PERPUSTAKAAN STAIN JURAI SIWO METRO

UNDERGRADUATE THESIS

AN ANALYSIS OF MOTHER TONGUE INTERFERENCE ON THE STUDENTS' SPEECH AT ELEVENTH GRADERS OF SMAN 1 SEPUTIH RAMAN

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AN ANALYSIS OF MOTHER TONGUE INTERFERENCE ON THE STUDENTS' SPEECH AT ELEVENTH GRADERS OF SMAN 1 SEPUTIH RAMAN

Presented as a Partial fulfillment of the Requirements
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in English Education Study Program

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ABSTRACT

AN ANALYSIS OF MOTHER TONGUE INTERFERENCE ON THE STUDENTS' SPEECH AT ELEVENTH GRADERS OF SMAN 1 SEPUTIH RAMAN

BY: CHOTIMATUN FITRIANA

Speaking is a tool to communicate each other in the circumstance. Especially in facing the global race, most of people are demanded to be able to speak in foreign language. But, it can not be denied that speech in foreign language is difficult thing for the students. Consequently, it causes mother tongue interference for young learners.

The primary objective of this research is to know mother tongue interference on the students' foreign language speech at eleven graders of SMAN 1 Seputih Raman and what are the characteristics of students' speech in foreign language. The writer realizes that mother tongue of the students has big influence to their foreign language speech.

This research is qualitative in which the writer addresses the data more in verbal and visual than in numerical form. Then, the data are interpreted and described in own words. Purposive sampling technique is used by the writer for gathering the data. Moreover, the students who active and pasive in English are selected to do interview by recording. After having finish, data recording are analyzed and classified into four kind of mother tongue interference.

The finding of this research shows that students' speech are heavy influenced by their mother tongue. It is proved by the students answer of interview which can be describe as follows: the kind of mother tongue interference are phonic interference about 150 items which are the mostly appear in every students' speech , followed by grammatical interference about 92 items.

ABSTRAK

AN ANALYSIS OF MOTHER TONGUE INTERFERENCE ON THE STUDENTS' SPEECH AT ELEVENTH GRADERS OF SMAN 1 SEPUTIH RAMAN

Oleh: CHOTIMATUN FITRIANA

Berbicara adalah salah satu alat untuk komunikasi satu sama lain di dalam lingkungan. Khususnya, dalam menghadapi persaingan dunia, banyak orang dituntut untuk mampu berbahasa inggris. Tetapi, hal ini tidak dapat dipungkiri bahwa berbicara dalam bahasa inggris itu sulit untuk para siswa. Oeh karena itu, hal ini menyababkan adanya gangguan bahasa asli untuk para siswa.

Tujuan utama dari penelitian ini adalah untuk mengetahui gangguan bahasa asli dalam bahasa inggris siswa di kelas XI SMAN 1 Seputih Raman dan apa karakteristik bahasa siswa ketika mereka berbahasa bahasa inggris. Penulis mencoba untuk membuktikan bahwa bahasa asli siswa memiliki pengaruh besar ketika berbahasa inggris.

Penelitian ini termasuk dalam penelitian kualitatif karena penulis lebih banyak mengumpulkan data dengan cara lisan dan visual dari pada dalam bentuk angka-angka. Kemudian data-data di interpretasikan dan dideskripsikan dalam bahasa penulis. *Purposive sampling* digunakan penulis untuk mengumpulkan data. Kemudian, para siswa yang berbahasa inggris aktif dan pasif dipilih untuk melakukan wawancara dengan direkam. Setelah itu, rekaman data dianalisis dan diklasifikasikan kedalam emat jenis gangguan bahasa asli.

Hasil penelitian ini menunjukkan bahwa bahasa inggris para siswa sangat dipengaruhi oleh bahasa asli mereka. Hal ini dibuktikan dengan hasil wawancara yaitu pada *phonic interference* 150 item yang paling sering muncul dalam bahasa setiap siswa, diikuti oleh *grammatical interference* 92 item.

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Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Sudah kami setujui dan dapat dimunaqosahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

WassalamuʼalaikumWr.Wb

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APPROVAL PAGE

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RATIFICATION PAGE

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The undergraduated thesis entittled: AN ANALYSIS OF MOTHER TONGUE INTERFERENCE ON THE STUDENTS' SPEECH AT ELEVEN GRADERS OF SMAN 1 SEPUTIH RAMAN written by Chotimatun Fitriana, Student Number 1064357 English Education Study Program, has been examined (Munaqosah) in Tarbiyah Departement on Monday, September 8th, 2014 at 13.30-15.30.

