

**THE INFLUENCE OF DAYAK MOTHER TONGUE IN
SPEAKING ENGLISH AT THE THIRD SEMESTER
STUDENTS OF ENGLISH EDUCATION AT IAIN
PALANGKA RAYA**

THESIS



**BY
NURUL HIDAYATI**

STATE ISLAMIC INSTITUTE OF PALANGKA RAYA

2021 G / 1443 H

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SPEAKING ENGLISH AT THE THIRD SEMESTER
STUDENTS OF ENGLISH EDUCATION AT IAIN
PALANGKA RAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education



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2021 G / 1443 H**

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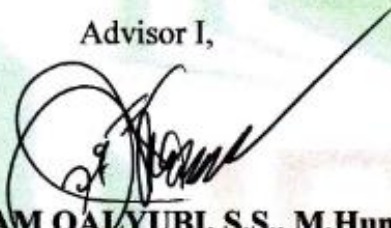
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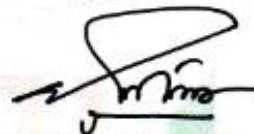
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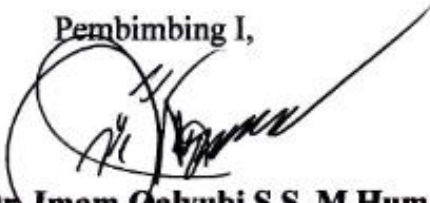
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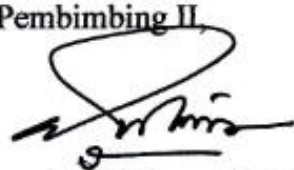
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MOTTO AND DEDICATION

مَأَابٍ وَحُسْنُ لَهُمْ طُوبَى الصَّالِحَاتِ وَعَمَلُوا ءَامَنُوا الَّذِينَ

“Those who believe and do right: Joy is for them, and bliss (their) journey’s end”

(*Q.S. Ar-Ra’d: 29*)

“Allah gives good tidings to believers who do righteous deeds, that they will have a happy life that will please them, and will find the best place in Paradise”

This thesis is dedicated to:

My beloved Father Juhran and Mother
Alon for their valuable endless love,
prayer, patience, sacrifice and support. My
beloved sisters Assalam and Lisa Yuliani.

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah

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 author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any person.
3. If at later time it found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, October 13th 2021

Youth Faithfully




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ABSTRACT

Hidayati, Nurul. (2021). *The Influence of Dayak Mother Tongue in Speaking English at the Third Semester Students of English Education at IAIN Palangka Raya*. 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) Akhmad Ali Mirza, M. Pd.

Key words: Mother Tongue, Dayak, Speaking, Pronunciation.

Some students tend to use their first language and transfer their accent into their English. One of the most important skills to be enhanced as means of effective communication is speaking skill. Speaking skill is considered one of the most demanding aspects of language learning. Many language learners find it difficult to express themselves in spoken language.

This study was aimed at investigating about the influence of Dayak mother tongue in speaking English, to describe what are the influence of Dayak mother tongue in speaking English and the students' problems in pronouncing English words.

This study was categorized as a qualitative and the type of this study was case study with qualitative approach. There are three instruments were used to collect the data, such as observation, interview, and documentation. The subjects of this study were Dayaknese students at the third semester of English study program at IAIN Palangka Raya who sometimes used Dayak Ngaju mother tongue to communicate. The researcher was choosing the subject based on purposive sampling criteria.

The finding of this research showed that: (1) Dayak mother tongue has influences for students when speaking English. The first influence of mother tongue such as sound changes or error pronunciation in pronouncing English words because the different of phonology system between Dayak and English. Dayaknese students tend to use their mother tongue, the students have difficulty to pronounce the words that contain of diphthong and the words that contain of cluster. The second influence of mother tongue is incorrect intonation, because Dayaknese students and Native speaker have the differences especially in supra-segmental (pronunciation, intonation, voice quality, and pitch). The third, mother tongue also needed as a person's cultural and sociolinguistic characteristic. (2) The students' problems are difficult to pronounce some letters in a word, lack of confidence to speaking, poor pronunciation, lack of vocabulary, and influence of students' mother tongue. Then, the way that students used to solve their problems are practicing to speak English, listening English music, increase English vocabulary, and read English books.

ABSTRAK

Hidayati, Nurul. (2021). *Pengaruh Bahasa Ibu Dayak dalam Berbicara Bahasa Inggris pada Mahasiswa Semester Tiga Pendidikan Bahasa Inggris di IAIN Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, IAIN Palangka Raya. Dosen Pembimbing: (I) Dr. Imam Qalyubi, M.Hum, (II) Akhmad Ali Mirza, M.Pd.

Kata Kunci: Bahasa Ibu, Dayak, Berbicara, Pengucapan.

Beberapa siswa cenderung menggunakan bahasa pertama mereka dan mentransfer aksen mereka ke dalam bahasa Inggris mereka. Salah satu keterampilan yang paling penting untuk ditingkatkan sebagai sarana komunikasi yang efektif adalah keterampilan berbicara. Keterampilan berbicara dianggap sebagai salah satu aspek pembelajaran bahasa yang paling menuntut. Banyak pembelajar bahasa merasa sulit untuk mengekspresikan diri mereka dalam bahasa lisan.

Penelitian ini bertujuan untuk menyelidiki tentang pengaruh bahasa ibu Dayak dalam berbicara bahasa Inggris, untuk menggambarkan apa pengaruh bahasa ibu Dayak dalam berbicara bahasa Inggris dan masalah siswa dalam mengucapkan kata-kata bahasa Inggris.

Penelitian ini termasuk penelitian kualitatif dan jenis penelitian ini adalah studi kasus dengan pendekatan kualitatif. Ada tiga instrumen yang digunakan untuk mengumpulkan data, yaitu observasi, wawancara, dan dokumentasi. Subjek penelitian ini adalah mahasiswa Dayak semester tiga program studi bahasa Inggris di IAIN Palangka Raya yang terkadang menggunakan bahasa ibu Dayak Ngaju untuk berkomunikasi. Peneliti memilih subjek berdasarkan kriteria purposive sampling.

Temuan penelitian ini menunjukkan bahwa: (1) Bahasa ibu Dayak memiliki pengaruh bagi siswa ketika berbicara bahasa Inggris. Pengaruh pertama bahasa ibu seperti perubahan bunyi atau kesalahan pengucapan dalam pengucapan kata-kata bahasa Inggris karena perbedaan sistem fonologi antara bahasa Dayak dan bahasa Inggris. Siswa Dayak cenderung menggunakan bahasa ibu, siswa kesulitan mengucapkan kata yang mengandung diftong dan kata yang mengandung gugus. Pengaruh kedua dari bahasa ibu adalah intonasi yang salah, karena siswa Dayak dan penutur asli memiliki perbedaan terutama di supra-segmental (pengucapan, intonasi, kualitas suara, dan nada). Ketiga, bahasa ibu juga dibutuhkan sebagai ciri budaya dan sosiolinguistik seseorang. (2) Masalah siswa adalah sulit mengucapkan beberapa huruf dalam sebuah kata, kurang percaya diri untuk berbicara, pengucapan yang buruk, kurangnya kosa kata, dan pengaruh bahasa ibu siswa. Kemudian, cara yang digunakan siswa untuk mengatasi masalah mereka adalah berlatih berbicara bahasa Inggris, mendengarkan musik bahasa Inggris, menambah kosakata bahasa Inggris, dan membaca buku bahasa Inggris.

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Palangka Raya, October 13th 2021

The writer,



NURUL HIDAYATI
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LIST OF ABBREVIATIONS

EFL	: English Foreign Language
IAIN	: Institut Agama Islam Negeri
IPA	: International Phonetic Alphabet
L1	: First Language
L2	: Second Language
UNESCO	: United Nations Educational, Scientific, and Cultural Organization
KBBI	: Kamus Besar Bahasa Indonesia

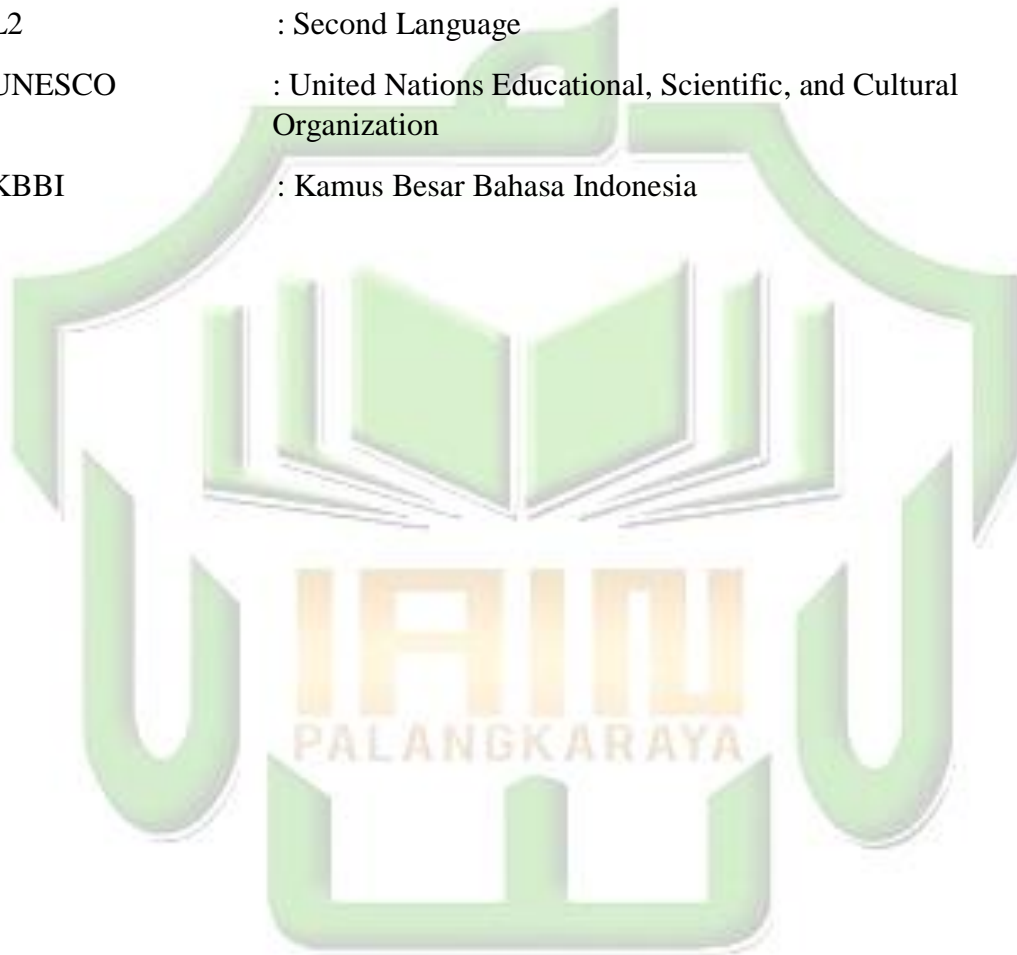


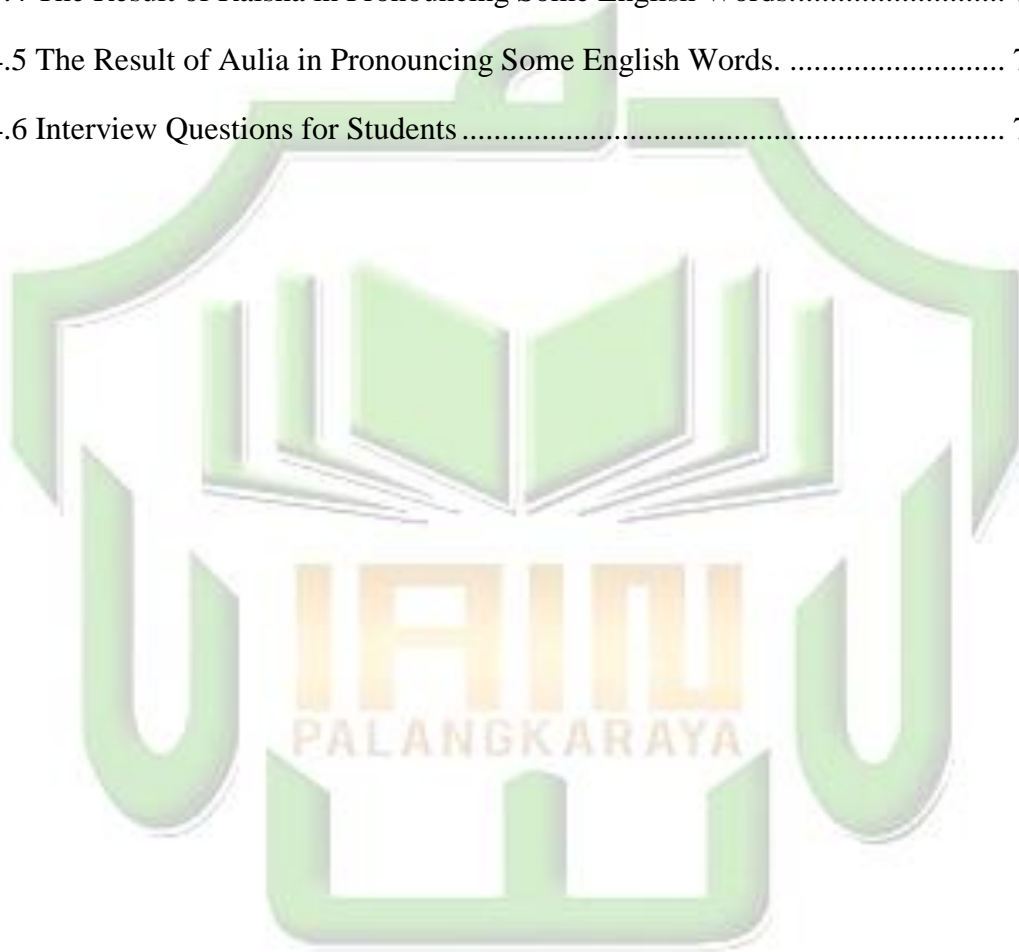
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CHAPTER I

INTRODUCTION

This chapter presents the research foundation including background of the study, research problems, objectives of the study, scope and limitation, significance of the study, and definition of key terms. Each point is shown as follows:

A. Background of the Study

The several students of English education at IAIN Palangka Raya come from some ethics such as Banjar, Java, Dayak, etc. Some students tend to use sharply their Dayaknese language and transfer this accent into their English.

One of the most important skills to be developed and enhanced as means of effective communication is speaking skill. Speaking skill is considered one of the most demanding aspects of language learning. Many language learners find it difficult to express themselves in spoken language. They are generally facing problems to use the foreign language to express their thoughts effectively (Lai-Mei Leong & Seyedeh Masoumeh Ahmadi, 2017, p.34).

Efrizal (2012) and Pourhosein Gilakjani (2016) claim that speaking is of great importance for the contact between individuals where they talk everywhere and every day. Speaking is the way to express and convey ideas and messages directly. We should use the language of real conversation if we want to inspire students to communicate in English correctly.

According to Ur (2000), of all the four language skills called listening, speaking, reading, and writing, speaking is the most important one that is

very necessary for the effective communication. Speaking is a part of our daily life. Thornbury (2005) claim that humans generally produce tens of thousands of words a day (Lai-Mei Leong & Seyedeh Masoumeh Ahmadi, 2017, p.35).

M. Sriprabha (2015) state when humans start to speak in their second language, they initially use the sounds from their mother tongue, so everyone has an influence from their mother tongue. Language is a communication tool that is owned by humans for communicating ideas, thoughts, and desires by means of sounds. English acts as a second language and become a Global language in the world. In speaking, the correct pronunciation is importance in conveying ideas, thoughts, and desires to be effective communication.

Pronunciation is importance in communication. It is in fact, as significant as grammar and vocabulary. The evidence of the effect of the mother tongue on English, however is quite clear. This manifests in the form of incorrect pronunciation. Sometimes humans can make mistakes in pronunciation that influenced by mother tongue (M. Sriprabha, 2015, p.296-297).

Nguyen (2012) stated that mother tongue can enable students' understanding of the concepts, lexical or grammatical or academic terms. This implies that mother tongue is the language in which the individual is most familiar with and has the contact for the longest period of time. The use of mother tongue can serve as a tool for improving language skill. This indicates that in learning or acquiring second language, mother tongue plays an essential role as well. As the individual has acquired the mother tongue, it

becomes the yardstick in helping the individual to learn the second language (Mohan, 2013, p.113).

According to Jenep (2010), there are external variables and internal variables, which trigger low levels of student skills in speaking. Many students still use of Indonesian influence in family environment and culture, even in daily contact. External factors include lack of interest as well as business students learn to speak with pronunciation, intonation, and spelling are correct in speaking skills, except the students lack confident to express publicly (Azwar Azizi, 2019, p.1).

