

Analyzing the Influence of Mother Tongues to English Speaking at the Eight Grade Students of Neonbat Junior High School

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Keywords:

Mother Tongue,
Influence,
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Abstract: *This research used qualitative descriptive method. The research was conducted at the eight grade students junior high School Neonbat, Timor Tengah Regency, NTT. The population of this study is the eight grade students of junior high school Neonbat in the school year of 2021/2022 (class VIII C) with the total students are 25. The researchers chose 10 students, and the sample method applied in this study way purposive sampling. The instrument of this research was a conversation between students or on the other hand and instrument of this study is oral test. To collect the data, the researchers used a technique, recorded video conversation. It was free a topic of conversation, the students formed some groups, each group consisted of 2 students, and they should stand in front of the class and then practiced conversation. The result of the study showed influence of Meto language and Indonesian to english speaking at the eight grade students of junior high school neonbat was same.*

Kata Kunci:

Bahasa Ibu,
Pengaruh,
Bebicara Bahasa Inggris

Abstrak: Penelitian ini menggunakan metode deskriptif kualitatif. Penelitian dilakukan pada siswa kelas VIII SMP Neonbat Kabupaten Timor Tengah NTT. Populasi dalam penelitian ini adalah siswa kelas VIII SMP Neonbat tahun pelajaran 2021/2022 (kelas VIII C) dengan jumlah siswa 25 orang. Peneliti memilih 10 siswa, dan metode sampel yang digunakan dalam penelitian ini adalah *purposive sampling*. Instrumen penelitian ini adalah percakapan antar siswa atau sebaliknya dan instrumen penelitian ini adalah tes lisan. Untuk mengumpulkan data, peneliti menggunakan teknik rekaman video percakapan. Topik pembicaraannya bebas, siswa membentuk beberapa kelompok, masing-masing kelompok terdiri dari 2 siswa, dan mereka harus berdiri di depan kelas kemudian melaksanakan percakapan. Hasil penelitian menunjukkan pengaruh bahasa Meto dan bahasa Indonesia terhadap berbicara bahasa Inggris pada siswa kelas VIII SMP Neonbat adalah sama.

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A. INTRODUCTION

Along with the development of the globalization era, English is increasingly developing. People are more likely to use their modern or regional language. As is well known, English is the International language. The use of English is gradually eliminating local languages. Some people forget the culture that has been passed down from creating to generations. Most British people forget the culture that has been passed down from creating to generations. Along with the development of the globalization era, English is increasingly developing.

Regional languages are typical languages that are commonly used in an area according to their respective cultural backgrounds. Regional languages will influence someone's second or

foreign language(s). Regional languages will influence someone's speaking ability. This happened because the mother tongue' patterns/backgrounds are different from second or foreign language(s). According to (Neno and Siahaan, 2021), speaking is the ability to communicate with another person. (Pangaribuan and Siahaan, 2022) stated that ability is the skill that someone has.

This study focused on the impact of communication on children aged 11-13 years due to variations in speech with different mother tongue backgrounds. When children receive formal instruction in their first language throughout primary school and then gradually transition to academic learning in the second language, they learn the second language quickly. If they continue to have opportunities to develop their first language skills in secondary school, they emerge as fully bilingual (or multilingual) learners. Finally, the researchers focused on the influence of mother tongue and how it influences performance of English.

B. METHOD

1. Concept of Mother Tongue

Mother tongue is accountable for distinguishing the language ability of a person. Both conscious and unconscious methods are used for learning mother tongue. By hearing, the child learns mother tongue consciously. The essential tool necessary for the development of physical, intellectual and moral domains of education is the mother tongue. All the other subjects in education can be understood, communicated, tackled and handled effectively with the mother tongue. It is possible to have clarity of thought and expression if a person has command over the mother tongue. The thoughts of the learners and power of expression will be paralyzed if the learner is weak in mother tongue. A person can have better and deep understanding, new findings or ideas, appreciation and extension and expansion of ideas only if he or she can understand the subject by understanding through the mother tongue (Ahmed, 2014).

Therefore, according to the aforementioned theorists, it can be said that the mother tongue is the basic language that is first introduced by the parents to their children through daily interactions. In Indonesia, the mother tongue tends to be identified as vernacular or local language. This comes as a result of ethnic diversity. The vernacular language has become more attached to Indonesian daily life, making the mother tongue to merge with the vernacular language. The first language itself here defined as the language that could unite or unify various regions from different vernacular languages. In this country for instance, Indonesian language serves as the unifying language.

(Hassanzadeh and Nabifar, 2011) estimated that the judicious use of the mother tongue (MT) 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

2. The Influence of Mother Tongue in English Speaking

An individual learns the parent language from his birth. It is difficult to get rid of the influence of the mother tongue. Students also feel inferior because of mother tongue influence. Non-native speakers are not capable to communicate efficiently and effectively. Second language learners have a tendency to transfer everything from his mother tongue to the second language.

