It's just that there is one class that is lacking in speaking, because students are less active. As for when his friend gave a presentation, the other students listened and then asked questions about things they didn't understand. There is one student whose pronunciation is good when speaking English, but there are also students whose pronunciation is not quite right. Then there are still students who hesitate when speaking, but there are also some students who did not pay attention to the grammatical error when they spoke in front of their friends. As for all the observed classes, they still use a mixture of languages between English and Indonesian. There is also a class where students are usually active in speaking, when the observations seem less active, according to the lecturers concerned, it may be because they know someone else is doing research in their class.

d. Lecturer's classroom management

Lecturer's classroom management that support students' English-speaking fluency. It can be seen from several reasons. They taught the materials very well. They had good preparation. It looked from the performance in the beginning of lesson. The students understood each instruction that given by them. They managed the class very well; the students were interested in classroom activity. The lecturer enables to discuss materials with students. They had different way taught speaking class. The lecturer succeeded to create a good classroom atmosphere, because of that they had good relation with the students.

2. Results of interviews

Furthermore, interview involving 9 students of English-speaking course were conducted on 26 June 2021 to 30 June 2021.They were chosen purposively and based on the lecturer suggestion. Participants were 2 male and 7 females. The participants were given a letter code, according to the initials of each name. The interviews were about the real situation when they speak English and their perception about the influence of ethnic background in English speaking fluency. Students gave their answers in English language, but sometimes in Bahasa Indonesia. The researcher also asked them to speak in their respective regional languages (L1) to see the comparison when speaking.

The question for each student;

1. What is your ethnic background?

2. What language do you use when speaking with parents, family and community? Why?

3. Do you have problems because your ethnic background? Please explain what it is!

4. Have you ever learned pronunciation by yourself, your teacher or from the English course you are taking? How?

5. Have you ever looked up an English word in the dictionary to find out how to read the word correctly? Why?

6. In your opinion, is learning pronunciation important? Why?

7. What the difficulties in speaking English?

8. What the factors that influences based on their ethnic background?

9. Are you interested in speaking English?

10. Could you speak in your first language?

11. What are factors that make you enjoy speaking English?

12. Could you tell me your motivation to study English?

Interview about the influence of ethnic background towards English speaking fluency in sixth semester students on English education study program at IAIN Palangka Raya

1. Y.A

    It turns out that his Javanese accent is not too visible. This is because Y.A has lived in Kalimantan for a long time, to be precise in

Seruyan. Born in Central Java, until the age of 3 years living there, then with his parents moved to Kalimantan to migrate and has been counted for about 18 years living in Seruyan. Although both of his parents are Javanese, to be precise, Semarang, Central Java. However, the everyday language used is Indonesian, not Javanese. Moreover, Y.A has studied English since he was in junior high school (SMP), continued in high school, and is now studying for an English education study program. Even though she said the problem was in pronunciation and accent. She expressed the pressure/stress when she said the word "The" (dhe). When she speaks English, she looks fluent. One of the factors is that he really likes to speak English.

2. L.A

L.A lived in Pembuang Hulu for 21 years, now she is 21 years old. This means that since she was born the Dayak tribe, specifically the Hanau Dayak, according to her, is different from other Dayaks. The first language used daily in the family is Dayak language. The problem faced is when speaking English (spelling). Like the word "hours". Even though she has been studying English since she was in elementary school (SD), learning vocabulary. Pronunciation according to her is important because when speaking English, it will be very helpful when having conversations with other people. She is not very interested in learning English because it is difficult for her, she does not understand, it is difficult to understand in one word, she is aware of his lack of vocabulary mastery which hinders

and makes her hesitate when speaking English. Dayak and English pronunciation are different.

"Aran kula Lia Agustina. Kula asal dari Pembuang Hulu dan Kula Melai si Pembuang Hulu 20 tahun. Hantam kula te pertama ah bebeda pengucapan [de]ngan kalimat pas iete penulisan ja dengan mungkin tepatuh si ukan melai te kan en aran nah bahasa iete jadinya te pas bahasa inggris beda"

Especially the environment that is not supportive when you want to speak English. Her motivation in learning English is because she wants to learn and also her goal is to become an English teacher.

3. N.Y

She comes from a Dayak ethnic background, specifically the Katingan area, Dayak Kahayan. Original Katingan, now she is 21 years old. Of course, the main language is the Dayak language. The problem is because of ethnic background when she says 'E' and 'R'. The two letters were indistinguishable according to her.

"Biasa a nunggu ngucap [E] dengan E emang gak bisa dibedakan, dan biasa ngucap aren nama). Trus biasa a nyewut E dengan E", Elang tapi gak bisa Elang (pada umumnya).