There is a related study. The study was conducted by Muriungi, and Mbui from Kenya. The result of this study is Mother tongue interference impacts negatively on the acquisition of English language skills among day secondary school students. Schools should also ensure that all learners are motivated and a myriad of ways of motivation should be used (Peter Kinyua Muriungi & Mercy Kimathi Mbui, 2013, p.304).

Dayak mother tongue or Dayak language is dominantly used by the Dayak tribe in Central Kalimantan, including the Ngaju language which is used in the Kahayan and Kapuas River areas. The Bakumpai and Maanyan languages are spoken by residents along the Barito River and its surroundings and the Ot Danum language is spoken by the Ot Danum Dayak tribe in the upper Kahayan and Kapuas rivers.

This study focused on Dayak Ngaju mother tongue because Dayak Ngaju mother tongue has a very large population of speakers and become a lingua

franca for the people of Central Borneo. Even the use of this regional language is used as one of the teaching materials (local content) in elementary schools and in junior high schools at Central Borneo (Elisten Parulian Sigiro, 2016, p.32).

In this study the researcher interested to know the influence of Dayak mother tongue in speaking English and student's problems by investigating student's perceptions toward the influence of Dayak mother tongue in speaking English and using Praat application to analyze students' sound. The researcher interest to use Praat application because this application is free and available for most platforms. According to Le, H. T. and Brook (2011) Praat is an open-software tool for the analysis of speech sound. The aim of this research is to know the influence of Dayak mother tongue in speaking English and wants to investigate the student's difficulties in mastering speaking.

The researcher chose Dayaknese students of the third semester of English education at IAIN Palangka Raya as the subject of this research because in the third semester it's the second time they get speaking course, after the students pass the speaking course at the second semester. The majority of population people at Palangka Raya, Central Borneo are Dayaknese and also at IAIN Palangka Raya the majority of students are Dayaknese.

Based on the statement, it is very interesting and important to conduct research about "The Influences of Dayak Mother Tongue in Speaking English

Class at the Third Semester Students of English Education at IAIN Palangka Raya”.

B. Research Problem

The general of research problem of this study is, “What are the influence of Dayak mother tongue in speaking English?”, this research problem is specified into the sub problems:

1. What are the influences of Dayak mother tongue in speaking English at the third semester students of English education at IAIN Palangka Raya?
2. What are the students’ problems in pronouncing English words at the third semester students of English education at IAIN Palangka Raya?

C. Objective of the Study

The aims of this study at explaining the objective condition about the influence of mother tongue in speaking English. It includes:

1. To describe the influence of Dayak mother tongue in speaking English at the third semester students of English education at IAIN Palangka Raya.
2. To describe and analyze about the problems of English students in pronouncing English words at the third semester students of English education at IAIN Palangka Raya.

D. Scope and Limitation

This research centers on the influences of Dayak mother tongue in speaking English of the third semester students of English education at IAIN Palangka Raya, which in general all students came from some ethics. The Dayak mother tongue or Dayak language is dominantly used by the Dayak tribe in Central Kalimantan, including the Dayak Ngaju language which is used in the Kahayan and Kapuas River areas. Then the other types of Dayak languages are Bakumpai Language, Maanyan Language, and Ot Danum Language. This research focused of the Dayaknese students that use Dayak Ngaju language as their mother tongue.

E. Significance of the Study

The significance of this study is expected to give some useful information in educational field for students' problem in speaking English. This research offers and add to students' awareness and details about the effect of Dayak mother tongue in speaking English, and this study give the information for students know their errors in pronouncing English word, their weakness in learning process to understand their weakness in speaking English, and to enhance their ability to speak English. The research's advantages are:

1. Theoretically

For students, the outcome of this study offers the students and provide them with awareness and information about the impact of the mother tongue in speaking English and the weakness that students

frequently make and serve as input to enhance students' ability in learning English.

For the next researcher, the result of this study helps the next researcher who wants conduct this research, which is have the same topic.

2. Practically

For students, the result of this study makes them to know their mistakes, their weakness in their learning process in speaking English of understanding about their weakness, and to improve their ability, exactly their competence in speaking English.

For teachers or lecturers, the result of this study is expected can give inspiration in teaching speaking. Teachers or lecturers can provide audio or voice recording as a media for teaching speaking, especially to overcome difficulties in speaking accuracy that influenced of mother tongue.

F. Definition of Key Terms

1. Mother Tongue

Mother tongue is the language that a child first learns or another word, mother tongue is the language that a child learns from their parents (a native language of a person that is a language learned from birth). The language that the mother knew was (Longman Dictionary of Language Teaching & Applied Linguistics, 2010). In this study the researcher wants to know the influence of Dayak mother tongue in speaking

English. Dayak mother tongue is a language used by Dayak people to communication. This study focuses on Dayak Ngaju mother tongue.

2. Dayak

Dayak is a tribe that lives in the Kalimantan. Dayak also has other meaning. Dayak is a language spoken by Dayak tribe. Dayak is homonym because the meanings have the same spelling and pronunciation but different meanings. Dayak has a meaning in noun class so that Dayak can state the name person, place, language, or all object (Kamus Besar Bahasa Indonesia). In this study focuses on Dayak language, especially Dayak Ngaju Language as mother tongue.

3. Speaking

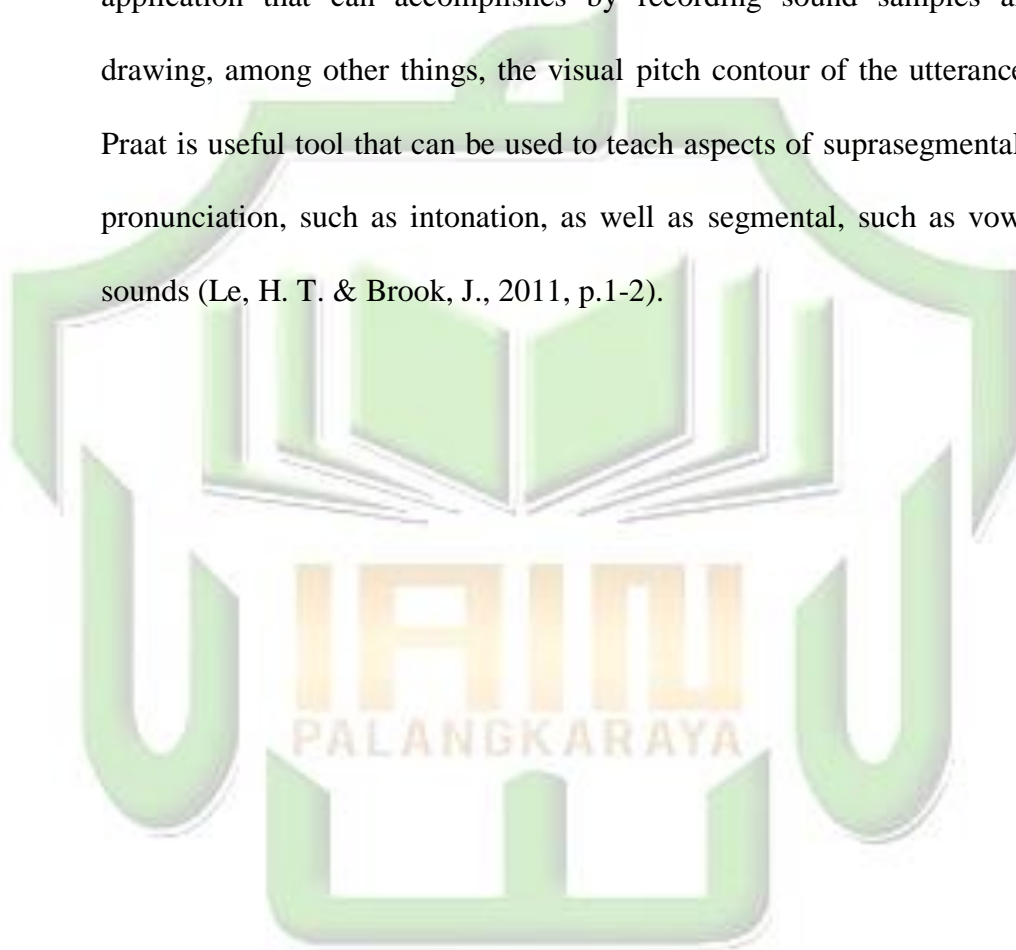
According to Brown, Burns and Joyce, Speaking is characterized as an interactive meaning-making process that involves generating, receiving and processing data. Speaking is a way to communicate in daily life (Lai-Mei Leong & Seyedeh Masoumeh Ahmadi, 2017, p.35). In this study the researcher interested to know the influence of mother tongue in speaking English.

4. Pronunciation

The way it produces a certain sound. In comparison to articulation, which refers to the actual development of speech sounds in the mouth, pronunciation emphasizes the hearer's understanding of sounds more (Longman Dictionary of Language Teaching and Applied Linguistics, 2010, p.469).

5. Praat Application

Base on Boersma the founder of Praat application, states that Praat is not a text-to-speech system: you cannot type in an English sentence and have the program read it aloud, but you can generate many types of sounds with Praat application. According to Hang-Brook, Praat is the application that can accomplishes by recording sound samples and drawing, among other things, the visual pitch contour of the utterances. Praat is useful tool that can be used to teach aspects of suprasegmentally pronunciation, such as intonation, as well as segmental, such as vowel sounds (Le, H. T. & Brook, J., 2011, p.1-2).



CHAPTER II

REVIEW OF RELATED LITERATURE

The analysis of associated literature in this chapter is presented. It covers related studies, introduction of the mother tongue, definition of Dayak, types of Dayak language, description of phoneme, sound change process, definition of pronunciation, the problems in pronunciation, definition of speaking, and Praat application.

A. Related Studies

There are some related studies in this study. The first, study by Muriungi, and Mbui (2013). They state the influence of mother tongue maintenance on acquisition of English language skills among day secondary school students in Imenti South District Kenya. This study uses descriptive survey method. The aim of the study is to find, to investigate, and describe the influence of mother tongue maintenance in the acquisition of English language skills in Kenya. The description base on oral test like conversation and investigation of the opinions, feelings, attitudes, and student's perceptions.

The study establishes that mother tongue maintenance influenced the acquisition of English language skills in day secondary school. Since mother tongue is hindrance to the acquisition of English language among day secondary school students, the study recommends that school administration and the teachers should enforce rules to limit the use of vernacular students' interaction.

The result of this study is mother tongue interference impacts negatively on the acquisition of English language skills among day secondary school students. The findings from English language teacher in day secondary affirmed that their students lack communicative command required in English language. Schools should ensure that all students are motivated and a myriad of ways of motivation should be used (Peter Kinyua Muriungi and Mercy Kimathi Mbui, 2013, p.299).

The second, study by Rana Abid Thyab (2016). Stated that Mother tongue interference in the acquisition of English articles by L1 Arabic students. This study uses qualitative approach. Through the study of previous case studies, accomplished researches, and pre-existing test and questionnaires, a thorough analysis of data is reached. Base on the study and analysis of pre-existing data. Through the comparison between Arabic and English article systems certain cases are observed also.

The goal of this study is to pinpoint previous researchers' findings regarding English articles. The researcher did by illustrating the difference between the Arabic and English language in concern to the article system cause Arab learners of English to make mistakes or even error in their English learning process. These mistakes or errors are unconsciously or involuntarily made by Arab learners of English due to the differences between the article systems in two languages (Rana Abid Thyab, 2016, p.1-2).

The third, study by Mirvan Xhemaili (2017). Mirvan Xhemaili stated the influence of mother tongue (Albanian) in learning and teaching EFL. The

aims of this study are to examining students' and teachers' perceptions of the use of mother tongue and translation in various linguistic situations. This study examined language transfer while learning and teaching EFL, respectively the language interference in the written English of Albanian students. This study focused on recognizing, describing and explaining transfer-induced lexical and syntactic patterns that occur in essays written by Albanian University level students, and on following a possible change in the quantity and quality of these transfer patterns. The analysis of these transfer patterns aims at explaining the written English production by Albanian students, namely, how it is influenced by their mother tongue and what types of changes have taken place in it. The researcher conducts the research in teaching or learning environment at the Language Center-South East European University in Tetoya and the researcher present a comparative study of students' and teachers' perceptions regarding the use of L1 in EFL classes in the monolingual classroom.

The result of this study: first, all the learners customarily rely on their mother tongue in learning English. Second, the amount of the native language that students need depends on their proficiency and linguistic situations. Third, the statistical processing of the research findings showed that the data are significant in spite of the small sample of recipients. Finally, the students' autonomously generated reading comprehension exercises, summary writing and back-translation activities help raise learners' awareness of differences between English and the mother tongue and facilitate linguistic development.

Also, teachers have to take into consideration the teaching environment and the target population they teach. Some of them would say that in such classes using L2 as much as you can be very crucial, since students are only exposed to L2 only in classes; therefore, they need more exposure to L2, because they do not practice their L2 outside classrooms (Mirvan Xhemali, 2017, p.18-19).

The fourth, study by Yasir Iqbal (2016). He stated the influence of mother tongue on learning a foreign language in the kingdom of Bahrain. The purpose of this research is to study new techniques in second language learning concerning the lively use of the mother tongue in classroom situations. In teaching English language classroom, different perspectives exist for and against the use of first language (L1) in English as a foreign language (EFL) classroom.

The result of this study: the impact of mother tongue detracts students from the target language in the classroom. A general perspective on language transfer in the light of fresh learners in Arabic language medium of communication and it is clearly observed that their educational background and language accuracy level impacted their understanding. As the interview questions asked by the instructor, result been clearly found many gaps to be filled. Secondly most of the students could not focus as the importance of L2 in language communication class (Yasir Iqbal, 2016, p.49-50)

The fifth, study by Sulaiman Mahmoud Sulaiman Alja'arat and Dr. Sadia Husna Hasan (2017). He stated the influence of mother tongue on learning

English language by Arab learners. In this study the finder explored previous studies and art objects of research conducted to analyze the negative effects of Arabic language interference to learning English. It discusses the definitions and classification of errors committed by Arabic speakers in using English. The errors are explained on the basis of ‘principles of unassertive dialect language transfer’. It also aims at pinpointing the differences between Arabic and English and how these differences make Arab learners to commit mistakes at different linguistic levels. The researcher explains the types of syntactic, lexical, and morphological errors made by the Arab learners of English as quoted from previous literature. A mistake in forming tenses, relative clauses, adverbs, adjectives, nouns, and articles were listed. A batch of object lessons was applied to illustrate these errors. At the conclusion of the current report, the researcher listed recommendations as a contribution to guide the English as a second language instructor on what might be regarded good pedagogical strategies and techniques to share with their students' mistakes (Sulaiman Mahmoud Sulaiman Alja'arat and Dr. Sadia Husna Hasan, 2017, p.31).

B. Introduction to the Mother Tongue

“Hammerly estimates that the judicious use of the mother tongue in carefully crafted techniques can be twice as efficient (i.e., reach the same level of second language proficiency in half the time), without any loss in effectiveness, as instruction that ignores the students’ native language”.

An individual's mother tongue is a means for a person to participate in the knowledge of the social work. Another influence of the mother tongue is that it causes the reflection and learning of successful social patterns of acting and speaking. It is, in fact, in charge of differentiating the linguistic competence of acting. Language is the most impressive instrument in the progress of any human being. It is the greatest asset we possess. A good understanding of language is equal with a sound ability to think. In other words, language and thought cannot be separated. Language has an important part in supporting person's identity and in helping people understand where they fit in the new environment.

The acquisition of language is essential not only to person's cognitive development, but also to their social development and wellbeing. The early years are recognized as the foundation years for person's development. In particular, the first six years are crucial for young children in developing their first language and cultural identity, and it is during these early years that children build up their knowledge of the world around them.

All the praise that is heaped on the languages as an educational tool is due in double measure to the mother tongue, which should be called "The Mother of Languages" in which every new language can only be established by comparison with it. Therefore, the mother tongue is, for all school subjects including foreign language learners, a child's strongest ally and should be used systematically. With using the mother tongue, we have (1) Learnt to think, (2) Learnt to communicate and (3) Acquired an intuitive understanding

of grammar. The mother tongue is therefore the greatest asset people bring to the task of foreign language learning and provides a Language Acquisition Support System.

1. The Importance of Maintaining the Mother Tongue or Home Language

Language The language is one of the biggest gifts to be passed on to children. The first language, learned in the home, is extremely significant and forms the basis for all later language development. The most important influences on the development and preservation of the first language are parents, family members and early childhood practitioners. Research indicates that it will enable the child to learn how other languages work by learning one language.

Especially important for the child's development of a positive self-concept and well-being is the preservation of the first or home language. Children who have the ability to preserve their first language, when studying English as a second language, may extend their cognitive development. In the second language, their level of proficiency would be related to the level of proficiency they have acquired in their first language. Children with a sound knowledge of their first language will be able to transfer skills from one language to another. The mother tongue opens the door, including its own grammar, to all grammars, in which it awakens the potential for universal grammar that lies within all of us. It is the valuable asset people bring to the task of language learning. For this reason, the

mother tongue is the master key to foreign languages, the tool which gives us the fastest, surest, most precise, and most complete means of accessing a foreign language.