The learners translate the target language into their mother tongue and speak only in parent language. Those learners find difficulty to speak in target language, because of lack of practice in second language. The students may interact only in their regional language in school

hours. This may trouble in learning a target language. From the birth itself the child starts to acquire the things by listening to the parents in the language spoken by them. Biswajit says “The impact and focus of regional language overshadows the learning of English”. The students learn the English language at their school level, but they cannot produce any sentence without error.

Literature from the region has been discussed. This is important since it provided the study with perceptions about mother tongue and its influence on English. Studies conducted across the region provide this study with comparative methodologies which assisted this study to be done in a better way. Studies on code switching provided an understanding on how code switching abets prevalence of use of mother tongue. (Siahaan and Siahaan, 2021) stated that speaking is one of the difficult English skills to master. (Behera, 2012) stated that Speaking skill includes effective interpretation, composition and presentation of information, ideas and values to a specific audience.

Based on definition above, it can be concluded that speaking is an important thing. Every human being needs to communicate with others, through speaking. Speaking is the most important thing when we get the information. Speaking also simple things we can do to ask for something. Pronunciation is a basic quality of language learning especially in speaking ability. It concerns the way we say, articulate, assimilate, intonate, and stress words.

3. The Aspect of Speaking

- a. Pronunciation is the way we make a sound of the language how and where we place the stress and how we use pitch and intonation to show how we are feeling and what we mean (Keshavarz & Abubakar, 2017). According to (Amalia, 2019) Pronunciation is a crucial component for the learning of oral skills in a second or foreign language. Yet some students consider that pronunciation is one of language aspects that is difficult to learn. It is beyond doubt that pronouncing a language properly is a key aspect in making ourselves understood by others.
- b. Grammar is the structure of a phrase or clause/sentence. According to (Al-Mekhlafi & Nagaratnam, 2011) there are three areas of teaching grammar that have to be considered: grammar as rules, grammar as form and grammar as resource. For many 1,2 learners, learning grammar often means learning the rules of grammar and having intellectual knowledge of grammar. A better approach is perhaps to see grammar as one of many resources that we have in language which helps us to communicate. We should see how grammar relates to what we want to say and how we expect others to interpret what our language use and its focus.
- c. Vocabulary is the word that has meaning. Kurniawan stated that vocabulary becomes a very important part of language learning which can use to determine students can speak fluently or no. They can generate sentences in only by using words so it is possible to speak fluently without having vocabulary mastery. In fact, some students have only limited vocabulary so they meet some difficulties when they want to speak.
- d. Fluency is the ability to produce word in speech into groups of words that form a meaningful unit (phrases or clauses).

4. Conversation

People sometimes use the term "conversation" to mean any spoken encounter or interaction. In this book however, conversation refers to a time when two or more people have the right to talk or listen without having to follow a fixed schedule, such as an agenda. In conversation everyone can have something to say and anyone can speak at any time. In everyday life we sometimes refer to conversation as „chat" and the focus of the book is on this type of spoken interaction, rather than on more formal, planned occasions for speaking, such as meetings.

Conversation is open-ended and has the potential to develop in any way. It is possible that the second example could contain a conversation if the speakers decided to talk about the price of oranges. They may do this in order to get a discount, or to develop a social relationship, and the potential is always there in real life. Unfortunately, many students never have the confidence or opportunity to go beyond simple exchanges like the one above, and one of the main objectives of this book is to introduce exercises which allow students to develop the ability to initiate and sustain conversation.

C. FINDINGS AND DISCUSSION

1. Findings

After collecting the data, the researchers then analyzed the information gathered. In order to know the students' speaking, the writer had given the appropriate score on the range of the score and the level of category. The score of the test that had been given consist of the parts of speaking based on the rubric of speaking with the maximal point for each aspect is 4 and the total point or total all rubric of speaking will be 16. The students' average score of speaking ability is presented in the following table.

Table 1. The Students' Speaking Ability with diferent Mother Tongues

No.	IN	Total Score	Final Score	Category
1.	D.D	15	3,75	Good
2.	A.U	16	4,00	Excellent
3.	H.T	13	3,25	Good
4.	L.P	14	3,5	Good
5.	I.K	15	3,75	Good
6.	G.K	16	4,00	Excellent
7.	N.B	14	3,5	Good
8.	P.M	14	3,5	Good
9.	E.M	15	3,75	Good
10.	J.S	14	3,5	Good

NOTE: IN (*Initial Name*)

Table 1. shows that the students categorized on the 'good', 8 students there are D.D (3,75), H.T(3,25), L.P(3,5), I.K(3.75), N.B(3.5), P.M (3.5), E.M (3.75) and J.S(3.25). Next, these are 2 students categorized 'excellent', they are A.U (4.00), G.K (4.00).