"Menurutkuh belajar pengucapan te penting soalnya jite te kaya menentukan akan memudahkan itah e…menyesuaikan diri dengan lawan berbicara dan misalnya itah tau lebih menghilangkan logat misalnya

menghilangkan kaya menyesuaikan misalnya kilau ulun endau jida tau nyewut E dengan R mungkin jite te akan memudahkan komunikasi"

Misalnya na nunggu pander kelajuan R bisa itu tau mentok R [areng], nunggu jadi mander basa dayak.

First time learning English since vocational school buther English was not very good. It's heard when she is saying the word "Hometown".

She wants to improve her English skills, because English is interesting to learn. Her motivation to learn English is to become an English teacher and wants to teach the children in her area who do not speak English, do not suffer the same fate as her. Difficulty because they are afraid to speak, afraid to be wrong so they don't believe in themselves. Though she knows that when you get used to it will make it easy. As for what makes her happy in learning English is listening to songs and watching using subtitles.

4. SNB

She comes from Murung Raya, has lived there for almost 21 years. Of course, the main language is the Dayak language, to be precise the Bakumpai Dayak. Dayak Bakumpai have differences with Dayak Ngaju, including similarities in the mention and meaning of the word *jewu* which means "tomorrow". The difference in the word "not" in the dayak bakumpai is *jida*, while ngaju means "he". The hallmark of the Bakumpai Dayak is the inclusion of the words *kih* and *eh*.

"The problem is because of my ethnic background, maybe because my dayak accent affects me, because my friends often say that my Dayak accent is carried away', she says.

"Kangalihkuh pander dalam bahasa inggris te amun aku manyewut kata perkata atau persamaan di kata ji susah nyebut dan dibedakan antara e.. kata can dengan kata ji ada can dan t maksudnya can and cann't. Salah satu kata ji aku susah menyewut kata antara can dan can ji ada t, can dan cannot mun ketoh jida paham maksudku"

"ikau kih jida mander akuh, andau tuh itah bejanjian coba ikau beleme mander itah bajanjian nah mangat yaku menentukan wadahe sikueh itah handak batamu"

Self-study through YouTube, movies, music, and also language lessons. Learned English since junior high school, and continued at the high school level. She was interested in learning English because of the difficulties she experienced when pronouncing words in English.

Accent is influential when speaking English according to her. The motivation is that she really wants to be an English teacher, and likes to hear people speak English in films and everywhere so she is interested in learning and developing English language skills. The circle of friends also affects, usually she and her friends learn English through guessing slank words, such as LOL (Laugh of Laughing). Environmental factors and HP. "If you are lazy, you can do it", she says. Usually the intention to learn through cellphones is even fun by opening social media, etc. Happy with

English because they are happy with western culture who are open minded, they don't care about people's judgments, get along well, and happy to hear their English. She follows the development of entertainment from Hollywood, such as actors or singers; Mia Wasikoska, Amanda siebret, Pilipin and many more.

5. NF

NF is originally from the Banjar tribe; both of her parents are from Banjar. The main language is Banjar, when with friends mix Banjar and Indonesian. Sometimes she has problems with vocabulary and also the combination of his banjar accent when saying English words, such as world (really difficult) and worth.

When speak in banjar language; *"Ngaran ulun Norhidayah Fitriani. Ulun kuliah di IAIN sudah semester 6 asal ulun dari e.. banjar Martapura, Pasar Jati tapi cuma sempat 3 bulanan disana….jadi habis 3 bulan langsung ke palangka, jadi bahasa banjarnya kada terlalu bisa…"*

She learns pronunciation herself and also through YouTube, through several lecturers and also students from the Palangka Raya University, Access Program class for 2 years every 2 times a week. NF also usually looks at the dictionary, especially Google translate (really easy) to find out the right pronunciation. According to her, learning pronunciation is very important, although native speakers don't need correct grammar, but proper pronunciation is very important so that they don't misunderstand what we say.

According to her, the influencing factor is the community, friends who have the same vision and mission in learning English according to her is one of the biggest factors that affect the ability to speak English. Even though he was not good at English. Since the 4th grade, she has been studying English. She never took private classes and joined the community before. She continues to improve her abilities.

She is interested in learning English, because she wants to study abroad, she has no desire to become an English teacher. The destination country is South Korea. She also wants to study in Korean. Although she doesn't have any idols in Korea, she just learns the language. The other difficulties she faced in speaking English were accents, including intonation and fillers.

The factor that made her really wants to learn English was because the big dream. She wanted to make was to study abroad and travel around the world. What they do is pray, work hard, and seek information.