Successful learners capitalize on the vast number of linguistic skills and world knowledge they have accumulated via the mother tongue. For the beginner, becoming aware of meanings automatically involves connecting them with the mother tongue – until the FL has established an ever-more complex network for itself. “You can banish the mother tongue from the classroom, but you cannot banish it from the pupils’ heads”. We need to associate the new with the old. To exclude mother tongue would deprive us of the richest source for building cross-linguistic networks.

The well-directed and informative use of lexical and syntactic parallels between the mother tongue and foreign languages taught in schools promotes retention and deepens the understanding of the historical affinity of language and culture.

2. Importance of Mother Tongue Education

Many linguists and successful bilinguals argue that for multi-cultural societies to support the use of a first language in the learning of young bilinguals in schools is of high importance. Since mother tongue education in the primary years suggests the best introduction to literacy which becomes useful in the acquisition of a second language. Research on L2 acquisition displays that learning another language

becomes less problematic, if a child masters the first language in the habits of speech, listening, reading and writing which can be transferred to the learning of the second language.

Chaudron asserts that where the L2 is used as a medium of instruction, learners encounter problems because their task is threefold. Making sense of the instructional tasks presented in the second language, attaining linguistic competence required for effective learning to take place and facing with the problem of mastering the content itself. The report of UNESCO Committee shows that students learn quickly through their first language than an unfamiliar linguistic medium. As a result, it states that the best medium for teaching a child is the mother tongue through which children understand better and express themselves freely (Nasser Hassanzadeh and Nesa Nabifar, 2011, p.7-9).

C. Definition of Dayak

There are two meanings of Dayak in KBBI (Kamus Besar Bahasa Indonesia), which are included of noun:

1. The ethnic groups who inhabit the Kalimantan area.
2. The language spoken by the Dayak tribe.

Dayak is a homonym because the meanings have the same spelling and pronunciation but different meanings. Dayak has a meaning in noun class so

that Dayak can state the name of person, place, language, or all object and everything that is distinguished.

D. Types of Dayak Languages

Dayak mother tongue or Dayak language is dominantly used by the Dayak tribe in Central Kalimantan, including the Dayak Ngaju language which is used in the Kahayan and Kapuas River areas. The Bakumpai and Maanyan languages are spoken by residents along the Barito River and its surroundings and the Ot Danum language is spoken by the Ot Danum Dayak tribe in the upper Kahayan and Kapuas rivers.

1. Dayak Ngaju language

Dayak Ngaju language is an Austronesian language found in the province of Central Kalimantan. The Dayak Ngaju have a very large speaker population. It is not surprising that this language has become a lingua franca for the people of Central Kalimantan. Generally, the people of Central Kalimantan can understand the Dayak Ngaju language and now it has been taught in public schools as a regional language lesson.

Ristati (2006 in Dellis Pratika 2014) state that *Phonological system of Dayak Ngaju language*: (1) Dayak Ngaju language has vowel sounds [i, e, a, o, and u], diphtong sounds [ey, ay, aw, oy, and iw], consonant sounds [p, b, t, d, c, j, k, g, m, n, Ñ±, l, r, s, h,] and semivowel sounds [w and y]; (2) Dayak Ngaju language has five vowel phonemes /i/, /e/, /a/, /o/, and /u/, five diphtong phonemes /ei/,

3. Dayak Ot Danum

Most of the Dayak Ot Danum are found in Central Kalimantan and occupy along the Barito, Kapuas, Kahayan, and Samba rivers. The phonetic and the phonemic sounds in Dayak Ot Danum's language there are twelve vocal sounds found, which are: there are twelve vocal sounds found, which are: [i], [i:], [u], [u:], [ʷu], [e], [e:], [o], [o:], [ɔ], and [a]. There are twenty-four consonants in Dayak Ot Danum's language, which are: [p], [pʰ], [b], [t], [tʰ], [d], [k], [kʰ], [ʃ], [g], [c], [j], [s], [h], [m], [n], [ʰn], [ʎ, [N], [ʰN], [r], [R], [w], and [y]. There are four

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are four diphthongs, which are: /ai/, /au/, /ui/, and /oi/ (Sutimbang Ngawan, Paternus Hanye, and Hortma Simanjuntak, 2013, p.1).

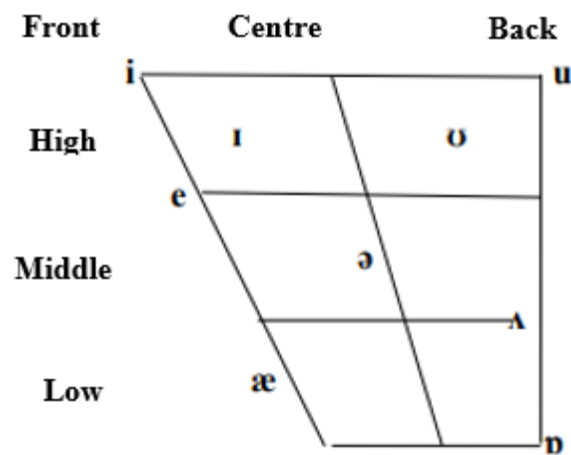
E. Description of Phoneme

In phonology, there are two kinds of sounds, namely vowels and consonants. Vowel sounds are formed when there is no resistance from the articulatory apparatus to the vocal cords when the sound is emitted. Vowels are produced by adjusting the position of the tongue and lips; therefore, the variety of these vowels is limited. Then, consonant is the opposite of the vowel sound, which is a sound that is formed when there is a barrier from the articulation tool in the form of narrowing or closure when the sound is produced.

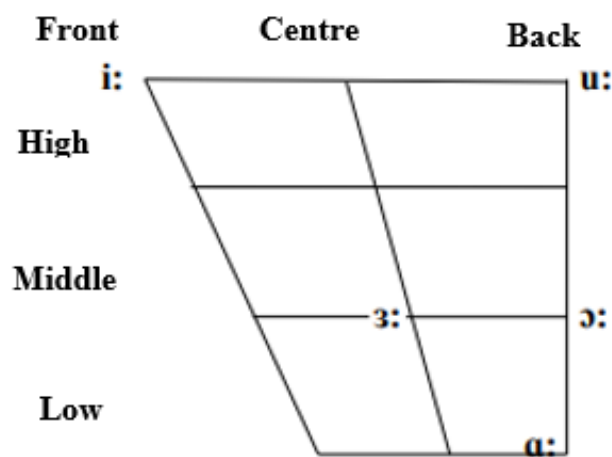
1. English

a. Vowel

English has fourteen phonemes of vowel that contains of five long vowels: /i:/, /u:/, /ɛ:/, /a:/, and /ɔ:/ then, nine short vowel: /i/, /ɪ/, /e/, /æ/, /ə/, /ʌ/, /ʊ/, /ʊ/, and /ɒ/.



The Picture of Short Vowels Phonemes of English.



The Picture of Long Vowels Phonemes of English.

- The phoneme /i/ in English language occupies a high position and is classified as a front vowel with round lips. The pronunciation is done by spreading the lips to the side. The tongue is raised, but not until it closes the air flow out through the oral cavity.

- The phoneme /ɪ/ is in a high front position with non-round lips. The way to pronounce it is by pulling the lips to the side, but not as tense as when pronouncing /i/. This phoneme is under the phoneme /i/ even though it has the same position. The phoneme /ɪ/ can occupy all positions, except in the open ending syllable.
- The phoneme /e/ is in the middle position and occupies the front of the vowel with round lips. The way to pronounce it is by pulling the lips to the side and placing the tongue flat in the middle. The allophone of the phoneme /e/ is [e].
- The phoneme /æ/ is in a low position and occupies the front. The phoneme /æ/ belongs to the classification of non-rounded vowels. The pronunciation is done by pulling the lips to the side in a half-open position.
- The phoneme /ə/ is in the middle position and occupies the center, slightly higher than the long vowel /ɜ:/. The phoneme /ə/ belongs to the classification of non-rounded vowels. The pronunciation is done by pulling the lips to the side, the lower lip is more tense, and the tongue is slightly pulled inward.
- The phoneme /ʌ/ is in the middle position and occupies the back. The phoneme /ʌ/ is a non-rounded vowel. The pronunciation is done by opening both parts of the lips up and

down, the tongue down and slightly pulled inward. The allophone of the phoneme /ʌ/ is [ʌ].

- The phoneme /u/ is in a high position and occupies the back. The phoneme /u/ is classified as a round vowel. The pronunciation is done by rounding the lips almost closed, but not hindering the flow of air that comes out.
- The phoneme /ʊ/ is in a high position and occupies the back, but is lower than /u/. The phoneme /ʊ/ belongs to the round vowel classification. The pronunciation is done by advancing the lips to form a slightly closed circle, but not to the point of blocking the flow of air out through the oral cavity.
- The phoneme /ɒ/ is in a low position and occupies the back end. The phoneme /ɒ/ belongs to the classification of non-rounded vowels. The pronunciation is done by opening the upper and lower lips, then the lower tongue is pulled back.
- Phoneme /i:/ is one of the long vowel phonemes of BI which is in a high position and occupies the front with non-round vowel classification. The pronunciation is done by spreading the lips to the side and the tongue raised, but not blocking the air current. This phoneme is pronounced longer than the short vowel /i/.
- The phoneme /u:/ is in a high position, occupies the back end, and is classified as a round vowel. The pronunciation is by

rounding the lips and the duration of the pronunciation is slightly longer than the short vowel phoneme /u/.

- The phoneme /ɜ:/ is a long vowel that is in the middle position and occupies the center. The phoneme /ɜ:/ is a non-rounded vowel. This phoneme is in the same position as /ə/, except that /ɜ:/ is below /ə/. The pronunciation is done by raising the tongue slightly from the bottom position so that it is in the middle with the normal lip position.
- The phoneme /ɔ:/ is in the middle position and occupies the back. The phoneme /ɔ:/ is also a long vowel phoneme and belongs to the round classification. This phoneme is pronounced by rounding the lips and pulling the tongue back.
- The phoneme /ɑ:/ is in a low position and occupies the back end. The long vowel phoneme /ɑ:/ belongs to the classification of non-round vowels. This phoneme is similar to the phoneme /ɒ/ which is also classified in the lower back position, except that the phoneme /ɑ:/ is slightly ahead of the phoneme /ɒ/.

b. Consonant

- The phoneme /p/ is in the inhibited articulation area and the bilateral articulation mode. The phoneme /p/ is classified as voiceless because when it is pronounced, the vocal cords do not vibrate. The upper lip is a passive articulator and the lower lip has a function as an active articulator. The way to pronounce it

is by moving the lower lip to touch the upper lip, then the air held by the closing of the two parts of the lips is released, creating the phoneme /p/.

- The phoneme /b/ is in the area of speech inhibition articulation and bilabial articulation. The thing that distinguishes the phoneme /b/ which has the same area and way of articulation with the phoneme /p/ is that the phoneme /b/ is a sound barrier sound characterized by vibrations in the vocal cords when sound is produced. The phoneme /b/ is pronounced by blocking airflow with the upper and lower lips and releasing it again.
- The phoneme /t/ is in the area of speechless inhibition of articulation and the way of alveolar articulation. The phoneme /t/ is a sound produced by touching the tip of the tongue which is an active articulator to the base of the tooth as a passive articulator. The phoneme /t/ belongs to the classification of voiceless phonemes because no vibration is produced when this phoneme is pronounced.
- The phoneme /d/ is in the area of speech inhibition articulation and alveolar articulation. This phoneme is the opposite of the phoneme /t/ which is included in the voiceless classification, although the area and manner of articulation of these two phonemes are the same. The tip of the tongue touches the base of the tooth so that the air current is restrained, then the air

current is released again. The phoneme /d/ in English is also included in implosive and explosive inhibition.

- The phoneme /k/ is in the area of speechless inhibition and velar articulation. The phoneme /k/ is pronounced by touching the back of the tongue against the soft palate to hold the air current which is then released again. The tip of the tongue is an active articulator that is touched against the passive articulator, namely the soft palate. The inhibitory phoneme /k/ in English has implosive and explosive properties and can be found in both the initial and final consonants.
- The phoneme /g/ is in the area of speech inhibition and velar articulation. The phoneme /g/ has the same area and way of articulation as the phoneme /k/, only that the difference is that the phoneme /g/ belongs to the classification of voiced sounds which can be proven by the vibration of the vocal cords when this phoneme is pronounced. The phoneme /g/ which functions as an initial consonant is an explosive inhibitory phoneme, while the phoneme /g/ which is in the final consonant is called an implosive inhibition phoneme.
- The phoneme /h/ is in the area of voiceless fricative articulation and glottal articulation. No vibration is produced in the vocal cords during pronunciation, although the sole articulator of this phoneme is the glottis, which is on the vocal cords.

- The phoneme /s/ is in the area of voiceless fricative articulation and alveolar articulation. This phoneme has an active articulator of the tip of the tongue and a passive articulator of the base of the teeth. The tip of the tongue is touched to the base of the tooth to block the flow of air, causing a hissing sound. Hissing is heard due to air currents can still escape through the cracks of the tongue. The phoneme /s/ has an allophone [s]. The phoneme /s/ can be found in all syllable positions and occupies both the initial and final consonant positions.
- The phoneme /z/ is located in the articulation area of the fricative voice and the way of alveolar articulation. This phoneme has the same area and way of articulation as the phoneme /s/ and makes a hissing sound when pronounced, but one thing that makes it different is that the phoneme /z/ belongs to the classification of voiced sounds. Hissing in the phoneme /z/ produces vibrations in the vocal cords. Air currents are held by the tip of the tongue that touches the base of the teeth, so that it does not come out through the middle but both sides of the tongue.
- The phoneme /ʃ/ is in the area of voiceless fricative articulation and palato-alveolar articulation. When pronounced, this phoneme also produces a hiss that is suppressed by the tongue

leaf touching the back of the base of the tooth. Air currents that are trapped on both sides of the tongue are expelled through the front of the tongue and between the teeth. This phoneme does not produce vibrations in the vocal cords.

- The phoneme /ʒ/ is in the area of the articulation of the voiced fricative and the palato-alveolar way of articulation. In contrast to the phoneme /ʃ/ which is a voiceless palato-alveolar fricative sound, the phoneme /ʒ/ is classified as voiced because it produces vibrations in the vocal cords. This vibration is accompanied by a hissing sound which is one of the characteristics of fricative sounds. The leaves of the tongue are touched to the back of the base of the teeth so that air currents are flowed through the front of the tongue and between the teeth.
- The phoneme /f/ is in the area of voiceless fricative articulation and labio-dental articulation. The active articulator of the phoneme /f/ is on the lower lip which is carried towards the upper teeth as a passive articulator. The phoneme /f/ does not cause vibrations in the vocal cords, therefore it is called a voiceless fricative sound. The phoneme /f/ is pronounced by blocking the flow of air using the lips and teeth, but the air flow is not completely blocked because it can still flow from between the teeth.

- The phoneme /v/ is in the articulation area of the fricative voice and the labio-dental way of articulation. Like the previous phonemes which have similarities in their environment, the phoneme /v/ also has similarities with the phoneme /f/ in terms of area and way of articulation. The difference is the vibration on the vocal cords produced by the phoneme /v/ when it is pronounced, therefore this phoneme is included in the voiced sound. The lower lip is attached to the upper teeth to create resistance to air currents. The air current can only come out through between the teeth.
- The phoneme /θ/ is in the area of voiceless fricative articulation and inter-dental articulation. This phoneme involves the active articulator of the tip of the tongue and the passive articulator of both parts of the teeth. The upper and lower teeth are slightly opened so that the tip of the tongue can enter. The tongue that enters between the two parts of the teeth blocks the air current which then produces the phoneme /θ/. Air currents can still be expelled through the gaps in the teeth.
- The phoneme /ð/ is in the articulation area of the fricative voice and the way of inter-dental articulation. This phoneme has the same area and way of articulation as the phoneme /θ/. The difference is in the classification of sounds according to the vibration of the vocal cords. The phoneme /ð/ belongs to the

voiced sound. The way of pronouncing it is by tucking the tip of the tongue between the two halves of the teeth, namely the top and bottom, to block the flow of air.

- The phoneme /tʃ/ is located in the articulation region of the voiceless affricative and the palato-alveolar articulation mode. The phoneme articulator /tʃ/ is the tongue leaf as an active articulator and the back of the base of the tooth as a passive articulator. This phoneme is produced by closing the air current completely with the tongue leaf behind the base of the tooth which is then released gradually. There are 3 (three) allophones of the phoneme /tʃ/, namely [tʃ] in the initial consonant, [tʃ >] in the final consonant, and aspirated [tʃ h].
- The phoneme /dʒ/ is located in the articulation area of the voiced affricative and the palato-alveolar way of articulation. The phoneme /tʃ/ is a sound that has the same environment as the phoneme /dʒ/, except in the classification of the vibration of the vocal cords when pronounced. This makes the sound /dʒ/ a voiced sound. The way to pronounce it is to hold the air current with the tongue leaf slowly releasing it.
- The phoneme /l/ is in the area of lateral articulation and the way of alveolar articulation. The tip of the tongue which is an active articulator touches the base of the tooth which acts as a passive

articulator. Air currents are held at the front, but can escape through the leaf part of the tongue that is still open.