Table 2. The Students' Speaking Ability with Meto Language as Mother Tongue

No.	IN	Pronunciatio n	Grammar	Vocabular y	Fluency	Final Score
1.	D.D	4	4	3	4	3,75
2.	A.U	4	4	4	4	4,00
3.	H.T	3	3	3	4	3,25
4.	L.P	4	3	4	4	3,5
5.	I.K	4	4	3	4	3,75
Average		3,8	3,5	3,4	4,00	
Category		Good	Good	Good	Excellent	18,25

Table 2. The Students' Speaking Ability with Meto Language as Mother Tongue, the total average score and category of the 5 students, the first is pronunciation with and average score of 3,8 and the category is good, the second is grammar average score of 3.5 and category is good, the third is vocabulary average score of 3,4 and the category is good and the last is fluency is 4.00 and the category is Excellent.

Table 3. The Students' Speaking Abilit with Meto Language as Mother Tongue

No.	IN	Pronunciation	Grammar	Vocabular y	Fluency	Final Score
1.	G.K	4	4	4	4	4,00
2.	N.B	4	3	3	4	3,5
3.	P.M	3	3	4	4	3,5
4.	E.M	4	4	3	4	3,75
5.	J.S	4	3	3	4	3,5
Average		3,8	3,5	3,4	4,00	
Category		Good	Good	Good	Excellent	18,25

Table 3. The Students' Speaking Abilit with Meto Language as Mother Tongue, the total average score and category of the 5 students, the first is pronunciation with and average score of 3,8 and the category is good, the second is grammar average score of 3.5 and category is good, the third is vocabulary average score of 3,4 and the category is good and the last is fluency is 4.00 and the category is Excellent.

Table 4. Description of Students' Speaking Ability of Meto Language as Mother Tongue

No.	Final Score	Category	Description
1.	4,00 (2)	Excellent	Pronunciation, grammar, vocabulary and fluency are the same as native speakers, and over all very good.
2.	3,00 - 3,9 (1) (3) (4) (5)	Good	Pronunciation is very good, but there are often mistakes in making grammar, lack of vocabulary knowledge so that it is often misspelled and the fluency of conversation is good.
3.	2,00 - 2,9	Average	No students in this level
4.	1- 1,9	Poor	No students in this level
5.	0.09	Very Poor	No students in this level

NOTE: NS (Name students)

Table III a. Shows the students fluency and conversation in speaking based on the data the table above. One Student got 4.00, so the total students got excellent is One. Further Two students got 3,75, One student got 3,5 and one students got 3,25 was categorize good.

Table 4. Description of Students Speaking Ability of Indonesian as Mother Tongue

No.	Final Score	Category	Description
1.	4,00 (1)	Excellent	Pronunciation, grammar, vocabulary and fluency are the same as native speakers, and over all very good.
2.	3,00 - 3,9 (2) (3) (4) (5)	Good	Pronunciation is very good, but there are often mistakes in making grammar, lack of vocabulary knowledge so that it is often misspelled and the fluency of conversation is good.
3.	2,00 - 2,9	Average	No students in this level
4.	1- 1,9	Poor	No students in this level
5.	0,09	Very Poor	No students in this level

NOTE: NS (Name students)

Table III b. Shows the students fluency and conversation in speaking based on the data the table above. One Student got 4.00, so the total students got excellent is One. Further One students got 3,75, Three students got 3,5 and no students got 3,25.

2. Discussion

The Level Students Speaking Using Conversation in Meto Language and Indonesian Language.

- a. The Level Students Speaking Using Conversation of Meto Language as Mother Tongue.
The eight grade students of SMP Negeri Neonbat in the school has speaking using conversation of Meto Language as Mother Tongue. This is indicated by the data that students who have good grades are 3.00 to 3.9, totaling four students. One student got 4.00.
- b. The Level Students Speaking Using Conversation of Indonesian as Mother Tongue.
The eight grade students of SMP Negeri Neonbat in the school has speaking using conversation of Indonesian as Mother Tongue. This is indicated by the data that students who have good grades are 3.00 to 3.9, totaling four students. One student got 4.00.

D. SIMPULAN DAN SARAN

The researchers concluded that the researchers found that conversations using Meto language and Indonesian language as mother tongue have the same influence on speaking English with the final score between Meto language and Indonesian language being 18,25. The most difficult aspect of speaking is pronunciation, grammar, vocabulary and fluency. It is indicated by the data that category is good with their score of grammar aspect 3, 5. It is followed by vocabulary that category is good with their score 3, 4, and their score on pronunciation aspect was 3, 8 so that the category is good, on the fluency aspect their score was 4, 00 with their category is excellent. The category of the conversation in English Speaking at the eight grade students of SMP Negeri Neonbat is categorized excellent. The students' average score is of 4.00. The English teachers have to give more motivation for all students in learning English especially in speaking using conversation. The English teachers

should give more attention in guiding the student in conversation especially in the aspects of speaking (Pronunciation, grammar, vocabulary and fluency).

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