"Bahasa banjar ulun tu kada terlalu bujur, soalnya bahari tu.. cuma lahirnya di banjar sekoahnya dari sd sampai sma tu di pky itugin kada bisa jua bahasa dayak tetap bhsa bnjar walaupun banjarnya tu kalo org pasar jati bilang tu banjar kota…lain banjar yang ada aksennya, lain banjar kaya alabiu ada aksen kaya pakai unda kayaitu…"

NF is an alumnus of SDN 1 of Palangka Raya, SMPN 1 of Palangka Raya, and SMAN 1 of Palangka Raya. She active in English in high school, in junior high school he had a bad experience in English because

her teacher humiliated her for not being able to speak English until she was called stupid. NF is difficult to spell the word, told to come to the front of the class. In the end, she lost his motivation in speaking English, to the point that she was often late and skipped class and finally got bad grades only in English. Until when she first entered high school, she was motivated again because she met teachers who supported her and even taught her until she could, there was great motivation and the role of a teacher to make her happy to speak English until now.

6. DRY

DRY originated and was born in Banjarmasin. Her tribe is the banjarese. She lived in Banjarmasin for 12 years, when she moved from junior high school to Palangka Raya until now. The language used daily is the banjar language. According to her, she has no problem in terms of her background when speaking English.

"ulun ni suka makan bakso, nasi kuning, mie ayam.. lawan ulun ni suka bejalanan urangnya"

She studied pronunciation at the beginning of college, in the first semester to be exact. "I learned English for the first time when I was in elementary school, and I liked it when I was in junior high school", she says.

Usually she uses a dictionary and Google translate to know the pronunciation. According to her, learning pronunciation is important because if you say something wrong, people may not understand what is

being said, causing misunderstandings. She is interested in learning English. The motivation is to want to travel around the world and talk to other people in English, also has a dream to become an English teacher.

According to her, the difficulty in speaking English is grammar, there are too many roles that make it confusing when speaking English whether with grammar or not. While ethnicity is not too influential, because speaking English is different from the pronunciation of Banjar language. According to her, the things that have an effect on improving fluency in English are intention, a supportive environment, having to learn and always practicing, because practice makes perfect. Sometimes when speaking English, the banjar accent can follow, but DRY can't give an example.

She likes to learn English through listening to songs, watching movies on NetFlix, and watching artist interviews while speaking English. She comes from Banjar city, so when in Palangka Raya she speaks Indonesian with friends, except at home he speaks Banjar.

7. SW

SW is from Palangka Raya, but her tribe is Banjar. Her father is Dayakese and her mother is Banjarese. To be precise, the Banjar, Panggang Lake in South Kalimantan. The language used daily is the banjar language. As for her, she has no problem with his ethnic background when speaking English. Because Banjar Lake roast is near Amuntai. Her accent is not very like that of kalua people. Learning

pronunciation during first semester. "The first time I learned English was when I was in high school with tutoring", she says. According to her, pronunciation is important so that other people understand what we are talking about. She is interested in speaking English, because English is an international language. "If we can speak English, there will be many job opportunities in the future, not only English teachers", she says. Actually, she doesn't really like English.

The factor that makes her happy to learn English is by watching movies without subtitles, if there are words that you don't understand, they will be directly translated to find out what they mean. The difficulties in speaking English are vocabulary and pruning. Like the pronunciation of *rrrr* that didn't arrive. For example, at the end of the sentence, like I think…. to call it as if there is no k (thing).

Factors that influence in speaking English, including habits such as the habit of studying with friends (environmental factors).

"Nama ulun Sanawiyah, umur …ulun 20 tahun, terus …asal sekolah ulun dari MA Miftahul Jannah…latar belakang keluarga, ayah..eh..abah adalah dayak mama banjar terus em…/terus kesulitan dalam e..bahasa inggris kurang mempengaruhi atau tidak bahasa banjar…ee untuk ulun pribadi e..gak ada sih kaya tidak ada yang lebih sepesifik karna ulun dari Danau Panggang gak begitu e.. logatnya gak kebawa kaya misalkan ..banjar itu banyak sih logatnya, misalnya ada..kalua..ada amuntai. Nah tu kalo buan danau panggang tu kada terlalu logat banar lah, kaya

mendok kaya itu...jadi menurut ulun kada tapi berpengaruh pan/ ulun orang asli palangka raya, jadi bahasa banjar nya tu dari mama/ lingkungan rata-rata orang pahandut situ orang banjar."