- The phoneme /r/ is in the region of the vibrating articulation and the alveolar articulation mode. The phoneme /r/ is articulated by placing the tip of the tongue which is an active articulator at the base of the tooth which functions as a passive articulator. Air currents are quickly held and released again quickly by the tip of the tongue causing vibrations. These vibrations do not occur in the vocal cords, but are the result of rapid air currents being held and released by the tip of the tongue in contact with the base of the teeth. The phoneme /r/ in the final consonant position is optional or optional and is marked with (r).
- The phoneme /m/ is in the area of the nasal articulation and the bilabial way of articulation. This phoneme is one of the nasal phonemes, namely consonant phonemes whose air currents are not expelled through the mouth, but through the nose. The phoneme /m/ is pronounced by holding the air current in the mouth by using the upper and lower lips in a tightly closed position, so that the air current is diverted to the nose. This phoneme is allophone with [m]. The phoneme /m/ can occupy the initial, middle, and final syllable positions.

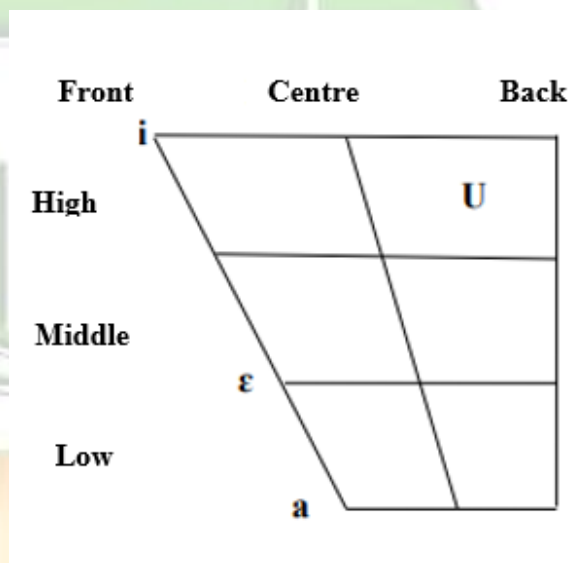
- The phoneme /n/ is in the area of the nasal articulation and the way of the alveolar articulation. This phoneme is also one of the nasal phonemes, namely the phonemes whose air currents are released through the nose. The way to pronounce the phoneme /n/ is to use the tip of your tongue and stick it to the base of your teeth to prevent air currents from escaping. The retained air current is diverted and expelled through the nose.
- The phoneme /ŋ/ is in the area of nasal articulation and velar articulation. The phoneme /ŋ/ is called a nasal phoneme because the air current that is released is not through the mouth. The way to articulate it is by sticking the back of the tongue against the front of the soft palate so that the air flow is blocked, it's just that the air flow is expelled through the nose.
- The phoneme /w/ is in the area of semi-vocal articulation and labio-dental articulation. This semi-vowel phoneme /w/ has little resemblance to the vowel phoneme /u/ when rounding the lips. If in the phoneme /u/ there is no air current resistance at all, then to form the phoneme /w/ 112 resistance is needed by blocking the air current using the lower lip as the active articulator and the upper teeth as the passive articulator.
- The phoneme /y/ is in the area of semi vocal articulation and palatal articulation. In BI, the phoneme /y/ is often represented by the phoneme /j/ which in BDN has a different articulation

area. Semivowels have other alternative terms such as central approximants and no syllabic vowels (Deliss Pratika, 2014, p.32-36).

2. Dayak Ngaju Language

a. Vowel

Dayak Ngaju language has four phonemes of vowel: /i/, /ε/, /a/, and /U/. As follows:



The Picture of Vowel Phonemes of Dayak Ngaju language.

- Based on the high and low of the tongue, the phoneme /i/ is in the high position. Then based on the part of the tongue that moves, the phoneme /i/ is classified on the front vowel. The phoneme /i/ belongs to the non-round vowel. The way to pronounce the phoneme /i/ is to raise your tongue and pull your lips to the side. No air currents are blocked when this phoneme is produced.

- The vowel phoneme /ε/ is in the middle position when viewed from the high and low of the tongue. Furthermore, the phoneme /ε/ occupies the front vowel and based on the shape of the lips, the phoneme /ε/ is classified as an unrounded vowel. The pronunciation of the phoneme /ε/ is done by spreading the lips as wide as possible to the sides in a tense and half-open position.
- The phoneme /a/ if it is based on the high and low of the tongue is in a low position. Based on the part of the tongue that moves, the phoneme /a/ is classified in the front vowel. Furthermore, the phoneme /a/ is included in the classification of non-rounded vowels. The phoneme /a/ is produced by stretching the lips up and down and placing the tongue as low as possible. The allophone of the phoneme /a/ is [a]. The phoneme /a/ can occupy all positions, namely beginning, middle, and end.
- According to the high and low of the tongue, the phoneme /U/ occupies a high position. The position of the phoneme /U/ is on the back according to the moving part of the tongue. The phoneme /U/ belongs to the round vowel classification. The way to produce the phoneme /U/ is to move the lips forward until they form a closed circle and the tongue is pulled inward slightly. The phoneme /U/ is allophone with [U]. The phoneme

/U/ occupies all positions in a syllable, whether it is the beginning, middle, or end (Dellis Pratika, 2014, p.27-33).

b. Consonant

The pronunciation of consonants is based on three factors involved, namely (1) the state of the vocal cords, (2) the touch or approach of various vaporizers, and (3) the way in which the vapors touch or are close together. Consonants in the Dayak Ngaju language can be categorized based on three factors, namely: 1) the state of the vocal cords, 2) the articulation area, and 3) the way of articulation. Based on the state of the vocal cords, there are voiced and voiceless consonants. Based on the area of articulation, consonants in the Dayak Ngaju language are labial, dental, alveolar, palatal, velar, laryngeal, and glottal. Based on the way of articulation, consonants in the Dayak Ngaju language can be stop, fricative, nasal, vibrating, or lateral.

a) Stop consonant

- Phoneme /p/ in a word can occupy the initial, middle, and final positions. However, the /p/ phoneme will become a closed phoneme /p> / when it occupies the final position of a word.
- Phoneme /b/ in a word can occupy the initial, middle, and final positions.

- Phoneme /d/ in a word can occupy the initial and middle positions.
 - Phoneme /t/ in a word can occupy the initial, middle, and final positions. However, the phoneme /t/ will become a closed phoneme /t> / when it occupies the final position of a word.
 - Phoneme /c/ in a word can occupy the initial and middle positions.
 - Phoneme /j/ in a word can occupy the initial and middle positions.
 - Phoneme /k/ in a word can occupy the initial, middle, and final positions. However, the phoneme /k/ will become a closed phoneme /k> / when it occupies the final position of a word.
 - Phoneme /g/ in a word can occupy the initial and middle positions.
- b) Fricative Consonants
- Phoneme /s/ in a word can occupy the initial, middle, and final positions.
 - Phoneme /h/ in a word can occupy the initial, middle, and final positions.
- c) Vibrating alveolar consonants

- Phoneme /r/ in a word can occupy the initial, middle, and final positions.

d) Lateral-alveolar consonants

- Phoneme /ʃ/ in a word can be in the initial, middle, and final positions.

e) Nasal consonants

- Phoneme /m/ in a word can occupy the initial, middle, and final positions. However, the phoneme /m/ will become a closed phoneme /m> / if it is at the end of the word.
- Phoneme /n/ in a word can occupy the initial, middle, and end positions. However, the phoneme /n/ becomes a closed phoneme /n> / if it is at the end of the word.
- Phoneme /ɳ/ in a word can occupy the initial and middle positions.
- Phoneme /ŋ/ in a word can occupy the initial, middle, and final positions.

f) Semi-vowels

Semi-vowel are language sounds between consonants and vowels. Practically semi-vowels are classified as consonants because they have not formed pure consonants. According to the articulation, there are two types of semi-vowels, namely the voiced bilabial semi-vowel [w] which is pronounced with the active articulator being the lower lip and the passive articulator

being the upper lip, and the palatal semi-vowel [y] voiced and produced with the active articulator being (middle) the tongue and the passive articulator being the hard palate. The phoneme /w/ has one allophone, namely [w]. At the beginning of a syllable, the sound [w] functions as a consonant, but at the end of a syllable [w] functions as a diphthong part. Semivowel [w] can be distributed at the beginning and in the middle only. The phoneme /y/ has one allophone, namely [y]. At the beginning of a syllable, /y / behaves as a consonant, but at the end of a syllable it functions as part of a diphthong (Balai Bahasa Kalimantan Tengah, 2013, p.7-25).

F. Sound Change Process

Dayak Ngaju language and English have differences of the linguistic elements, especially on phonological system. The differences in phonological system have a negative impact if they cannot be distinguished properly. English is a language that has variety of phonemes, while Dayak Ngaju does not have many variations as English language. For example, Dayak Ngaju language which belongs to the Austronesian language family, only recognizes /p/ and does not recognize /f/ and /v/ which will sound change in pronunciation, in English the three phonemes are clearly different.

The phonology system of one language will be different from another language. If in phonological which is has simple language makes contact with complex language, some changes will occur. For example:

Orthography	Native Speaker's Transcription	Dayak Ngaju Speaker's Transcription
Zero	/zɪərəʊ/	/zero/
Riddance	/rɪdɪns/	/rɪdɛns/
Drink	/drɪŋk/	/drɪŋ/

In the first example, there are two diphthongs in English /ɪə/ and /əʊ/. If pronounced by Dayak Ngaju speaker, there will be a sound change process called monophthongization. Diphthongs /ɪə/ and /əʊ/ are not owned by Dayak Ngaju language, therefore to make pronunciation easier, speakers try to pronounce sounds that are similar diphthongs /e/ and /o/. The second example, the process that occurs is epenthesis which is indicate by the addition of the vowel phoneme / ɜ / between the consonant /d/ and the cluster /ns/. The third example, there is a misspelling of /k/ and also an increase in the position of tongue from /ɪ/ in the front high position to /i/ in the closed front high position.

a. Sound Changing Process of Phoneme

Sound Changes process can occur due to language contact, one of the causes of linguistic change is language contact that occurs when speakers of one language often interact with speakers of other languages or dialects. Muslich (2012, in Dellis Pratika 2014) divides the types of sound changes into nine, as follows:

- 1) Assimilation, which is the change of sound from two dissimilar sounds to the same or nearly the same sound. This happens

because the sounds of the language are spoken in sequence so that they have the potential to influence each other.

- 2) Dissimilation, which is a change in sound from two sounds that are similar be the same or different sound.
- 3) Phoneme modification, namely the change in vowel sounds as a result of the influence of another sound that follows it.
- 4) Neutralization, namely changes in phonetic sound as a result of the influence of environment.
- 5) Zeroization, namely the removal of phonemic sounds as a result of efforts saving or economizing pronunciation. Zeroization with models shortening is known as contraction. Classified into three types as follows:
 - Apheresis is the process of removing or removing one or more phonemes at the beginning of a word.
 - Apocope is the process of removing or removing one or more phonemes at the end of a word.
 - Syncope is the process of removing or removing one or more phonemes in the middle of a word.
- 6) Metathesis, namely changing the order of phonemic sounds in a word so that it becomes two competing word forms.
- 7) Diphthongization, namely the change of a single vowel sound (monophthong) into two vowels or double vowels (diphthongs) in sequence.

8) Monophthongs, changes in two vowel sounds or double vowels (diphthongs) into single vowels (monophthongs).

9) Anaptyctic (sound of devotion), namely the change of sound by way of adding a certain vowel sound between two consonants for

expedite speech. Sounds that are usually added are weak vowels. Anaptyctic is grouped into three types as follows:

- Prothesis, which is the process of adding or affixing a sound at the beginning of a word.
- Epenthesis, which is the process of adding or affixing a sound in the middle of a word.
- Paragoge, which is the process of adding or affixing sounds at the end of words.

G. Definition of Pronunciation

Cook (1996 as cited in Pourhosein Gilakjani, 2016) defined pronunciation as the production of English sounds. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation, they make new habits and overcome the difficulties resulting from the first language. According to Yates (2002 as cited in Pourhosein Gilakjani, 2016), pronunciation is the processing of sounds used to make sense. Pronunciation is the creation of a sound system that does not, from the point of view of the speaker or the listener, interfere with communication.

1. Supra-segmental aspects of pronunciation

a. Stress

Many teachers advocate starting with stress as the basic building block of pronunciation teaching. Stress refers to the prominence given to certain syllables within words, and to certain syllables or words within utterances. It is signaled by volume, force, pitch change and syllable length, and is often the place where we notice hand movements and other gestures when we are watching someone talking.

b. Intonation

Intonation or change of pitch, particularly interpersonal attitudes, is crucial in signaling the sense of the speaker. Pitch shifts are crucially correlated with stress, as we saw in the previous segment. Since intonation habits are language-specific, in order to prevent improper transition from their first language, learners will need to develop new ones for English, and thus can unintentionally trigger offence. There have been three major approaches to intonation theory: the grammatical approach (which relates intonation to grammatical functions), an approach that focuses on the link between intonation and attitude, and the discourse approach (which emphasizes speakers and their intentions in longer stretches of discourse).

c. Features of connected speech

These characteristics allow us to handle the patterns of stress, un-stress and pitch shift described above between words in a way that is very distinctive from that of other languages. Crucially, learners in whose first language final consonant sounds are rare or not fully pronounced (e.g. many Asian languages) may find it very difficult to say word-final consonants and therefore to link words in the way that is characteristic of English. These linking devices are not trivial, as they help learners to avoid the breathy, choppy delivery that can impede communication.

d. Voice quality

In L2 learning, voice quality has received little consideration, while actors may be very familiar with the notion. The term refers to the more common, longer-term articulatory settings shared by many language sounds, influencing accent and voice quality globally (AMEP Research Center, 2002, p.1-2).

2. Phonology System

Phonology is the study of the sound system of languages.

1) Place of Articulation

According to Ogden (2012, p.12), “articulators are the parts of the vocal tract that are used in producing speech sounds”. They are classified into two kinds, active and

passive. Active articulators are the articulators that can move, as exemplified, the tongue tip is an active articulator in sounds like [s] [t] [n], it moves up to behind the teeth, meanwhile the passive articulator is the bony ridge behind the upper teeth known as alveolar ridge. Passive articulators are articulators that cannot move, but are the target for active articulators. Most places of articulation are described by reference to the passive articulator. Place of articulation focuses on where the sounds are made and produced. On sounds production, each consonant has its own articulator's place. The consonants on this place of articulation are classified as follow:

- 1) Bilabial sounds are sounds made at the lips. "Bi-" means "two", and "labial" is an adjective based on the Latin word for "lips". In English, the sounds [p b m] are bilabial.
- 2) Labiodental sounds are made with the upper teeth ("dental") against the lower lip ("labio") then, the labiodental sounds [f v] occur. Labiodental sounds can be made with the teeth against either the inside surface of the lip (endo-labial) or the outside edge of the lip (exo-labial).

- 3) Dental sounds are generated with the tip of the tongue touch the back of the upper teeth. Then dental sounds [θ ð] occur. In English as in the initial sounds of “think” and “then” are included in dental that is, produced with the tongue between the teeth.
- 4) Alveolar sounds are made at the alveolar ridge. This is a bony ridge behind the upper teeth. Alveolar ridge is behind the upper teeth. When producing consonant sounds such as in word “dent” it can be felt that tip of the tongue makes a light contact with alveolar ridge. Sounds with an alveolar place of articulation in most varieties of English are [t d n l r s z].
- 5) Post alveolar sounds are made just behind (“post”) the alveolar ridge. There are four of these in English, [ʃ] and [ʒ], the sounds spelt [sh] in word “ship”, [ʃɪp], and [si] in “invasion”, and the sounds [tʃ dʒ] as in “church” and “judge”.
- 6) Palatal sounds are made with the tongue body, the massive part of the middle of the tongue, raised up to the hard palate, or the roof of the mouth. Palatal sounds aren’t common in English, except for the sound [j], which is usually spelt [y], as in “yes”, “yacht”, “yawn”; or as part of the sequence [ju]

represented by the letter [u] in words like “usual”, “computer”.

7) Velar sounds are made with the tongue back raised towards the soft palate. The soft palate is at the back of the roof of the mouth, and is also known as the velum. The sounds [k g] are velars, as is the sound [ŋ], represented by [ng] in words like “king”, “wrong”, “hang”.

8) Glottal sounds are made at the glottis, the space between the vocal folds, which are located at the larynx. English uses a number of such sounds: [h] as in word “head”.