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Metro, August 28, 2014

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MOTTO

... إِنَّ ٱللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا۟ مَا بِأَنفُسِهِمْ ...

..Truly, Allah will not alter what in a tribe unless they try to change it by themselves...

(Ar Ra'd: 11)

The way to get started is to quit talking and begin doing.
~ Walt Disney

"I highly dedicate this undergraduate thesis to my beloved mom, dad, and sister who always love and support me"

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Bismillahirromahmaanirrohim,

Alhamdulillah, the researcher would like to thank to Allah for blessing, health, and chance, and inspiration given to the researcher during the writing this final project. The prayer and salaam are always offered for the Prophet Muhammad, the noblest creature ever.

The researcher could finish this final project because of guidance, supports, and help from many people. In this opportunity, the writer extends her gratitude to:

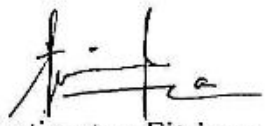
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Finally, the writer realizes that this thesis is far from being perfect; therefore, the writer will happily accept constructive criticism in order to make it better. The writer expects that this thesis may be helpful for all. Amin.

Metro, August 28th, 2014

The writer



Chotimatun Fitriana
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STAIN

CHAPTER 1

INTRODUCTION

A. Background of the Study

It could be a logical reason that everybody was born with a language. It happened that humans at one moment were interacted with their social circumstance. In the international arena there were so many kinds of language, total number of languages in the world were about 7 thousand languages. But nowadays, the most commonly spoken language was English. In fact, Crystal stated that English was communicated by approximately 400 million people as the mother tongue and it became a second or foreign language for 700 million people.[1]

In global world, it could not be denied that English had important position in daily life of many activities such as economical, political, educational and socio-cultural domain. As we knew that English became lingua franca of the world. Knowing English well brought a lot of benefits to face the development of science and technology, because English was an international language and majority of textbooks were written in English.

Learning English as a foreign language was not easy, because it had different style, structure, pronunciation, and others with our native language. There were four

[1] Weda, Sukardi. "Stress Shifts of English Utterances Made by Indonesian Speakers of English (ISE)." International Journal of English Linguistics: Vol. 2, No. 4; 2012 (2012): 23-32. Print

skills of this language, and one of them was speaking. Speaking was a spoken language that had style made by each speaker. And speaking skill in English had structural manner and pronunciation.

Learning English intensively was done by some of Indonesian societies in order to get the goal of life like in education or others. Because, some various situations appeared by foreign language. Such as in a hotel, air port, reading street sign, newspaper, conversation, and classroom activity. On the other hand, teaching English in Indonesia did not getting success yet. It was happened because students had low interest and motivation to learn English and one of the factors was on pronunciation.

Having decent mastery in English meant getting lot of benefits, when we could spoke bilingual fluently it could be assumed that turning back way of life. It was because much kind of textbooks of every discipline were written in English and more importantly it was considered as international language. Besides, in Indonesian context if the people knowing English well, it could be concluded that they would got a better chance to gain a good job, career, and other advantages.

Based on the Ministerial Decree No. 096/1967 English become the first foreign language and also a compulsory subject that should be taught both at school and university level.[2] Thus, by comprehending English automatically made easy for

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[2] *Ibid*

us to look for science, information, or others from many sources and would gave no disadvantages for the people.

English at Junior and Senior High School sometime became a subject that should be taught especially at international school. They made a good habit to deal with English regularly in order to get the better fluency in English both spoken and written. Also at university, they had a bilingual program to prepare the students faced the development of the world.

Speaking was the process of building and sharing meaning by someone to each other through the used of verbal and non-verbal symbols. Moreover, speaking was sighted as many demanding of the four basic skills. In this case, students ought to master several speaking components such as: comprehension, pronunciation, grammar, vocabulary, and fluency. Meanwhile, the goal of teaching speaking was to improve the students' oral speaking skill in communication with other people. Many teachers believed that the way to realize the goal was by interacted with the others, especially with a native speaker. Thus, it would make a habit of the students' speaking performance.

Also the teacher should be a good model and creative to create the classroom atmosphere became comfortable and apply an interesting method and technique to make the students exited. Moreover, it could made learning more effective and brought a good acquisition on English.

One of the main purposes why one(s) learned English was to be able to communicate well beside their mother tongue. People could learned English since they study in the school to university. Moreover, ideally when people had spent many times to learn in consequent they would get very good mastery of doing it both written and spoken. Hence, it could be briefly stated that the more intensive we study the better fluency we got.