8. R.A

    R.A comes from Java actually, East Java to be exact in Nganjuk. He lived there for a year, after that, his parents migrated to Kalimantan. Now living in Seruyan, it's been more or less 10 years. The language used daily is the Banjar language, "I have not had a Javanese mother language since I was a child in Kuala Pembuang, I have been in the Banjar environment", he says. He understands a little Javanese, but it's hard to talk about it.

    He likes to learn other languages, he tries to do his best when learning languages, he personally feels there is no problem from his ethnic background to his English skills.

    He studied pronunciation when he was in first semester of college. The first time he learned English was when he was in junior high school in grade two, but he got bad grades because he didn't understand what the teacher was saying when explaining or when giving assignments. Then he took courses until finally he was happy to learn English slowly.

    Sometimes he looks up the meaning of English in the dictionary. According to him English is important, when communicating with other people we must be able to convey what we mean. During this pandemic he spent his time not learning English. The difficulty in English is in

grammar, making him stuck in speaking English. His motivation for learning English is that he wants to be a translator.

The thing that makes him happy to speak English is that he learns a lot of English through games when MPC speaks in English. He doesn't watch movies or listen to music. He would look up the meaning in the dictionary of what MPC said if he didn't know the meaning.

*"Aku **dekane from** Jawa Timur…wong tuoku asline wong Jawa Timur em…Tinggali neng kono iku..em..cuman satu tahun. (tidak melanjutkan lagi bahasa jawa, tidak terlalu bisa juga kosa katanya). .."*

In 2005 he went to Kuala Pembuang, before that to Sampit first. Only one year in Java. If you speak Javanese (a little bit) it comes out. If you speak English the difficulty may be from the accent, sometimes you can follow when you speak. But not too much, because from a young age I didn't accept Javanese language too much (not fluently), maybe there were some words that were difficult So there is no problem when saying words in English.

9. S. M

S.M comes from the Javanese tribe. Both of his parents are Javanese. SM was actually born in Kalimantan, but his father and mother are from Central Java, precisely in Banyumas, Cilacap. The first language used is *Ngapak* language.

"Aku lahir neng Kalimantan, neng umah aku ngaku basa ngapak"

"Pertama, nyong wong e ora seneng ngomong…ora ana kaya batir-batir sing bisa latihan bareng ngomong…, trus jarang latihan…"

The problem because the ethnic background: *"I think is not become problem ethnic background, because..e…I also many ..communication with another ethnic so it* [mikh] *make I can control my ethnic background. Maybe just the accent like the English is so mendok* [lebih mendok]….", it's *spontantly* he says. (Should be correct: spontaneously)

He likes watching movies. The motivation to learn English is to learn the language, when we master English we will not easily fall into other people's traps.

Ngapak is not too thick when speaking English, according to him because when he hears English words, he tries / tries to pronounce it as closely as possible [correctly]. Looked it up in the dictionary and checked on Google translate, and the application on his cellphone [pronunciation] at the beginning of college. From the beginning, learning English has been fun, regional languages and even Arabic. Can distinguish when *ngapak* and speak English. The way to control it is because you are used to using two different languages (adjusting), such as banjar and ngapak (at senior high school), Dayak and ngapak (at junior high school). Even sometimes when talking to the Papuan tribe, he can follow the tribal accent a little bit. Environmental factors influence. In fact, the difficulty is more with hearing, needing the interlocutor more than once when speaking (hard to

catch the meaning of native speaker), lack of listening practice/English things.

B. Research Findings

Based on the interview result, every student had his or her own factors that influenced their speaking fluency. They also had different ways to develop their fluency in speaking. This is similar to Hidayat and Herawati finding (2012) which exposed some factors that affected students speaking' fluency. The students who can find their own ways for their learning are categorized as "good language students" Moreover, it can be stated that students who have a variety of learning strategies are qualified to become good language learners. It is because they can develop their ability to speak English fluently. Similarly, Derakhsan, Khalili, and Behesti (2016) found that students' fluency affected by some materials provided. It means to make students enjoy and interest to learn English speaking the educators have to master the variety of learning approach.

Differently, Wang (2004) suggested the used of three effective models (Wilis' three-stage model, Florez's five-stage-model, Goh's four stage model) increased students' speaking fluency and accuracy. The finding showed that this model raised students' English knowledge, vocabulary, and some strategies to reduce their fear and stress. He also said before speaking students have to master English knowledge, the effective time to learn English, and the opportunity to encourage their fluency.