2) Manner of Articulation

As well as knowing where a sound is made, it is important to know how it is made. Consonants involve at least two articulators. When the articulators are moved closer together, the air flow between them changes, for instance, it can be stopped or made a turbulent. The way a sound is made is called manner of articulation. Most manners of articulation are combinable with most places of articulation. Several kinds of manner articulations will be explained as follow:

- 1) Stop articulations are those sounds where a complete closure is made in the oral tract between two articulators. On this kind of sound, the airstream will be looked as if they stopped or blocked when the consonant is pronounced. Two articulators are moved against each other so that there is no space for the airstream to out for a while then let the airstream to go out abruptly. Plosives are made with a complete closure in the oral tract, and with the velum raised, which prevents air escaping through the nose. English plosives include the sounds [p t k b d g]. The term plosive relates to the way the stop is released with what is sometimes called an explosion. Nasals are made with a complete closure in the oral tract, but with the velum lowered so that air escapes through the nose. Nasals are usually voiced in English. The airstream is obviously let in to the nasal cavity and out through it. That is why this is called nasals sound. The sounds are represented by the symbol [n], [m], and [ŋ].
- 2) Fricative articulations are the result of two articulators being in close approximation with each other. The articulators are generated close enough together for air to pass between them, because the gap between them is

small, the airflow becomes turbulent and creates friction noise so that the hissing sound is produced. Fricatives in English include [f v θ ð s z ʃ ʒ], the examples are: fish, vow, think, then, loose, lose, wish, vision.

- 3) Affricates are plosives which are released into fricatives. English has two kinds of affricates: [tʃ dʒ], both post alveolar, as in “church” and “judge”. These sounds are produced with friction at the glottis. When the stops sound followed by the fricatives, the sound which causes some friction sound, it will make new sound called affricates. The process of this sound production is almost the same with the fricative sounds.
- 4) Approximant Approximants in English include the sounds [j w l r] The English approximants [w j r] are central and [l] is lateral. Approximants are among the phonetically most complex of sounds in English because they typically involve more than one articulation.

3. The Problems of Pronunciation

1) Nature of Pronunciation problems

Ramelan (1985, in Saptia Pahrina 2014) state that there are some problems in learning foreign language and they are:

- a. Recognizing and identifying foreign sounds, one problem is concerned with the identification of the foreign sounds. The language learners have to remember his acoustic qualities to be able to identify them in an utterance.
- b. The production of foreign sounds by speech organs. It necessary to be able to hear and identify the acoustic quality of foreign sounds before being able to produce them. Someone cannot be expected to pronounce sound without first hearing its quality; yet, after hear the sounds by someone else, someone may be able to produce the sounds by copying the speaker.
- c. The different nature especially in Supra-segmental features (stress, length, pitch and intonation) it is quite obvious that these features different in different languages.

H. Definition of Speaking

According to Bygate (1987, in Lai-Mei Leong & Seyedeh Masoumeh Ahmadi, 2017), speaking is the productive skill in the oral form. It involves more than just pronouncing words. Moreover, speaking is also an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking English requires learners to know how to generate basic elements of language, such as grammar, pronunciation, or vocabulary, and they also need to understand where, why, and how to generate language. The ability to communicate is also the ability to convey ideas in an

appropriate type of spoken English. An interaction between speakers and listeners is speaking English. Talking is also one of the skills that learners need to develop while studying English.

1. The importance of speaking English

Oral communication is understood between the speaker and the listener as a two-way mechanism. We interact with others to share our feelings, and also to understand the ideas of others. It is believed that language communication requires certain language skills ones. Of the four talents, speaking plays a very important role as it is the first step in determining who knows a language and does not know it. The ability to speak skillfully provides the speaker with many distinct advantages. Speaking is a meaningful way to reflect thoughts, opinions, and feelings of speakers. Speaking skills are important for career success and it can also enhance one's personal life effectively (Lai-Mei Leong & Seyedeh Masoumeh Ahmadi, 2017, p.35).

2. Speaking problems

The students usually felt that they were unable to speak English fluently. These findings therefore provided with some reasons to believe that the students were aware of the issue. Most of the students felt that because of their fear of a small vocabulary in which students could not explain the word they wanted, the main issue of their inability to speak English was their fear and they gave up talking. One

of the students' statements: *"I really want to talk with native speakers in English but when expressing my ideas, I cannot find the correct word at this time – so I prefer not to talk"*. Another respondent who has a speaking problem said: *"I am facing a problem speaking English. Actually, I would like to speak but after trying a few times and within a short time I resort to my first language"*. L1 can be a tool for managing instructional tasks and learning. It also enables students to socialize with each other (Fatma Tokoz-Goktepe, 2014, p.1877).

3. Pronunciations Problems

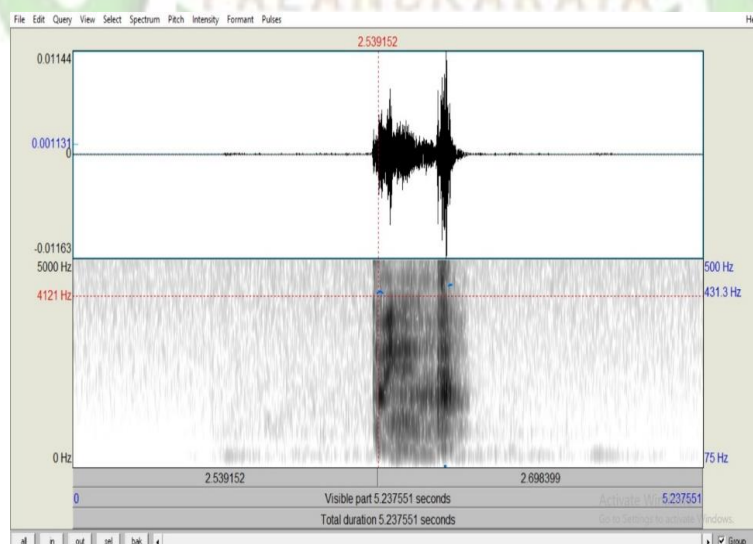
Mother tongue interference is dominantly present in students' English pronunciation. Students' pronunciation is influenced by different mother tongues. The students' not familiar with International Phonetic Alphabet (IPA) symbols, they can't differentiate between mother tongue and English phonology. Moreover, the students don't get much motivation to improve their English pronunciation by the teachers. Zhang and Yin (2009, in Afsana Begum and Muhammad Azizul Hoque, 2016, p.52) analyzed some frequently occurring pronunciation problems faced by the learners of English. In their observation, the following factors influence their pronunciation: L1 interference, learners' age, learners' attitude, prior pronunciation instruction, insufficient knowledge of English phonology and phonetic and words which displayed a sound

and spelling disparity (Afsana Begum and Muhammad Azizul Hoque, 2016, p.51-52).

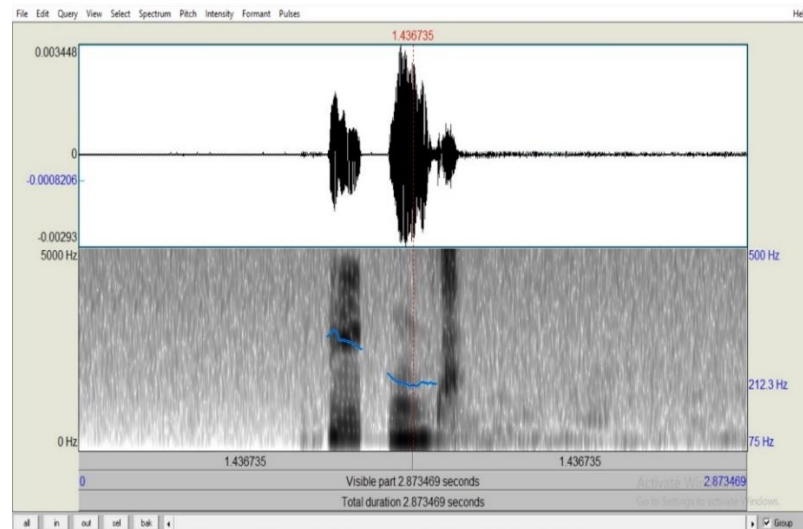
I. Praat Application

As the founder of Praat application, Paul Boersma and Weenink notes that the aim of Praat application is to automate computations for the establishment of developmental paths in consonantal productions. Praat is an open-software tool for the analysis of speech in phonetics. It was designed and continues to be developed, by Paul Boersma and David Weenink of the University of Amsterdam. Praat application is free and available for most platforms. Bussman (2006) stated that Praat application works like a spectrogram, a machine with electric filters that acoustically analyze (speech) sounds for their frequency, intensity, and quantity (Le, H. T. & Brook, J., 2011, p.2-3).

The Example of Spectrogram Praat Application from Native Speaker's Voice:



The Example of Spectrogram Praat Application From Student of Dayaknese's Voice:



CHAPTER III

RESEARCH METHOD

This chapter present the research method of this research. It covers research design, subject of the study, source of data, research instrument, data collection procedure, and data endorsement.

A. Research Design

This research was categorized as a qualitative. It focused on explaining all the phenomena based on the facts about the influence of mother tongue in speaking English. In addition, the explanation of natural phenomena stresses the use of words rather than numbers. The researcher explained individuals' lived experiences of a phenomenon as identified by participants. The nature of the experiences of many people who had all witnessed the phenomenon culminates in this definition. This design has strong philosophical underpinnings and typically involves conducting interviews (Giorgi, 2009; Moustakas, 1994 in John W. Cresswell book, 2014).

The research type of this study was qualitative with case study. Case study was a single instance of a bound structure that can extend from one person to a class, a school, or a society as a whole. Based on the theoretical orientation that guides the investigation, the researcher selected which type of data to obtain. This qualitative case study was a research methodology that encourages the investigation of a phenomenon using a variety of data sources within its context. This means that the problem was not be explored through

one lens, but rather through a number of lenses that make it possible to expose and appreciate various dimensions of the phenomenon (Pamela Baxter & Susan Jack, 2010, p.544).

B. Subject of the Study

The subjects of this study were the students of the third semester of English study program at IAIN Palangka Raya. They were Dayaknese students. The researcher used a purposive sampling technique. According to Ary et al. (2010, p.245), in qualitative research there are more likely to employ non-random or deliberate selection strategies based on specific criteria. Purposive sampling is a nonprobability sampling technique in which subjects are chosen who are judged to be representative of the population. The researcher was choosing the subject base on purposive sampling criteria, which students who sometimes used their Dayak Ngaju mother tongue in their daily life and their environment to communicate. There were five Dayaknese students as the subject of this study, they sometimes use Dayak Ngaju language to communicate in their environment.

The first subject is Agnetia, she is Dayaknese, she is from Katingan. She uses Dayak Ngaju language to communicate in her environment. The second subject is Devia, she is Dayaknese, she is from Kapuas. Devia also use Dayak ngaju language to communicate in her environment, especially in her house to communicate with her parents. The third subject is Tasya, she is dayaknese and she is from Palangka Raya. Tasya also uses Dayak Ngaju language to communicate with her family and with her friends. The fourth subject is

Raisha, she is Dayaknese and she is from Kapuas. Sometimes she uses Dayak Ngaju to communicate with her family and her friends. The last subject is Aulia, she is Dayaknese and she is from Pulang Pisau. She uses Dayak Ngaju language to communicate in her environment and sometimes she uses Dayak Ngaju to communicate with her family.

C. Source of Data

The students of the English class were the source of data of this study. In line with data collected, the data were from third semester students of English education study program at IAIN Palangka Raya.

D. Research Instrument

For collecting the data from the subject of the study, the researcher used three instruments. Those are:

1. Observation

Observation was a basic method for obtaining data in qualitative research. Qualitative observation relied on narrative or word to describe the setting, the behaviours, and the interactions. The goal is to understand complex interaction in a natural setting (Ary, 2002, p.426).

In this study the researcher had made observation by join in online class to record the activity in class and then choose some students to interview.

2. Interview

Donal Ary state that interview is oral interviewing of a person. In their own words, interviews used to collect information from individuals regarding thoughts, attitudes and feelings about circumstances. Instead of checking theories for explain the interactions people have and the sense they make of them (Donal Ary et. al, 2010, p.644).

This study used unstructured interviews to ask specific question to elicit information to answer the research problem. The interview was made by the researcher. There were six questions which answered by the informant. Here were the questions for the interview:

- 1) What are the influences of your mother tongue when you speak English?
- 2) Does the influences of mother tongue in speaking English have a positive impac? Why?
- 3) What are the problems you have when pronunciation the word in speaking English?
- 4) Can you give some examples of words that you think are difficult to pronounce according to the correct pronunciation of English!
- 5) What letters are difficult for you to pronounce according to the correct pronunciation of English? Can you show me!
- 6) How do you do to fix your problems in speaking English?

3. Documentation

Donal Ary (2010), state that documents consist of public and private documents are collected by qualitative researchers about a site or study participants, and can include newspapers, meeting minutes, personal journals, and letters. These sources provided useful knowledge to help researchers in qualitative studies understand key phenomena.

The researcher used documentation such as voice record, the researcher was recording when observation (join online class) and interview in speaking English. The researcher also used Praat application to find the data to know the influence of mother tongue in pitch and spectrum (Intensity).

E. Data Collection Procedure

One of the primary tasks in this study addressed the problems of this study through the process for collecting the data. The approach to collect the data needed by natural setting and without any manipulation setting. Data collecting procedure used in this study was observation, interview, and documentation. The instruments of this study are needed in this research. It is because the instrument are tools to get information or data of this study. The data are important thing to help the researcher to answering what are the problems in this study. For more explanations about these procedures are discussed as follows.

1. Observation

Observation is a spoken, written remark, or comment based on something one has seen, heard, etc (A.S. Hornby, 2010, p.798). In this research the observation base on the preliminary study. The researcher used observation to answer the problem of research in the influence of Dayak mother tongue in speaking English. The observation began on 6th August 2021 with a general observation, which included:

- The researcher was observation in by join WhatsApp Group to found out the information about the students and the information about students' course schedule.
- The researcher asked the leader of class about who are Dayaknese students in the class.
- The researcher was choosing some Dayaknese students as the subject.

Then, on 3rd September 2021 the researcher began to observation by join online class at the third semester to record the students' activity and students' sound. Which include:

- The researcher was joining on Sociolinguistics online class via Google Meet on 3rd September 2021 in class A.
- The researcher was joining on Sociolinguistics online class via Google Meet on 8th September 2021 in class B.

- The researcher was joining on Academia Spoken English Grammar online class via Zoom meeting on 8th September 2021 in class B.
- The researcher was joining on Sociolinguistics online class via Google Meet on 10th September 2021 in class A.

2. Interview

In qualitative interviews the researcher conducted face-to-face interviews with participants, telephone interviews, or engages in focus group interviews with six to eight interviewees in each group. These interviews involved structured interviews, unstructured interviews, and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants (Cresswell, 2014, p.269-270).

This study used interview to ask specific questions to elicit information to answer the research problem. Interview was consisted of some questions that related with the topic of this research. It conducted after observation. In this study used structured interviews, there are six question that made by the researcher.

The purpose of the interview of this study was to get the data about the students' perceptions of the influences of their mother tongue in speaking English and the students' problems in pronouncing English words and also the students' ways to fix their problems. The interview

conducted via WhatsApp voice note on 11th September 2021 until 12th September 2021. The interview covered:

- The researcher asked permission to students to interview
- The researcher provides six questions that asked one by one to students via WhatsApp voice note.
- The researcher analyzed the data obtained from interview.

3. Documentation

During the process of research, the investigator may collect qualitative documents. These may be public documents (e.g., newspapers, minutes of meetings, official reports) or private documents (e.g., personal journals and diaries, letters, e-mails) (Cresswell, 2014, p.270). In this study used documentation such as screenshots of observation via Zoom and Google Meet, screenshots of interview via WhatsApp voice note, voice record of students' sound, record of students' activity in online class, and screenshots of analyze students' sound using Praat application. The purpose of Documentation to collect written data, picture, and recorded data.

F. Data Analysis Procedure

Data analysis procedure is the process of systematically searching and arranging the interview transcripts, field notes, and others materials that accumulate to increase own understanding and enable to present what have discovered to others (Sugiyono, 2015, p.88). In this study the data was

analysed by using procedures: data collection, data reduction, data display, and conclusion drawing. For more explanations about these procedures:

1. Data collection

In this study, data collection was the result of data collecting techniques on observation, interview, and documentation. The researcher collected the data about the influence of mother tongue in speaking English and what are the students' problems in speaking. In this study, the data was collected from Dayaknese students.

2. Data reduction

Data reduction is analyzing the qualitative data via theme analysis or thematic coding (Donal Ary, 2010, p.640). In this study the researcher picked the appropriate data of the study and focus on the data direct. For the processing of interview data, data reduction used. It summarized and centered on the relevant data in data reduction.

3. Data display

The data structured and arranged in a way by the researcher after the data reduced, so that it easily to understand. The researcher gave the data show description. In systematically the product of the data reduction made in the study that can be understood and fair of the data that collected in the field.

4. Conclusion

After all the details found, the researcher concludes that. Then by verifying all the data by checking back all the data collection, data

reduction and data display while after collecting the data. The researcher should therefore conclude in this study on the data about the influence of Dayak mother tongue in speaking English. The researcher discovered and compiled to examine the data in general.