Nevertheless, many people still got some influences from their mother tongue when they speak English. For instance, in arranging the sentence with correct structural manner and right pronunciation were the problems. In other words, in this context, English as a foreign language had been interfered by the mother tongue concept. Consequently, it always causes several mistakes which should be resolved in order every people could speak well in English and also their mother tongue.

Based on plenty explanations above the writer would like to conduct a deep research about this phenomenon in title of An Analysis of Mother Tongue Interference on the Students' Speech at Eleventh Graders of SMAN 1 Seputih Raman inAcademic Year of 2014/2015.

To make a clear standing point, the writer had conducted pre survey in April 11th, 2014 at SMAN 1 Seputih Raman and asked some students related to structural manner in the foreign language.

Pre survey represented about students' comprehends on speaking English, such as they were lack of vocabulary and fluency. In this case, I would like to analyze mother tongue interference on the students' foreign language speech at SMAN 1 Seputih Raman. Some problems were found, they were: (1) the students were influenced by their mother tongue, (2) the students were lack of spoke English.

B. Focus of the Study

The writer would focuse to research on: "How was the mother tongue interference (phonologycal and grammatical) on the students' speech at SMAN 1 Seputih Raman in the Academic Year of 2014/2015?"

C. Objectives and Benefits of the Study

1. Objectives of the Study

To know the mother tongue interference (phonologycal and grammatical) on the students' foreign language speech at SMAN 1 Seputih Raman in the Academic Year of 2014/2015.

2. Benefits of the Study

a. For Students

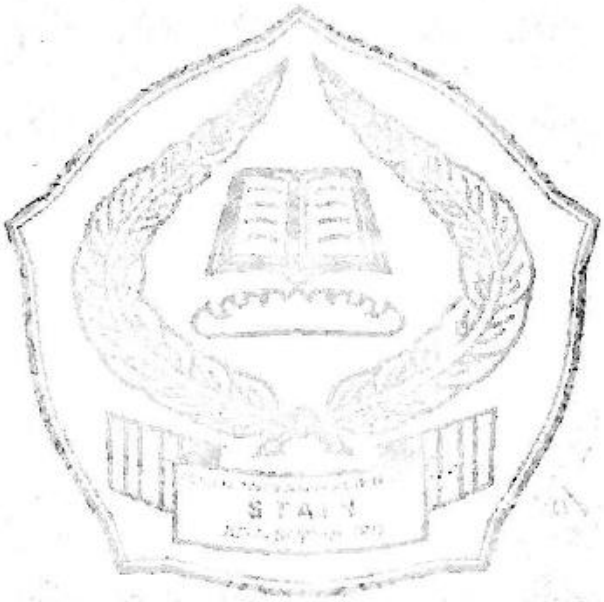
Hopefully, this research served as a vehicle to identify the students' weaknesses when speaking.

b. For the Teacher

This research would help the teacher to more creative provided the method and technique when teaching English.

c. For the Researcher

This study was expected to give a new experience and other researcher can more provide to conduct other study.



CHAPTER II

REVIEW OF THE LITERATURE

1. General Description

After choosing the topic of study, a researcher should not miss to review the existing literature in that topic area. The primary purpose of literature review was to help the researcher became familiar with the study that had already been conducted in his selected area. Literature review was a highly meaningful part for the writer. Because it could be used to guide the writer in appropriate direction by answering the question related to the topic area.

To be believable, a good speech must contain entrusted theories to approve that speech was created well and based on science. Alternatively, qualitative researchers increasingly used a theory to guide their study and raised the questions of gender.[3] The use of theory was extremely important to bring the listeners in understanding what topic the researches conveyed trough their speech. Also, the theories would empower the ideas that were conveyed by the speaker to ensure the listeners.

This research was aimed in discussing mother tongue interference analysis in speech. Therefore the writer would give some supporting theories related to the topic

[3] John W. Creswell. *Research Design*. California: Sage Publication, Inc.2003. the second edition. p.131

to easy understanding the content of this research. So that, the discussion of this research became clear.

2. Speaking

1. The Nature of Speaking

It could not be denied that learning english as foreign language was difficult for learners, especially in speaking skill. Because, it required correct sructure and pronunciation when producing sentence to communicate with others. As a social creature, we always need to interact and communicating in our daily activity and also express the intention to act.