It turns out that according to the informant, ethnic background is not very influential. Due to several supporting factors. The main factors were related with students' affective and linguistic factors. Some affective factors are emotion, self-esteem, empathy, anxiety, attitude and motivation. Students have high motivation to learn English. Harmer, (2001 as cited in Mattarima & Hamdan, 2011, p. 102) argued that motivation as "some kind of internal drive which pushes someone to do things in order to achieve something". To achieve the excellent goals in English speaking students, have to increase their motivation which they will learn everything that related with English. Students' motivation related with intrinsic and extrinsic motivation. As we know that intrinsic motivation refers to someone enjoyment, pleasure, and interest to love something (Gredler et al., 2004). Students' motivation here is the action that has impact to their study to increase their personal speaking. Support from people around students (family, lecturer, and classmates) are the examples of extrinsic motivation. The students' spirit in learning English speaking also affected their competence. They able to speak in front of the class without anxiety. Students looked relaxed when lecturer asked them to speak in English. They more interesting discussed the material provided in English and more focused on it.

The results also indicated that most of the students have high self-confidence. Wang (2004) said that to enhance fluency and accuracy the students have to master English knowledge and vocabulary. Besides mastering vocabulary, a student also mentioned that she able spoke English because got

support and motivation from the lecturer who taught her in speaking. It means lecturer play important roles in stimulating support and motivation to the students. Moreover, self-confidence was an important thing to encourage students' speaking ability. Muamaroh (2013) on her research argued that "The majority agreed that having a strong English vocabulary, being good at grammar and English pronunciation, speaking English to either teachers or classmates, participating actively in the class and making written preparation affected their confidence in speaking English." It can be concluded that knowing English and mastering many vocabularies develop students' self-confidence. Students also said that they were not worried about making mistakes when speaking.

On the other hand, to get a good achievement in speaking competence the students treated their ability in different ways. Such as listened English song every day, watching English movie without subtitle to increase students' vocabulary. Practicing English speaking also one of the strategies used by students to shape speaking ability. Besides, they used their spare time to read a book that purpose to enrich their vocabulary.

Based on the research, the researcher also found that another influence that interferes with pronunciation in speaking English is the difference in phoneme production between Dayakese, Banjarese, Javanese and English languages.

C. Discussion

This section presents discussion based on the findings of this research. The discussions provided the answer of two research questions that related with The Influence of the Student Ethnic Background towards English Speaking Fluency on Sixth Semester Student of English Education. First research question was "How is the influence of ethnic background towards English speaking fluency based on Dayakese, Banjarese, and Javanese in sixth semester students on English education study program at IAIN Palangka Raya.?", The second research question was" What are the factors which are influences towards English speaking fluency based on the ethnic background?". Based on the research finding from classroom observation and interview, it found that there are some factors that impact students' fluency in speaking.

English Phonemes, In the following table the classification of consonant based on the place of articulation and the manner of articulation table, with the information (V: voiced), and (VL: voiceless):

Manner of Articulation \ Place of Articulation		Both Lips (bilabial)	Lower Lip and Upper Teeth (labiodental)	Tip of Tongue and Teeth (interdental)	Tip of Tongue and Tooth Ridge (apicoalveolar)	Front of Tongue and Hard Palate (laminopalatal)	Back of Tongue and Soft Palate (dorsovelar)	Throat (glottal)
Stops	voiceless	p			t		k	
	voiced	(b)			(d)		(g)	
Affricates	voiceless					(tʃ)		
	voiced					(dʒ)		
Fricatives	voiceless		f	θ	s	(ʃ)		(h)
	voiced		(v)	(ð)	(z)	(ʒ)		
Nasals		m			n			
Lateral					l			
Semivowels		w			(r)	y		

Table 1.1. English Phonemes

Dayakese Phonemes (Struktur Bahasa Dayak Ngaju, 1991), in Dayak language there are 18 consonants, namely /p/, /b/, /t/, /d/, /k/, /g/, /s/, /c/, /j/, /h/, /m/, /n/, /ǹ/, /ŋ/, /l/, /r/, /w/, and /y/, as well as 5 vowels /i/, /ɛ/, /a/ , /U/, and /u/. The phoneme /U/ has allophones [U] and [J]. Similarly, the phoneme /ɛ/ has allophones [e] and [e].

Banjarese Phonemes (Pedoman Umum Ejaan Bahasa Banjar, 2009), there are 5 vowels in the Banjarese language, namely /a/, /ẽ/, /u/, /o/, /i/. There are 16 consonants in Banjarese, consisting of /b/, /c/, /d/, /g/, /h/, /j/, /k/, /l/, /m/, /n/, / p/, /r/, /s/, /t/, /w/, and /y/. The consonants /f/, /q/, /v/, /x/, and /z/ are used in the Banjarese language to write words that are absorption elements.