G. Data Endorsement

1. Credibility

In qualitative research, credibility concerned the truthfulness of the results of this research from the investigation. The importance of credibility or truth was included how well the researcher has built faith in the results based on the design, participants, and background of the study. The researcher will have a responsibility to reflect as accurately as possible the realities of the study participants. In credibility, there are 2 techniques which can be used to prove trustworthiness, they are triangulation and member checking (Donal Ary, 2010, p.498). In this study the researcher used triangulation technique.

Patton stated that triangulation refers to the use of more than one method or data source to prove the trustworthiness of the data collection from different sources in qualitative research. Triangulation also has been viewed as a qualitative research strategy to test validity through the convergence of information from different sources. Four types of triangulations, those are (a) method triangulation (b) investigator triangulation (c) theory triangulation (d) data source triangulation (Nancy, 2014, p.545). In this study used triangulation

method because the researcher used some method to analyze the situation. The researcher used observation, structured interview, and documentation to collect the data from Dayaknese students.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter present the result of this study and discussion. The findings design to answer the research problem is observation, interview, and documentation. This section covers data findings of The Influence of Dayak Mother Tongue in Speaking English.

A. Data Presentation

This research was begun on 6th August 2021. This research was conducted with five Dayak Ngaju students at the third semester of English Education at IAIN Palangka Raya. This research used three instruments to collect the data, those were observation, interview, and documentation. The observation used to collect the data by joining several online classes that actively interact using English in online class and using Google meet or Zoom for learning activity. Then, the interview had conducted using WhatsApp voice notes to asked the informants. And then, Documentation which the researcher got such as audio record when online class, screenshots of students' answer via Whatsapp voice notes, and screenshots of spectrogram from Praat application.

1. Data Observation

The observation was carried out at the third semester students of English Education at IAIN Palangka Raya. The observation was made by joining WhatsApp Group and joining several online English classes via Google meet and Zoom. When observation the researcher found the

information about the students and record the students activities and the students' sound when online class.

The researcher focused with five Dayaknese students. Five students were chosen by using purposive sampling. The researcher found some data when observation such as found some of the same words that were mentioned by the students when introductions in online classes. Then, analyze the data by making a transcript table of students' sound and compared with native speaker. The researcher had used Oxford Dictionary to show the correct transcription from native speakers. And also, the researcher used Praat application to analyze the pitch (tone) and intensity (spectrogram).

The observation was held on Academia Spoken English Grammar online class and Sociolinguistic online class. As the first meeting in third semester the lectures asked students to introduce themselves before giving the learning material. The researcher chooses these classes because they were actively use Zoom or Google Meet for learning meetings and active in speaking English to communicate in class.

1) The Influence of Dayak Mother Tongue in Speaking English

The researcher made tables containing some words spoken by some Dayak Ngaju Students that were obtained during observation. In the following table the researcher compares the transcription of students and native speaker. The sound changes classified base on vowel and consonants.

Table 4.1 The Result of Agnetia in Pronouncing Some English Words.

Word	Native's Transcription	Student's Transcription	Note
Name	/neɪm/	/nem/	/eɪ/ → /e/
From	/frəm/	/frəm/	Acceptable
Would	/wʊd/	/wud/	/ʊ/ → /u/
Could	/kʊd/	/kud/	/ʊ/ → /u/
Think	/θɪŋk/	/tɪŋk/	/θ/ → /t/
Difficult	/dɪfɪkəlt/	/dɪfɪkəlt/	Acceptable
Word	/wɜːd/	/wod/	/ɜː/ → /o/
Pronounce	/prəˈnaʊns/	/prəˈnaʊns/	Acceptable

The result of Agnetia in pronouncing some English word show some sound changes in vowel and consonant.

1. Vowel

Vowel sound changes that occur when AE pronouncing some word in English as follows:

- Name = /neɪm/ → /nem/, in the transcript show that vowel /eɪ/ there is sound change to /e/. It shows the change from diphthong to monophthong.
- Would = /wʊd/ → /wud/ and could = /kʊd/ → /kud/, in the transcript, there is a change in pronunciation of vowel /ʊ/ to the vowel /u/.
- Word = /wɜːd/ → /wod/, from transcript show that vowel /ɜː/ there is sound change to /o/.

2. Consonant

- Think = /θɪŋk/ → /tɪŋk/, there is sound change of consonant /θ/ to be consonant /t/.

Table 4.2 The Result of Devia in Pronouncing Some English Words.

Word	Native's Transcription	Students's Transcription	Note
Name	/neɪm/	/nem/	/eɪ/ → /e/
From	/frəm/	/frəm/	Acceptable
Would	/wʊd/	/wud/	/ʊ/ → /u/
Could	/kʊd/	/kud/	/ʊ/ → /u/
Think	/θɪŋk/	/θɪŋ/	/ŋk/ → /ŋ/
Difficult	/dɪfɪkəlt/	/dɪfɪkəlt/	Acceptable
Word	/wɜːd/	/wod/	/ɜː/ → /o/
Pronounce	/prəˈnaʊns/	/prəˈnaʊns/	Acceptable

The result of Devia in pronouncing some English words, there are sound changes in vowel and consonant.

1. Vowel

The sound changes of vowel occur when DE pronouncing some words in English as follows:

- Name = /neɪm/ → /nem/, show that vowel /eɪ/ there is sound change to /e/. It shows the change from diphthong to monophthong.
- Would = /wʊd/ → /wud/ and could = /kʊd/ → /kud/, there is a change in pronunciation of vowel /ʊ/ to the vowel /u/.

- Word = /wɜ:d/ → /wod/, vowel /ɜ:/ there is sound change to /o/. the sound changes from diphthong to monophthong.

2. Consonant

- Think = /θɪŋk/ → /tɪŋ/, from the transcription show that the sound changes of cluster /ŋk/ to be /ŋ/.

Table 4.3 The Result of Tasya in Pronouncing Some English Words.

Word	Native's Transcription	Student's Transcription	Note
Name	/neɪm/	/nem/	/eɪ/ → /e/
From	/frəm/	/prom/	/f/ → /p/ /ə/ → /o/
Would	/wʊd/	/wud/	/ʊ/ → /u/
Could	/kʊd/	/kud/	/ʊ/ → /u/
Think	/θɪŋk/	/tɪŋ/	/θ/ → /t/ /ŋk/ → /ŋ/
Difficult	/dɪfɪkəlt/	/dɪfɪkəlt/	Acceptable
Word	/wɜ:d/	/wod/	/ɜ:/ → /o/
Pronounce	/prəˈnaʊns/	/proˈnaʊns/	/ə/ → /o/

The result of Tasya in pronouncing some English words, there are sound changes in vowel and consonant.

1. Vowel

The sound changes of vowel occur when TS pronouncing some words in English as follows:

- Name = /neɪm/ → /nem/, show that sound changes of vowel /eɪ/ to /e/. The changes from diphthong to monophthong.

- From = /frəm/ → /prom/, there is sound changes of vowel /ə/ to /o/.
- Would = /wʊd/ → /wud/ and could = /kʊd/ → /kud/, in the transcript, there is a change in pronunciation of vowel /ʊ/ to the vowel /u/.
- Word = /wɜ:d/ → /word/, there is sound changes of vowel /ɜ:/ to be /o/. It because tendency to follow the orthography or alphabet.
- Pronounce = /prə'naʊns/ → /pro'naʊns/, it shows the sound changes of vowel /ə/ to be /o/.

2. Consonant

- From = /frəm/ → /prom/, it shows that there is sound change of consonant /f/ to be /p/.
- Think = /θɪŋk/ → /tɪŋk/, there are sound changes of consonant /θ/ to be /t/ and consonant /ŋk/ to /ŋ/.

Table 4.4 The Result of Raisha in Pronouncing Some English Words.

Word	Native's Transcription	Student's Trancription	Note
Name	/neɪm/	/neɪm/	Acceptable
From	/frəm/	/frəm/	Acceptable
Would	/wʊd/	/wʊd/	Acceptable
Could	/kʊd/	/cud/	/ʊ/ → /u/
Think	/θɪŋk/	/tɪŋk/	/θ/ → /t/
Difficult	/dɪfɪkəlt/	/dɪfɪkəlt/	Acceptable
Word	/wɜ:d/	/wod/	/ɜ:/ → /o/

Pronounce	/prə'naʊns/	/prə'naʊns/	/ʊ/ → /o/
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The result of Raisha in pronouncing some English words, there are sound changes in vowel and consonant, which have been classified as follows:

1. Vowel

- Could = /kʊd/ → /kud/, it shows the sound change of vowel /ʊ/ to be vowel /u/.
- Word = /wɜ:d/ → /wod/, there is sound change of vowel /ɜ:/ to be vowel /o/. The changes of diphthong to monophthong which is called monophthongization.
- Pronounce = /prə'naʊns/ → /prə'naʊns/, there is sound change of vowel /ʊ/ which is in a high back position drops to the vowel /o/ on rear center position.

2. Consonant

- Think = /θɪŋk/ → /tɪŋk/, there is sound change of consonant /θ/ to be consonant /t/.

Table 4.5 The Result of Aulia in Pronouncing Some English Words.

Word	Native's Transcription	Student's Transcription	Note
Name	/neɪm/	/nem/	/eɪ/ → /e/
From	/frəm/	/frəm/	Acceptable
Would	/wʊd/	/wud/	/ʊ/ → /u/
Could	/kʊd/	/kud/	/ʊ/ → /u/
Think	/θɪŋk/	/tɪŋk/	/θ/ → /t/

Difficult	/dɪfɪkəlt/	/dɪfɪkəlt/	Acceptable
Word	/wɜːd/	/wɜːd/	Acceptable
Pronounce	/prəˈnaʊns/	/proˈnaʊns/	/ə/ → /o/

The result of Aulia in pronouncing English word, there are sound changes in vowel and consonant which have been classified as follows:

1. Vowel

- Name = /neɪm/ → /nem/, there is sound change of vowel /eɪ/ to be vowel /e/. The sound changes of diphthong to monophthong which called monophthongization.
- Would = /wʊd/ → /wud/ and could = /kʊd/ → /kud/, there is sound changes of vowel /ʊ/ to be /u/.
- Pronounce = /prəˈnaʊns/ → /proˈnaʊns/, there is sound changes of vowel /ə/ to be vowel /u/.

2. Consonant

- Think = /θɪŋk/ → /tɪŋk/, there is sound change of consonant /θ/ to be consonant /t/.

2. Data Interview

The data interview of this research collected to know about the students perceptions about the influence of their mother tongue, the students problems in pronouncing English word, and the ways that students used to fix their problems in speaking English. The interview data was collected from five Dayaknese students.

There were six questions that researcher asked to the five informants via Voice notes WhatsApp, the list of the questions are as follows:

Table 4.6 Interview Questions for Students

No	Questions
1	What are the influences of your mother tongue when you speak English?
2	Do the influences of your mother tongue in speaking English have positive impact? Why?
3	What are the problems you have when pronunciation the word in speaking English?
4	Can you give some examples of word that you think are difficult to pronounce according to the correct pronunciation of English?
5	What letters are difficult for you to pronounce according to the correct pronunciation of English? Can you show me!
6	How do you do to fix your problems in speaking English?

And the transcripts of interview with the informants are as follows:

1) The Influence of Dayak Mother Tongue in Speaking English

The interview was carried out to know about the students' perception of the influence of mother tongue when speaking English and to know the students' problems in pronounce English word. The interview had six questions which had been answered by the informants. Based on the information that the researcher got from the informants, there were several perceptions from them. The informants respond for the first question:

Name : Agnetia

Date : September 11th, 2021.

Question : What are the influences of your mother tongue when you speak English?

Answer : *"I think a few letters were mispronounced. Because the difference between the spoken word in English."*

Name : Tasya

Date : September 11th, 2021

Question : What are the influences of your mother tongue when you speak English?

Answer : *"I think the influence of my mother tongue is difficult to understand words, it because the difference of pronounce words between my mother tongue and English."*

Name : Aulia

Date : September 12th, 2021

Question : What are the influences of your mother tongue when you speak English?

Answer : *"I think my mother tongue makes a difference when we speaking English, so we are still affected by mother tongue."*

Base on the students' answer for the first question. The students' respond expresses that mother tongue had influences in speaking English. Such as mistakes in pronouncing words or sound changes when speaking in English. Students' opinions about the influence of their mother tongue when speaking English, their mother tongue had effect in speaking English, such as there were some letters that has mispronounced when speak English to communicate, difficult to

pronounce some word, because there were some differences pronounce words when speaking English.

In line with students' statements from the result of interview with the question number two, the informants conveyed their responds below:

Name : Devia

Date : September 11th, 2021

Question : Does the influence of your mother tongue in speaking English have a positive impact? Why?

Answer : *"That I know, there are so many of mother tongue use as the language to communication with other people. I also use my mother tongue when communication with my family. This habit certainly have an impact when I have a communication in English, I think my mother tongue have a negative impact for me in speking English, there are so many mistakes such as in writing, composing sentences, speaking or listening to foreign languages."*

Name : Tasya

Date : September 11th, 2021

Question : Does the influence of your mother tongue in speaking English have a positive impact? Why?

Answer : *"Yes, it has positive impact for me. Because the children usually absorb quickly has been taught or spoken. It's because the children like us absorb things naturally so that the absorption of information can be a supporting factotr to master in speaking English."*

Name : Raisha

Date : September 12th, 2021

Question : Does your mother tongue in speaking English have a positive impact? Why?

Answer : *"In my opinion, the influence of the mother tongue does not have a positive impac. It because when speaking English the accent is very important, when someone who has been familiar whit a particular regional language since childhood, it will be difficult to adjust their accent, they will get used to their regional accent and the accent will affect when he speaks in other languages."*

From the question number two of interview, the researcher found some opinion from informants. It about if the mother tongue have positive impact when speaking English. Some informants stated that mother tongue didn't have positive impac. The informants' opinion their mother tongue didn't have positive impact because their accent when communication using their mother tongue or their first language is different with English language. It because the differents of language elements of Dayak mother tongue and English.

2) Students' problems in pronouncing English Word

Interviewing the students with the question number three, the informants conveyed the respond below:

Name : Agnetia

Date : September 11th, 2021

Question : What are the problems you have when pronounce the word in speaking English?

Answer : *'I think there are a lot of issues that have to do with pronouncing English word, especially when*

we have a different mother tongue. I have some problems to pronouncing English words that have two consonants at the end of a word."

Name : Devia

Date : September 11th, 2021

Question : What are the problems you have when pronounce the word in speaking English?

Answer : *"My problems with pronouncing English word is to pronounce of English word that have more than two syllables. Until now I have another problems in learning English such as lack of confidence, limited time to study, difficulty in pronunciation, fear of learning grammar, difficulty in translating, and finally not having friends to practice speraking English."*

Name : Aulia

Date : September 12th, 2021

Question : What are the problems you have when pronounce the word in speaking English?

Answer : *"The problems that I have such as when pronounce some words are a little difficult to say because of the difference to pronounce word or letter between my mother tongue and English."*

From question number three, the researcher found some information about students problems in speaking English word. Some informants stated that their mother tongue have influence when speaking English, it because the difference to pronounce letters between their mother tongue and English. And then, the problems that

students have such as lack of vocabulary, poor pronunciation, and lack of confidence to speak in public.

Interviewing with question number four, the informants conveyed the respond below:

Name : Devia

Date : September 11th, 2021

Question : Can you give some examples of word that you think are difficult to pronounce according to the correct pronunciation of English!

Answer : *"The words that have more than one syllable are difficult to pronounce for me, like antisestablishmentarianism, squirrel, and etc."*

Name : Tasya

Date : September 11th, 2021

Question : Can you give some examples of word that you think are difficult to pronounce according to the correct pronunciation of English!

Answer : *"Some Example of words that I found difficult to pronounce like coupon, monk, poem, and bury."*

Based on the informants' respond with the question number four, the researcher found some word that were considered difficult by the informants to pronounce. They expresses some word that difficult to pronounce, and they tried to pronounce it when interview. They have some problems in pronounce words that have many syllables, then

they have difficulty pronouncing words that were similar but have different meanings.

Interviewing the informants with the question number five, the informants conveyed the respond below:

Name : Agnetia

Date : September 11th, 2021

Question : What letters are difficult for you to pronounce according to the correct pronunciation of English?

Can you show me!

Answer : *“Usually pronunciation the letters at the end of word, especially consonant.”*

Name : Tasya

Date : September 11th, 2021

Question : What letters are difficult for you to pronounce according to the correct pronunciation of English?

Can you show me!

Answer : *“The letters that I think is difficult to pronounce is the letter “R”, because I confused about what to pronounce and also, I’m not very fluent in pronouncing the letter “R”.”*

Name : Raisha

Date : September 12th, 2021

Question : What letters are difficult for you to pronounce according to the correct pronunciation of English?

Can you show me!

Answer : *"I think I don't have a problem in pronouncing letters, but I have problems when pronouncing a letter in a word. Like "association", I have a hard time to mentioning the letter "C" in a sentence."*

From question number five the informants conveyed some respond about letters that difficult to pronounce for them. Some informants don't have any problems in pronouncing letters in English, but they have problems to pronounce a letters in a word.