According to Brown, good conversation indicated that someone was able to speak competently. Achievement of language had standardized with the accomplishment of pragmatics' purposes through two-way communication.[4]

Besides, Scott Thornbury cited that in our daily life context, speaking always occure with high frequencyncy. Word production of human usualy about more than thousands words per day, besides some particular people like politicians migh create words more than it.[5]

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[4] Brown, H Douglas. *Teaching by Principles.* California: Addison Wesley Longman, 2001. Print

[5] Thornbury, Scott. *How to Teach Speaking.* Print

Based on Oxford Advanced Dictionary, speaking was defined as a process of conveying line, impression, idea, etc, by or as talking and it involved the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages.[6]

It had known by a lot of people that speaking was the most judged skill in actual-life circumstance. Then, fluency and comprehension of speaking ability were great part of daily interaction and became an aspect of a person's first. So, the teacher had to be responsible to teach students in order to be effective in speaking English not only in the classroom but also in actual-life context.

Consequently, in formal circumstance teacher-student interaction was very essential to create communication. Because, most of our communication everyday stay interact. Stay interaction with language was a crucial part for us. Hence, the instructor of language should be more creative in providing method in providing partinent topics so that the students could obtain meaningful communicative manner.[7]

According to explanations above, it could be summarized that speaking and communication always related in every interaction of real-life. Besides, speaking also could be concluded as the skill to show and

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[6] Oxford Advanced Learner's Dictionary

[7] Manrique, Claudia M Rubio. "*Mother Tongue Interference with Foreign Language*: A Case Study about A2 Oral Production in a Colombian Public University": 93. Print

using language exactly to indicate the meaning as an effort to obtain the goal like knowledge and information from other people in social context.

Whereas, Essberger argued that the students ought to more active to make sense and creating conversation with the teacher and other students because speaking must pactice with other people. The students would had no position in social context when they learn English as foreign language for individual profit, or there were advantages nothing outside of the classroom.

Unfortunately, English as a foreign language usually had no place in societies and it was narrow opportunities for using it, bacause it was just believed as a lesson in the school and not a mother tongue to communicate in daily life.[8] On the contrary, Lightbown and Spada cited that in actual-life, the students who learning English as a foreign language was revealed at work or in a instruction was opened toward native speaker rather than language learners.[9]

In addition, one of central elements of communication was speaking. It was an essential aspect that was urgently needed interest in English as Foreign language. To give good interest and direction of it, obtain an examine the factors, situation and component were important

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[8] Haron. Sueraya Che. Ismail Seikh Ahmad. Arifin Mamat. Ismaiel Hassanien Ahmed Mohamed. "Strategies to Develop Speaking Skill among Malay learner of Arabic." *International Journal of Humanities and Social Science* 2 (2012): 303. Print

[9] *Ibid* 304

done by the teacher to get effectiveness of speaking. Good direction was got from detail inquiry of the area, together with sufficient language input and speech-promotion activities would gradually help the students refined their speaking ability.

Students had to interact with another to learn more in speaking foreign language. In this situation, students should master some components of speaking, such as: comprehension, pronunciation, grammar, vocabulary, and fluency. Briefly, an English teacher should be more creative when developing method and strategy in teaching learning process to make an effective class and make English lesson more exiting in order to get the goal of teaching, like improved students speaking skill.

In addition, speaking was learned in two wide setting, they were foreign language and second language circumstance. The teacher faced the difficulty in target language context were identify partly. Foreign language situation was defined as the target language was not daily language used to interact with society.[10]

Learning speaking English as foreign language was difficult for the students, because the opportunities to use foreign language was very few outside of the classroom. On occations, foreign language students traveling in countries or other place that used English as mother tongue or

[10] Manrique. Claudia M Rubio. *Op. Cit*

spoken to get more opportunities to speak and learned more in foreign language.

2. Speech

One of the most natural ways to attain suitable of spoken language with the most natural was speech.[11] Speech was the activity which done by human challenging at least two pesons had a common language and finding themselves in a common circumstance. It was cited by Johan that by having knowledge in good grammar, is the key to perfect English conversation.[12]

The main goal of the speech was to serve as a means of communication between people. Communication was a process both exchange and getting information between persons to each others and one of the most great methods of communication between human was speech. Then, it was used by people as a primary form of communication with their communities.

The important of speech could identify by some factors. Firstly, speech was relevant to numerous kind of messages, ranging to subtle feeling to precise instruction. Secondly, the information that was existed in the speech was encoded in term of language definition. Skinner and

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[11] Karpov, Alexey, Konstantin Markov, Irina Kopyatkova, Daria Vazhenina, Andrey Ronzhin. "Large vocabulary Russian speech recognition using syntactico-statistical language modeling". *Speech Communication* 54 (2014): 213. Print

[12] Johan Wibowo. *Grammar for Easy English Speaking*. Bandar Lampung:AURA,2012, p. v

Sheton cited that language was a term which was taken to be same meaning with the speech frequently, but in a more general feeling, language usualy defined as many of expression or understanding thoughts, idea, or emotion.[13]

Another aspect of language was that it had a profound effect on how we think, so that we organized our ideas to conform to the structure of language, and our thoughts often proceed in terms of an *internal speech.* There was still debate about the relationships between thought, language and speech but whatever their relationships, it was enough to say here that they were intimately entwined. This meant that the information which we might wish to communicate by some other method (such as by Morse code or smoke symbols) was very often already encoded in terms of speech.