The phoneme /v/ is not used in Banjarese because all /v/ sounds in loanwords are replaced with /p/. Similarly, the phoneme /x/ does not exist. The phonemes /f/, /q/, and /z/ are commonly used for borrowing, especially borrowing in Arabic.

Javanese Phonemes (Sirok Bastra, 2016), The letters that symbolize vowels in Indonesian consist of the letters a, e, i, o, and u. The letters that symbolize consonants in the Indonesian language consist of the letters b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, and z. The pronunciation of the vowel type "a" is pronounced as the letters "o" and "a". Then the letter I is read ""i" and "e". Stress is realized on the penultimate syllable, unless the syllable has a pepped as a vowel. All vowels, except /ə/, have allophones. The phoneme /a/ in the closed position is pronounced as [a], but in the open position as [ɔ]. The phoneme /i/ in the open position is pronounced as [i] but in the closed position the pronunciation is more or less like [e]. The phoneme /u/ in the open position is pronounced as [u] but in the closed position the pronunciation is more or less like [o]. The phoneme /e/ in the open position is pronounced as [e] but in the closed position as [ɛ]. The phoneme /o/ in the open position is pronounced as [o] but in the closed position as [ɔ]. The phoneme /k/ has an allophone. In the last position, it is pronounced as [ʔ]. While in the middle and initial positions remain as [k]. The phoneme /n/ has two allophones. In the initial or middle position if it is in front of the palatal explosive phoneme or retroflex, then this nasal phoneme will change accordingly to become a homorganic phoneme. Then if the phoneme /n/

follows a /r/, it becomes [ɳ] (retroflex nasal phoneme). The phoneme /s/ has one allophone. If /s/ follows the phoneme /r/ or is in front of the retroflex explosive phoneme, it will be realized as [ʂ]. The Javanese language in general is heard to have several characteristics that are uniform. In terms of sounding, consonant sounds are considered to be the most characteristic of the Javanese language, such as the sound of the letup /d/ becoming [ɖ]. On several occasions, people whose mother tongue is Javanese still sound the letup /d/ in Javanese into other languages, such as Indonesian or English.

From the interview, it was answered that the Javanese, YA and RA from the Javanese said that there were no obstacles from their Javanese ethnic background. That's because both of them have lived in Kalimantan for a long time, starting from when they were children. Although both parents are Javanese, according to them environmental factors also influence. They live in Banjarnese environment which causes their daily language is Banjar language and or Indonesian. From the YA statement, it was found that the pleasure of learning English turned out to be a supporter in English fluency, and could eliminate the influence of ethnic background. YA admits that he has studied English since junior high school and enjoys learning it until now. However, YA said that sometimes when he said the word "The", the Javanese accent would appear automatically without realizing it. RA admits that he has not had a Javanese mother language since he was a child in Kuala wasting, he has been in the Banjar area. He likes to learn other languages, he tries to do his best when learning languages, he personally feels there is no problem from his

ethnic background to his English skills. The difficulty in English is in grammar, making him stuck in speaking English. However, when speaking English, RA unconsciously mixes Javanese with English "*Aku dekane* from ...", pronouncing the letup /d/ sound in the sentence "at the post", "I don't get ..". As for SM, admits that they can still control themselves when they speak English or English. However, in the study it was found that SM said the word "make" called /mikh/. However, sometimes it can spontaneously come out when speaking English. Ngapak is not too thick when speaking English, according to him because when he hears English words, he tries / tries to pronounce it as closely as possible / correctly. See it in the dictionary or check it on Google translate, and the pronunciation application on the cellphone. From the beginning, learning English has been fun, regional languages and even Arabic. According to him, he can tell the difference between speaking and speaking English. How to control it because you are used to using two different languages (customize). In this study, it was found that the Javanese had problems with the pronunciation of the letup letter /d/, but environmental factors also influenced the informants.

Then, in the Dayakese, LA, the problem he faces is more about pronouncing certain words in English such as the word "hours". Moreover, he does not really like English, it has been ingrained in his mind that English is difficult to learn. Lack of vocabulary mastery makes him hesitant when speaking English. Environmental factors that are less supportive in speaking English become the next obstacle. Furthermore, according to NY, the problem

faced due to ethnic background is when pronouncing the letters 'E' and "R", according to him it is difficult to distinguish. Researchers also found that the pronunciation was not quite right when NY mentioned the word "hometown". Another factor that influences NY is the fear he has, which makes him not confident in speaking English. As for SNB, the problem due to ethnic background may be due to the influence of the Dayak accent, according to SNB, his friends often say that the Dayak accent is carried over when speaking. SNB difficulties also occur when mentioning the words "can" and "cann't". SNB pronounces "diffical" on the word "difficult". In this study it was found that the Dayak tribe has problems with the phoneme /E/, the pronunciation of the word "because" becomes "bekoz" and "English". This is because in Dayak language phoneme, the phoneme /ɛ/ has the allophone [e] and [e].