Then, the result of interviewing the informants with the question number six, the informants conveyed the respond below:

Name : Agnetia

Date : September 11th, 2021

Question : How do you do to fix the influence of your mother tongue in speaking English?

Answer : *"To solve the influence of my mother tongue when speaking English by direct dialogue or practice and thus improve pronunciation according to the correct pronunciation of English and remember that."*

Name : Devia

Date : September 11th, 2021

Question : How do you do to fix the influence of your mother tongue in speaking English?

Answer : *"To fix my problems in speaking English usually I do practice by taking the time or reading English novel."*

Name : Tasya

Date : September 11th, 2021

Question : How do you do to fix the influence of your mother tongue in speaking English?

Answer : *"The way to improve my speaking skill by study, such as watching full English shows and also paying attention to learning at school for mention of odes and sentences and also adding little by little vocabulary that has not been mastered."*

Name : Raisha

Date : September 12th, 2021

Question : How do you do to fix the influence of your mother tongue in speaking English?

Answer : *"In my opinion, just practice and using the language."*

Name : Aulia

Date : September 12th, 2021

Question : How do you do to fix the influence of your mother tongue in speaking English?

Answer : *"I always practice and learn to pronounce English word according the correct pronunciation. Some time, I listening English music and then I practice by sing the English song."*

Based on the informants' respond for the last question, the informants explain about how to fix their problems in speaking English. Based on the ways that the informants used to improve their speaking skills. There were some ways the informants used to solve their problem in speaking English, such as read an English novel,

increase vocabulary memorization, watched English movies, listening English song, and practice to speaking in English.

3. Data Documentation

Data documentation in this research such as voice record, the researcher recorded when observation and interview using WhatsApp Voice note in speaking English and also the researcher used Praat application to analyze the data record to know about the difference of pitch and spectrum (intensity) between Dayaknese students and Native speaker. Then, the researcher also had taken screenshots when join online class, screenshots of students' answer via Whatsapp voice notes, and screenshots of spectrogram from Praat application.

B. Research Finding

This section contains about the result of observation, interview, and documentation. It contains about the influence of Dayak mother tongue in speaking English and the students' problems in pronounce English word at the third semester students of English Education at IAIN Palangka Raya and also how the students solve their problems.

1. The Influence of Dayak Mother Tongue in Speaking English

The observation was carried out to know about the students activity in using English to communication while studying in online class. By the observation the researcher has recorded the students audio when communication in online class. Five students were chosen by using purposive sampling.

Based on the result of observation, the researcher taken an objective analysis about the influence of Dayak mother tongue in speaking English. When learning activity in online class, some students communicate using English. The students show some impact of their mother tongue when speaking English.

The first impact of their mother tongue is sound changes, because the students tend to use their first language. Reviewed the previous study, M. Sriprabha (2015, p.296) state that when people begin to speaking in their second language (i.e. English), they initially use sounds from their mother tongue, everyone has mother tongue influence to begin with. In the phonological system of one language will be different from another language.

The sound changes also occurs because the different of phonological system between Dayak Ngaju language and English language. Dayaknese students have difficulties in orthographically. For example, the researcher found the sound changes in word “could” /cʊd/ → /cud/: vowel /ʊ/ change to vowel /u/. The vowel /ʊ/ and /u/ that are in the same position back high, and the distinguishes is the position /u/ higher than /ʊ/. The sound changes of vowel /ʊ/ to be vowel /u/ is called phoneme modification, the change in vowel sounds as a result of the influence of another sound that follows it English’s orthographic system is not all the same as pronunciation, while in Dayak Ngaju language the orthographic system is not too different in pronunciation.

For another example of sound changes that researcher found, in word “work” /wɜ:d/ to be /wod/. Vowel /ɜ:/ which is in the center position goes up to the vowel /o/ which is in the rear center position. This sound is caused by the grapheme <o>. The sound changes of vowel /ɜ:/ to /o/ also called phoneme modification, the change in vowel sounds as a result of the influence of another sound that follows it. As Dellis Pratika (2014) state that if in a phonological system a simple language makes contact with a more complex language, some changes will occur. The example of her study, she found that Dayak Ngaju language only know phoneme /p/ and don’t know /f/ and /v/ which cause sounds changes in pronouncing words. It’s proven in the result of this research when one of Dayaknese student pronounce the word “from” /frəm/ change to be /prom/, it shows that consonant /f/ change to be consonant sound /p/. But, in this research the researcher also found that it was possible that Dayaknese students be able to pronounce phoneme /f/ as well, the researcher found that some students could pronounce the phoneme /f/ in the word "from" correctly. This happens because of the multilingual situation in Central Kalimantan, especially in education at IAIN Palangka Raya.

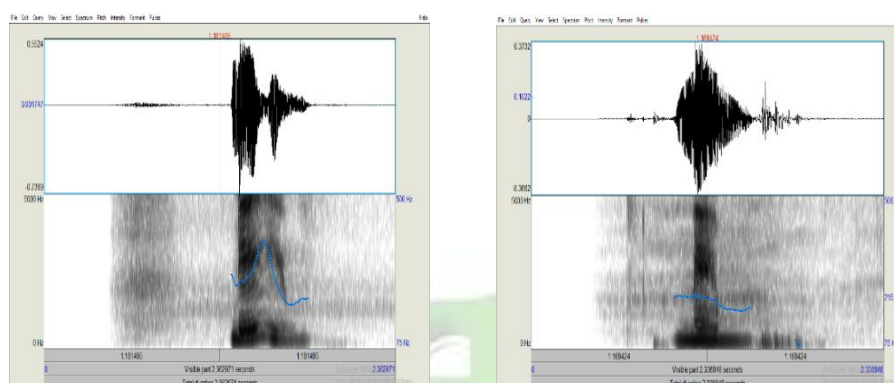
Dayaknese students also have trouble pronouncing words that contain cluster, because cluster does not exist in the Dayak Ngaju language. Two or more consonants make up a cluster. Consonant sequences require pauses, whereas clusters can be formed with a single

breath. As Dellis Pratika (2014, p.68), state that Dayak Ngaju language does not have a cluster. It's proven in the result of this research when one of Dayaknese student pronounce the word "Think" /θɪŋk/ change to be /θɪŋ/, it shows that cluster /ŋk/ change to consonant /ŋ/, because the students tend to recite the first sound on the cluster. But the speakers who can pronounce it correctly demonstrate the influence of other languages due to the multilingual setting.

The second impact of mother tongue is Dayaknese students have incorrect intonation when speak English. From the observation data, the researcher found some of the same words that were mentioned by five Dayaknese students during online class learning. The same words from students have been collected by the researcher through recorded data. In this study the researcher used Praat application to show the differences between Native's sounds and students' sounds, in the differences of pitch and intensity (spectrum).

For example of word "name" = /neɪm/ → /nem/, it shown the sound changes of vowel /eɪ/ to be /e/: vowel /eɪ/ which is diphthong change to vowel /e/ which is monophthong. Vowel /eɪ/ which is in the forward center position and shifts to the position front height changes to front center single vowel /e/. Change in two vowel sounds (diphthong) into a single vowel (monophthong) is called monophthongization.

Spectrogram of Native's Sound (name) Spectrogram of Student's Sound (name)



The data that researcher found from Praat application; the blue line shows the pitch. From native's sound show that the high tone in the middle when pronouncing the word "name", while the student's sound shows a flat tone when pronouncing the word "name". Pitch shows the relative highness of tone as perceived, which depends on the number of vibrations per second produced by the vocal cords. Pitch is the main acoustic correlate of tone and intonation. Then, spectrum is representation of a sound in terms of the amount of vibration at each individual frequency, which is presented as a graph of either power or pressure as a function of frequency. The thicker black line indicates voiced and a fainter line indicates voiceless, because every phoneme there is a vibrating and some not vibrating. The consonant /n/ is voiced, which is indicated by the thick black line at the beginning of the pronunciation of the word "name".

Then, the students perception about the influence of mother tongue when speaking English. Based on the information that the researcher

got from the informants, there were several perceptions from them. In line with the first question: *“What are the influences of your mother tongue when you speak English?”* the informants’ respond:

Agnetia stated:

“I think a few letters were mispronounced. Because the difference between the spoken word in English.”

Tasya stated:

“I think the influence of my mother tongue is difficult to understand words, it because the difference of pronounce words between my mother tongue and English.”

Students’ opinions about the influence of their mother tongue when speaking English, their mother tongue had effect in speaking English, such as there were some letters that has mispronounced when speak English to communicate, difficult to pronounce some word, because there were some differences pronounce words when speaking English.

Mispronounced in general can be influenced by mother tongue, especially on transfer or interference from mother tongue. In generally, mispronounced occur because the difference in the sound system and spelling symbols between Dayak mother tongue and English. Reviewing with related study, M. Sriprabha (2015, p.296) state the evidence of the effect of the mother tongue on English, however is quite clear. This manifests in the form of incorrect pronunciation. Sometimes humans can make mistakes in pronunciation that influenced by mother tongue.

The third, the researcher also found one of the impacts of mother tongue. Mother tongue is needed as a person's personal, cultural, and sociolinguistic characteristic. In line with students' statements from the result of interview with the question number two: *"Does the influence of your mother tongue in speaking English have a positive impact? Why?"* the informants conveyed their responds below:

Tasya stated:

"Yes, it has positive impact for me. Because the children usually absorb quickly has been taught or spoken. It's because the children like us absorb things naturally so that the absorption of information can be a supporting factor to master in speaking English."

Devia stated:

"That I know, as the positive impact of mother tongue, there are so many of mother tongue use as the language to communication with other people. I also use my mother tongue when communication with my family. This habit certainly have an impact when I have a communication in English, I think my mother tongue also have a negative impact for me in speaking English, there are so many mistakes such as in writing, composing sentences, speaking or listening to foreign languages."

For the second question from interview, the researcher found some opinion from informants. It about if the mother tongue have positive impact when speaking English. Some informants stated that mother tongue have positive impact, especially for communication. The development of language can begin with mastering the mother tongue first since childhood. If the local language has been mastered by default, it can be the basis or guide in learning foreign languages. As Davis Daniel and Juddie Arulappan (2020, p.60) state that because it

has been utilized as a tool of thought and communication, the social patterns of acting and speaking are reflected while using the mother tongue.

2. The students' Problems in Pronounce English Words

Based on the interview result, the researcher found some students' problems in pronouncing English words. The students' perceptions about their problems in pronounce English words and the way they have been doing to solve their problems in speaking English. The researcher also analyze the data obtained dealing the question of interview.

The researcher found some information about students' problems in speaking English word. Some informants stated that their mother tongue have influence when speaking English, it because the difference to pronounce letters between their mother tongue and English. And then, the problems that students have such as lack of vocabulary, poor pronunciation, and lack of confidence to speak in public. Poor pronunciation of students when speaking English because the students didn't know how to pronounce the words according to the correct pronunciation in English and also the students have difficulty in pronouncing letters.

This problems occurs because their mother tongue is a language that "acquired" and they used in their environment, while English as their second language is a language that "learned". Their mother tongue

was obtained naturally, while English language was obtained through learning, tutoring, and instruction.

The students express their problems in pronouncing English words. One of the causes problems in pronouncing English words is mother tongue. Reviewing with the related study, M. Sriprabha (2015, p. 296-297), state that pronunciation is importance in communication, the evidence of the effect of the mother tongue on English, however is quite clear. This manifests in the form of incorrect pronunciation. Sometimes humans make mistakes in pronunciation that influenced by mother tongue.

Then, the result of interviewing the informants with the question number six about the ways that students used to solve their problems in pronouncing English word. The informants conveyed the respond below:

AE stated:

“To solve the influence of my mother tongue when speaking English by direct dialogue or practice and thus improve pronunciation according to the correct pronunciation of English and remember that.”

DE also stated:

“To fix my problems in speaking English usualy I do practice by taking the time or reading English novel.”

TS stated:

“The way to improve my speaking skill by study, such as watching full English shows and also paying attention to learning at school for mention of ods and sentences and also adding little by little vocabulary that has not ben mastered.”

RS stated:

“In my opinion, just practice and using the language.”

AL stated:

“I always practice and learn to pronounce English word according the correct pronunciation. Some time, I listening English music and then I practice by sing the English song.”

Base on the informants' respond about how to fix their problems in speaking English. There were some ways the informants used to solve their problem in speaking English, such as read an English novel, increase vocabulary memorization, watched English movies, listening English song, and practice to speaking in English.

C. Discussion

This research focusses on what are the influence of Dayak mother tongue in speaking English and what are the students' problems in pronouncing English words.

1. The influence of Dayak mother tongue in speaking English

This Research focused on the influence of Dayak mother tongue in speaking English at the third semester students of English Education at IAIN Palangka Raya. Base on the research that has been done using observation, interview, and documentation to collected the data. From the result of the data show there were some influences of Dayak mother tongue for students in speaking English. Reviewed the previous study, Peter Kinyua Murungui and Mercy Kimathi Mbui (2013) state that mother tongue interference impacts negatively on the acquisition of English

language skills. David Carless (2008, p.331), state that mother tongue has potentially both positive and negative consequences. For example, mother tongue as the learners identity. In terms of negative impact of mother tongue use, to much reliance on the L1 may undermine the psycholinguistic rationale for speak in second language. The researcher conclude base on the result of this study, that mother tongue affects when speaking English. This is indicated by the sound changes when Dayaknese students pronouncing words in speaking English.

In the phonology system The Dayaknese students tend to use their first language to make it easier to pronounce English words, they tend to pronounce according to the orthography. According to Dellis Pratika (2014, p.5), Dayak Ngaju language and English language have differences and one of the elements the language difference in phonological systems can have a negative impact if it's properly distinguished. English language that has enough phonemes varied, while Dayak Ngaju language didn't have as much variation as English language.

In addition, Dayaknese students also have difficulties in orthographically. According to Deliss pratika (2014, p.7), English language and Dayak Ngaju language come from two different language families. English's orthographic system is not all the same as pronunciation, while in Dayak Ngaju language the orthographic system is not too different in pronunciation. For example, the word "good" "*bahalap*" in Dayak Ngaju

language, if it's transcribed into phonetic it not too different in autographically /bahalap/.

Dayaknese students also have difficulty in pronouncing words that contain of cluster, because in Dayak Ngaju language does not have cluster. Cluster consist of two or more consonants. Cluster are produced with a single breath, while consonant sequences require pauses. According to Dellis Pratika (2014, p.68), Dayak Ngaju language basically does not have cluster, while speakers who can pronounce it well, shows the influence of other language.

The sound changes or error pronunciation can be found by compared of transcription between Dayaknese students and native speaker. Then, the researcher using Praat application for show the difference of spectrogram and pitch from students' sounds and native speaker. Because the voice recording obtained through the recording of Zoom Meeting and Google Meet so there were some words that are obtained whose sound quality is not too clear.

The first impac of Dayak mother tongue in speaking English is the students sometimes have sound changes when pronouncing English words. For the figures of analysis the data, the researcher has classified the phonemes into vowels and consonants. For examples of sound changes in pronouncing vowel and consonant by Dayaknese students:

1. Agnetia

Sound changes of **vowel** that occur when Agnetia pronouncing some word in English as follows:

Word	Native's Transcription	Student's Transcription
Name	/neɪm/	/nem/
Could	/kʊd/	/kud/
Would	/wʊd/	/wud/
Word	/wɜːd/	/wod/

From the comparison between native's transcription and Agnetia's transcription there were sound changes in pronouncing vowels as follows:

- /eɪ/ → /e/

Vowel /eɪ/ which is diphthong change to vowel /e/ which is monophthong. Vowel /eɪ/ which is in the forward center position and shifts to the position front height changes to front center single vowel /e/. Change in two vowel sounds (diphthong) into a single vowel (monophthong) is called monophthongization.

- /ʊ/ → /u/

Vowel /ʊ/ change to vowel /u/. The vowel /ʊ/ and /u/ that are in the same position back high, and the distinguishes is the position /u/ higher than /ʊ/. The sound changes of vowel /ʊ/ to be vowel /u/ is called phoneme modification, the change in

vowel sounds as a result of the influence of another sound that follows it.

- /ɜ:/ → /o/

Vowel /ɜ:/ which is in the center position goes up to the vowel /o/ which is in the rear center position. This sound is caused by the grapheme <o>. The sound changes of vowel /ɜ:/ to /o/ also called phoneme modification, the change in vowel sounds as a result of the influence of another sound that follows it.

Sound changes of **consonant** that occur when Agnetia pronouncing some word in English as follows:

Orthography	Native's Transcription	Student's Transcription
Think	/θɪŋk/	/tɪŋk/

- /θ/ → /t/

Consonant /θ/ which is in the inter-dental fricative position shifts to articulation and articulation area on voiceless alveolar block consonant /t/.