While in the Banjarese, NF has problems in mastering vocabulary and sometimes in pronunciation, such as in the words "world" and "worth". However, the Banjar accent is not very visible because it is supported by an English learning environment. As like taking the UPR Access Program class. According to him, community is important. NF also has the motivation to prove that he is capable. NF admitted that he had been bullied in learning English when he was in junior high school. Another internal motivation is because NF aspires to study abroad. When observed, the mastery of NF vocabulary is quite good, he is fluent/fluent in answering questions or speaking without any long pauses. Meanwhile, according to NF, another

difficulty he faced in speaking English was accent, including intonation and fillers. Furthermore, on DRY found casuistic. In the KBBI, casuistic means related to the case. Casuistic are mistakes made by individuals only, but do not represent ethnicity. When the word "born" is mentioned, DRY actually calls it "bron". There are still other words that are wrong, such as "perspective". Then also the word "like" is read "lek". DRY says that sometimes when he speaks English his banjar accent can get carried away. According to him, another difficulty in speaking English is grammar, because there are too many roles. Meanwhile, according to SW, the difficulties in speaking English are vocabulary and pruning. Like the pronunciation of the letter "r" that does not reach. Then at the end of the sentence, like I think….call it as if there is no k (thing). Factors that influence in speaking English, including habit factors such as the habit of studying with friends (environmental factors). The word make is read "mek", other is read "adher", people is read "pipel", about is read "ebot", our is read "awer". In this study, it was found that the tribal background of the Banjarese informants was not very influential because they had long lived in Palangkaraya with various environmental conditions. It's just that their difficulty is more with the use of phonemes /p/ and /e/. This is because Banjar language does not have the consonant phoneme /v/, /f/ fricative, and the phoneme /p/.

As for comparison in the previous research, Hidayat and Herawati (2012), carried out *"A study towards' factors affecting student speaking fluency"*. The research took place at English Education Study Program Faculty

of Teacher Training and Educational Sciences Pakuan University. They argued that fluency as the important point of speaking. To measure speaking fluency of students there are some indicators used by the researcher. For example, the speed of speaking, frequent of pause when talking, and the length of the speaking run. To collect the data researcher used observation, interview, and questionnaire. They found that many factors affect students speaking fluency, such as self-motivation, comfortable in learning English, and supporting from the environment (family, friend, teacher, and facilities). The research "The Influence of The Student Ethnic Background towards English Speaking Fluency on Sixth Semester Student of English Education" collects data using observation, interviews and documentation. While the results found are the same as those of Hidayat and Herawati's research, where the factors affect students' speaking fluency, such as self-motivation, comfortable in learning English, and supporting from the environment (family, friend, teacher, and facilities). This was acknowledged directly by the informants during the interview.

A study conducted by Alwasilah (cited in Kasim, 2003) also revealed that the English language ability of students, including university students, was still unsatisfactory. At the university level, few students can communicate in English and give responses to their lecturer's questions. Most of others tend to keep quiet. In this regard, the difficulties of speaking are also faced by the students of the English Department of Syiah Kuala University in which she teaches. The frequent difficulties in speaking from what she notices during the

process of teaching and learning took place were (1) students often have no ideas about what to say, so they tend to keep silent, (2) they are also shy and uncomfortable as well as not confident if they make mistakes., (3) the students are afraid of making errors in class as they will be laughed at by their friends., and (4) the students are not used to talking in class since their pronunciation and vocabulary are poor and confined. As for the research "The Influence of The Student Ethnic Background towards English Speaking Fluency on Sixth Semester Student of English Education" the same thing was found, that students had difficulties when speaking English, due to lack of mastery of English vocabulary, thus making them afraid wrong in speaking. Then also because they are fixated on the use of grammar, it makes students hesitate when they want to speak English. Meanwhile, when observing students during class observations, students seemed active because of the encouragement from their lecturers. Lecturers ask students to be more active, by asking questions that require students to speak to answer these questions.

Nurpahmi (2013) The research entitled *Difficulties Encountered by The Bugis Students in Producing English Sounds.* In her research, she found The study was to determine the extent to which accent strength and familiarity affect comprehension and to provide a defensible direction for assessing multidialectal listening comprehension. A strength of accent scale was developed, and one US, four Australian, and four British English speakers of English were, The chosen speakers who determined the accent strength and familiarity effect of the subjects were from the speakers of one US, four

Australian and four British, they determined the accent strength and familiarity affect based on a judgment of their strength of accent.