2. Devia

The sound changes of **vowel** occur when Devia pronouncing some words in English as follows:

Word	Native's Transcription	Student's Transcription
Name	/neɪm/	/nem/
Could	/kʊd/	/kud/
Would	/wʊd/	/wud/
Word	/wɜ:d/	/wod/

From the comparison between native's transcription and Devia's transcription there were sound changes in pronouncing vowels as follows:

- /eɪ/ → /e/

Vowel /eɪ/ which is diphthong change to vowel /e/ which is monophthong. Vowel /eɪ/ which is in the forward center position and shifts to the position front height changes to front center single vowel /e/. Change in two vowel sounds (diphthong) into a single vowel (monophthong) is called monophthongization.

- /ʊ/ → /u/

Vowel /ʊ/ change to vowel /u/. The vowel /ʊ/ and /u/ that are in the same position back high, and the distinguishes is the position /u/ higher than /ʊ/. The sound changes of vowel /ʊ/ to be vowel /u/ is called phoneme modification, the change in vowel sounds as a result of the influence of another sound that follows it.

- /ɜ:/ → /o/

Vowel /ɜ:/ which is in the center position goes up to the vowel /o/ which is in the rear center position. This sound is caused by the grapheme <o>. The sound changes of vowel /ɜ:/ to /o/ also

called phoneme modification, the change in vowel sounds as a result of the influence of another sound that follows it.

Sound changes of **consonant** that occur when Devia pronouncing some word in English as follows:

Word	Native's Transcription	Student's Transcription
Think	/θɪŋk/	/θɪŋ/

- /ŋk/ → /ŋ/

Cluster /ŋk/ change to consonant /ŋ/, because the students tend to recite the first sound on the cluster. /ŋ/ which is the articulation area of nasal and how to articulate is velar. /k/ the articulation area of stop and how to articulate is velar.

3. Tasya

The sound changes of **vowel** occur when Tasya pronouncing some words in English as follows:

Word	Native's Transcription	Student's Transcription
Name	/neɪm/	/nem/
From	/frəm/	/prom/
Could	/kʊd/	/kud/
Would	/wʊd/	/wud/
Word	/wɜːd/	/wod/
Pronounce	/prəˈnaʊns/	/proˈnaʊns/

From the comparison between native's transcription and Tasya's transcription there were sound changes in pronouncing vowels as follows:

- /eɪ/ → /e/

Vowel /eɪ/ which is diphthong change to vowel /e/ which is monophthong. Vowel /eɪ/ which is in the forward center position and shifts to the position front height changes to front center single vowel /e/. Change in two vowel sounds (diphthong) into a single vowel (monophthong) is called monophthongization.

- /ə/ → /o/

The sound changes of vowel /ə/ to be vowel /o/ is called phoneme modification, the change in vowel sounds as a result of the influence of another sound that follows it. Vowel /ə/ which is in the middle center position changes up to vowel /o/ which is in the back center. This sound change is influenced by mother tongue which tend to grapheme <o>.

- /ʊ/ → /u/

Vowel /ʊ/ change to vowel /u/. The vowel /ʊ/ and /u/ that are in the same position back high, and the distinguishes is the position /u/ higher than /ʊ/. The sound changes of vowel /ʊ/ to be vowel /u/ is called phoneme modification, the change in vowel sounds as a result of the influence of another sound that follows it.

- /ɜ:/ → /o/

Vowel /ɜ:/ which is in the center position goes up to the vowel /o/ which is in the rear center position. This sound is caused by the grapheme <o>. The sound changes of vowel /ɜ:/ to /o/ also called phoneme modification, the change in vowel sounds as a result of the influence of another sound that follows it.

Sound changes of **consonant** that occur when Tasya pronouncing some word in English as follows:

Word	Native's Transcription	Student's Transcription
From	/frəm/	/prom/
Think	/θɪŋk/	/θɪŋ/

- /f/ → /p/

Consonant /f/ which is in the labio-dental fricative position shifted articulation and position to be consonant stop bilabial not voiced /p/. According to the theory from Dellis Pratika (2014, p. 165), state that in Dayak Ngaju language there is no consonant /f/, so Dayaknese mention it consonant /p/.

- /ŋk/ → /ŋ/

Cluster /ŋk/ change to consonant /ŋ/, because the students tend to recite the first sound on the cluster. /ŋ/ which is the articulation area of nasal and how to articulate is velar. /k/ the articulation area of stop and how to articulate is velar.

4. Raisha

The sound changes of **vowel** occur when Raisha pronouncing some words in English as follows:

Word	Native's Transcription	Student's Transcription
Could	/kʊd/	/kud/
Would	/wʊd/	/wud/
Word	/wɜ:d/	/wod/
Pronounce	/prə'naʊns/	/prə'naons/

From the comparison between native's transcription and Raisha's transcription there were sound changes in pronouncing vowels as follows:

- /ʊ/ → /u/

Vowel /ʊ/ change to vowel /u/. The vowel /ʊ/ and /u/ that are in the same position back high, and the distinguishes is the position /u/ higher than /ʊ/. The sound changes of vowel /ʊ/ to be vowel /u/ is called phoneme modification, the change in vowel sounds as a result of the influence of another sound that follows it.

- /ɜ:/ → /o/

Vowel /ɜ:/ which is in the center position goes up to the vowel /o/ which is in the rear center position. This sound is caused by the grapheme <o>. The sound changes of vowel /ɜ:/ to /o/ also

called phoneme modification, the change in vowel sounds as a result of the influence of another sound that follows it.

Sound changes of **consonant** that occur when Raisha pronouncing some word in English as follows:

Word	Native's Transcription	Student's Transcription
Think	/θɪŋk/	/tɪŋk/

- /θ/ → /t/

Consonant /θ/ which is in the inter-dental fricative position shifts to articulation and articulation area on voiceless alveolar block consonant /t/.

5. Aulia

The sound changes of **vowel** occur when Aulia pronouncing some words in English as follows:

Word	Native's Transcription	Student's Transcription
Name	/neɪm/	/nem/
Could	/kʊd/	/kud/
Would	/wʊd/	/wud/
Pronounce	/prə'naʊns/	/pro'naʊns/

From the comparison between native's transcription and Aulia's transcription there were sound changes in pronouncing vowels as follows:

- /eɪ/ → /e/

Change in two vowel sounds (diphthong) into a single vowel (monophthong) is called monophthongization. Vowel /eɪ/

which is diphthong change to vowel /e/ which is monophthong.

Vowel /eɪ/ which is in the forward center position and shifts to the position front height changes to front center single vowel /e/.

- /ʊ/ → /u/

Vowel /ʊ/ change to vowel /u/. The vowel /ʊ/ and /u/ that are in the same position back high, and the distinguishes is the position /u/ higher than /ʊ/. The sound changes of vowel /ʊ/ to be vowel /u/ is called phoneme modification, the change in vowel sounds as a result of the influence of another sound that follows it.

- /ə/ → /o/

This sound change is influenced by mother tongue which tend to grapheme <o>. The sound changes of vowel /ə/ to be vowel /o/ is called phoneme modification, the change in vowel sounds as a result of the influence of another sound that follows it.

Vowel /ə/ which is in the middle center position changes up to vowel /o/ which is in the back center.

Sound changes of **consonant** that occur when Aulia pronouncing some word in English as follows:

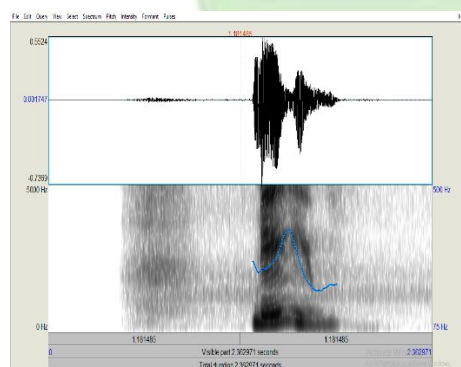
Word	Native's Transcription	Student's Transcription
Think	/θɪŋk/	/tɪŋk/

- /θ/ → /t/

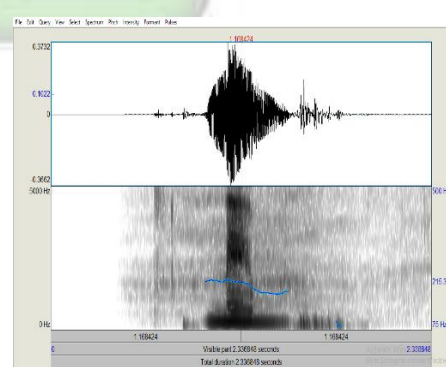
Consonant /θ/ which is in the inter-dental fricative position shifts to articulation and articulation area on voiceless alveolar block consonant /t/.

The second impact is Dayaknese students have incorrect intonation or pitch when speak English, so it makes incorrect pronunciation. From the observation data, the researcher found some of the same words that were mentioned by five Dayaknese students during online class learning. The same words have been collected by the researcher through recorded data. The spectrograms of Praat application shown the differences between Native's sounds and students' sounds, in the differences of frequency (pitch) and intensity (spectrum). For example of word "name" = /neim/ → /nem/, it shown the sound changes of vowel /eɪ/ to be /e/:

Spectrogram of Native's Sound



Spectrogram of Student's Sound



From the pictures show the difference of pitch and spectrogram between Native's sound and student's sound in pronouncing word "name". the blue line it shows the pitch. From native's sound show that the high tone in the middle when pronouncing the word, while the student's sound shows a flat tone when pronouncing the word. Pitch shows the relative highness of tone as perceived, which depends on the number of vibrations per second produced by the vocal cords. Pitch is the main acoustic correlate of tone and intonation. Then, Spectrum is representation of a sound of a sound in terms of the amount of vibration at each individual frequency, which is presented as a graph of either power or pressure as a function of frequency. From the pictures show that a thicker black line indicates voiced and a fainter line indicates voiceless, because every phoneme there is a vibrating and some not vibrating. The consonant /n/ is voiced, which is indicated by the thick black line at the beginning of the pronunciation of the word "name".

From the result of first question of interview the researcher found the informants' opinions about their accent when communication using their mother tongue or their first language is different with English language. It because the different of language elements of Dayak mother tongue and English. According to Lado, students will find it easy to learn elements of a foreign language that are comparable to their mother tongue. However, if those aspects of the foreign language that differ from the students' native

tongue are difficult for them to learn (Sulaiman Mahmoud Sulaiman Alja'arat and Sadia Husan Hasan, 2017, p. 31).

The third, mother tongue also has positive impact for communication, because mother tongue is needed as a person's personal, cultural, and sociolinguistic characteristic. From the result of the second question, the researcher found some students express that their mother tongue, which is useful for communicating. The development of language can begin with mastering the mother tongue first since childhood. If the local language has been mastered by default, it can be the basis or guide in learning foreign languages. According to Benson, mother tongue has the most linguistic and intuitive capabilities. It assists the multilingual individual in effectively communicating. Basic abilities such as speaking, reading, listening, and writing are required of students. A person's personal, cultural, and sociolinguistic individuality are also dependent on their mother tongue. Because it has been utilized as a tool of thought and communication, the social patterns of acting and speaking are reflected while using the mother tongue (Davis Daniel and Juddie Arulappan, 2020, p. 60).

2. The students problems in pronouncing English word

Based on the result of this study, the students expresses their problems in pronounce english word. There were some problems in pronouncing English word, such as poor pronunciation because the students didn't know how to pronounce the English word according to

the correct pronunciation in English, there were some letters that difficult to pronounce in a word, the lack of confidence to speak in public, lack of vocabulary, and influence of the students' mother tongue.

1. Poor pronunciation

Poor pronunciation of students when speaking English because the students didn't know how to pronounce the words according to the correct pronunciation in English and also the students have difficulty in pronouncing letters. According to Dellis Pratika (2014) state that English's orthographic system is not all the same as pronunciation, while in Dayak Ngaju language the orthographic system is not too different in pronunciation.

2. Lack of confidence to speak in public

When the students speak in public, they may confront feelings such as unconfident, shy, anxious, nervous, and worry that affect in their speaking English. As Fitriani, Dea Aries, Apriliawati, Rahayu, and wardah (2015, p 6), state that lack of confidence also become a problem which affect students' speaking performance. It's difficult for students to master in speaking English if the student's not confidence with their own speaking ability.

3. Lack of vocabulary

The problems of vocabularies occur when the students have lack of vocabulary needed to talk and they don't know how to combine the vocabularies into a sentence. According to Fatma Tokoz-Goktepe (2013, p. 1877-1878), the main problem of students in speaking English as the second language is relying on knowledge of grammar and vocabulary, students' problems such as limited vocabulary, anxiety, poor pronunciation, not understanding the topic in learning, and lack of motivation.

Reviewing of the related study, Afsana Begum and Muhammad Azizul Hoque (2016, p.51) claim that L1 interferences dominantly present in students' English pronunciation. Thus, their pronunciation is influenced by different of L1 dialect. The students not familiar with International Phonetic Alphabet (IPA) symbols, they cannot differentiate between their L1 and English phonology. Moreover, the students don't get much motivation to improve their English pronunciation by the teachers.

Base on the result of observation, Dayaknese students have some difficulty in pronouncing diphthong and cluster at the words. For example "think", from native's transcription: /θɪŋk/ and from Dayaknese student's transcription: /θɪŋ/, from the transcription show that the different between native and Dayaknese students, it cause

mispronounced by Dayaknese students and also it cause the difference meaning. From Dayaknese student's transcription: /θɪŋ/ = thing (benda), so it has difference meaning with "think".

In this regard, Cook (2002, in Afsana Begum and Muhammad Azizul Hoque, 2016, p.52) claimed the learner's L2 is affected by their L1 for the following:

- 1) Sounds: learning of pronunciation depends on aspects other than the phoneme, for example: distinctive feature.
- 2) Syllable structure: L2 learners simplify use consonant cluster and add extra "epenthetic" vowels, often to fit the first language.
- 3) Voice onset time: L2 learners gradually acquire the L2 way of voicing stop consonants. the first language is affected by their knowledge of the second language.
- 4) Intonation: L2 learners are still capable of discriminating tones. L2 learners have strategies for dealing with new intonation.

Based on the result of interview of this research about how the students ways to fix their problems in speaking English. The researcher got some opinion from the informants, there were some ways that students used for solve their speaking skills, such as practice to speaking English according to the correct pronunciation in English, listening English song, increase English vocabulary, and read English books.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of this research. The conclusion deal with the result of the research finding and discussion. The researcher also give some suggestion that addressed to other researcher who are interested about the influence of mother tongue in speaking English.

A. Conclusion

Base on the result this study about the influence of Dayak mother tongue In speaking English at the third semester students of English Education at IAIN Palangka Raya. This reasearch attempted to answer about what are the influences of Dayak mother tongue in speaking English and what are the students' problems in pronouncing English words with the students ways to fix their problems in speaking English. the conclution of this research can be describe as follows:

1. Base on the findings of this research, Dayak mother tongue has influences for students when speaking English. The first impacts of mother tongue such as sound changes or error pronunciation in pronouncing English words because the different of phonology system between Dayak and English. Dayaknese students tend to use their mother tongue, the students have difficulty to pronounce the words that contain of diphthong and the words that contain of cluster. The second impact of mother tongue is incorrect intonation, because

Dayaknese students and Native speaker have the differences especially in supra-segmental (pronunciation, intonation, voice quality, pitch, and stress). The third, mother tongue also needed to communication, because mother tongue is needed as a person's cultural and sociolinguistic characteristic.

2. Dayaknese students have problems in pronouncing English words. The students' problems are difficult to pronounce some letters in a word, lack of confidence to speaking, poor pronunciation, lack of vocabulary, and influence of students' mother tongue. Then, the way that students used to solve their problems in pronouncing English words are practice to speaking English, listening English music, increase English vocabulary, and read English books.

B. Suggestion

In accordance with the conclusions of this research, the researcher would like to purpose some suggestions for students, teachers or lecturers, and next researchers.

1. For the Students

Based of the result of this research, students have some problems in pronouncing English words. In this research give some ways to solve students problems is pronouncing English words. If the students have difficulty to pronounce English words, the students should improve their speaking skills by frequently practicing speaking English, increasing vocabulary, listening, and read English book. The students

must listen from native speaker in pronouncing English word to know the correct pronunciation of words and practice it to pronounce English word after native speaker.

2. For the Teachers or Lecturers

The suggestion for Teachers or lecturers, the result of this study give inspiration in teaching speaking especially to teach Dayaknese students in pronouncing English word. They can provide audio for students in the class like sounds from native speakers as a media to teaching speaking, and the teachers or lecturers know about the different phoneme of Dayak Ngaju language and English. Then, to overcome students' difficulties in speaking accuracy that influenced of their mother tongue.

3. Researcher

For the next researchers, the result of this study can be inspiration to conduct a research about the influence of mother tongue in students' second language, because there are so many types of regional languages in Indonesia that can be studied. For the next researcher, expected can improve this research by using different design and objects, to get many information about the types of mother tongue and what are influence of mother tongue in speaking. In this study, the observation was done in join online class. For the next researchers, it's better to conduct direct observation in order to get more effective result to analyze the sound from the subject in the research.

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