Karjo (2015) on her research "Accounting for L2 Learners' Errors in Word Stress Placement" stated, there are two major findings in his study. The first one confirms that stress placement is indeed problematic for L2 learners due to the unavailability of similar stress system in their native language (in this case Indonesian). However, when confronted with the task of placing stress for two or three- syllable words, Indonesian students found more difficulty in producing stress for three-syllable words. Moreover, in two-syllable words, the penult (initial) stress words were mostly misplaced, while in three syllable words, the final syllable stress words were causing stress placement errors. The second major finding of this study is that stress placement errors were caused by five phonological factors.

Bian (2013) on her journal "The Influence of Chinese Stress on English Pronunciation Teaching and Learning" stated that many of the pronunciation difficulties in English stress are found to be a clear reflection of prosodic transfer of Chinese. Knowing the differences between Chinese and English stress can help teachers to identify reasons for Chinese EFL learners' pronunciation difficulties in English stress, and put forward effective strategies to promote the positive transfer, and inhibit the negative transfer in English pronunciation teaching and learning.

Similar to the research of Nurpahmi (2013), Karjo (2015), and Bian (2013), in the research "The Influence of The Student Ethnic Background towards English Speaking Fluency on Sixth Semester Student of English Education" it was also found that the accent of an area will also appear when speaking English, such as the Dayak tribe when pronouncing the phoneme "e", the banjar tribe when pronouncing the phoneme "p", and the Javanese tribe when emphasizing the word "dhe". It's just that it is also not absolute, because it can be influenced by other factors. Such as environmental factors, mastery of English vocabulary, motivation, self-confidence. The problems that occur can also be minimized by having a habit of using English or by practicing it and trying to correct the pronunciation of wrong words, so that there is good control of their-self in speaking English and their respective regional languages. Based on that, the researcher assumes that another influence which become the interference on the pronunciation in speaking English is the differences of phoneme produce between Dayakese, Banjarese, Javanese and English.

CHAPTER V

CONCLUSION AND SUGGESTION

Relying on the data analyzed and discussed in previous chapter, this chapter sum up with conclusions and recommendations.

A. **Conclusion**

The following are some conclusions drawn based on the findings and discussion:

1. The accent of an area will also appear when speaking English, such as the Dayakese when pronouncing the phoneme "e", the Banjarese when pronouncing the phoneme "p", and the Javanese when emphasizing the word "dhe". It's just that it is also not absolute, because it can be influenced by other factors. Such as environmental factors, mastery of English vocabulary, motivation, self-confidence. The problems that occur can also be minimized by having a habit of using English or by practicing it and trying to correct the pronunciation of wrong words, so that there is good control of their self in speaking English and their respective regional languages. Based on that, the researcher assumes that another influence which becomes the interference on the pronunciation in speaking English is the differences of phoneme produce between Dayakese, Banjarese, Javanese and English.

2. It turns out that according to the informant, ethnic background is not very influential. Due to several supporting factors. The main factors were related with students' affective and linguistic factors. Some affective factors are emotion, self-esteem, empathy, anxiety, attitude and motivation. Students have high motivation to learn English. Students' motivation related with intrinsic and extrinsic motivation. As we know

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that intrinsic motivation refers to someone enjoyment, pleasure, and interest to love something. As we know that intrinsic motivation refers to someone enjoyment, pleasure, and interest to love something. Students' motivation here is the action that has impact to their study to increase their personal speaking. Support from people around students (family, lecturer, and classmates) are the examples of extrinsic motivation.

B. Suggestion

After conducting this research, several suggestions can be made as in the following:

1. For lecturers

It is necessary for teachers to motivate and support students to increase their ability in speaking. They also have to create good atmosphere and comfortable class to encourage students develop speaking fluency. Besides, it is also important for teacher to provide interesting activities when teaching process to build students self-confident to speak as they have to decide which activities that gives students more chance to speak. During speaking activities, lecturer takes an important role to give feedback and some correction to the students' mistakes directly.

2. For students

It is suggested that students learn English speaking in joyfully or without fear. It aims to develop their self-confidence and fluency in speaking. As the result students can speak English well as the fluent like speaker do. Students should make the best use of the learning process in the classroom and give positive contribution, so they get effective learning. They also need to be aware of their own needs and find additional materials from any sources. To be fluent speaker, students

should attempt to get more confidence and do not have to be afraid of making mistakes. On the other hand, the students also need to pay attention to their performance, so they can speak more fluent and accurately.

3. For the future research

Further research regarding students' English speaking fluency is suggested, focusing on the use of an intervention to improve students'.

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