As a first approximation, let us defined speech as the use. between man and man. of articulate sound-sign for the communication of their views about things.

3. How to Speak Well

Nowadays, English was an international language and most of people of the world learned to speak English well in order to get the goal

[13] Thorpe, C William. *Analysis of Speech and Other Sound.* New Zealand: University of Canterbury, 1990. Print

of life. There are Four steps to improve speaking ability could be seen as follow:[14]

a. Reading

Powerful literature is one of the best ways to improve your vocabulary and grammar, as well as giving you a good exposure to many of the idiomatic expressions and cultural references that fluent speech relies upon.

b. Listening

Listening to the native language of English helped you to develop ability of speaking. Because, we would used to hear native language and automatically we were going to follow spoke like the natiive. For instance, Classic movies and famous speeches were good for us.

c. Slow Down and Think

You ought to understand what were going to say before constructing the message.

[14] *http://www.ehow.com/how_5363782_speak-english-well.html*

d. Practice

One of ways to be able to speak English well was practice. Made a habbit to practice speaking not only in the class but also at home or wherever we are. Because it was a good way to increase speaking performance.

B. The Concept of Mother Tongue Interference

1. Mother Tongue

Hindi maintained that the term of first language was called in contrasting names, like native language, primary language and mother tongue.[15] This language was thought that the first which was got during early childhood-starting before the age of about 3 years. So, mother tongue as cited Awoniyi was described as the language which was usually used in daily activities of social context and becomes natural instrument of thoughts and communication.[16]

The first language that was learned by the people was mother tongue. Accordingly, the person who spoke the first language was called as native speaker, despite she/he had learned more than one languages

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[15] Sinha, Ayanika, Niroj Banerjee, Ambalika Sinha and Rajesh Kumar Shastri. "Interference of First Language in the Acquisition of Second Language". *Journal of Psychology and Counseling* 1 (2009): 119. Print

[16] Oluwole, David Adebayo. "The Impact of Mother Tongue on Students' Achievement in English Language in Junior Secondary Certificate Examination in Western Nigeria". *J. Soc.Sci* 17 (2008): 43 . Print

without formal education might also be a native speaker, for instance through cultural immersion before puberty.

In this context, mother tongue was originated from the definition of mother tongue as a source or origin: as in mother-country or land.[17] In wikipedia showed that the children often learned the basic of the first language(s) from their family.[18] Hence, it could not be denied that mother tongue of the children was very crucial part that was generally accepted in teaching and learning process. Mother tongue was the child's environment and was the natural basis on which verbal skill could built, children learned through communicating in a language, which they understood.

Based on explanation above, it could be summarized that the first language was got by a child and it was commercial used for communication in circumstance. Mother tongue of a person was a basis for sociolinguistic identity.

The knowledge of a person was possible got by interact in the circumstance using his/her mother tongue. Besides. the influence of mother tongue also brought about reflection and learning of commercial

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[17] Patrict, Ph.D, Judith Makse, Scholar, Professor Mingcai Sui, Ph.D., Banenat Didam, M.Ed. Student and Theresa Stephen Gyang, Ph.D. Scholar. "Mother-Tongue Interference on English Language Pronunciation of Senior Primary School Pupils in Nigeria". *Language in India* 13 (2013): 285. Print

[18] Oluwole. David Adebayo. *Op.Cit*

interaction of acting and speaking.[19] It was the way for contrasting the linguistic ability of acting. But, usualy spoke in mother tongue was not the major priority for many people.

They had some reasons when prefer to speak in foreign language, such as speaking in mother tongue was very limited and also would not rather many words or expressions. Then, every people had language as medium of communication within circumstance. Every culture, especially in Indonesia had own language to show the identity of region. Mother tongue was enormous great for the students as a educational basis.[20]

2. Mother Tongue Interference

Krashen (1981) cited that interference was a negative transfer that consists of errors.[21] The errors were not traceable to the structure of the first language and commonly practiced by second language learners. The first language role in second language proficiency was as a substitute utterance initiator. Taken into consideration, bilingualism or even multilingualism background normally will cause interference and integration.

Then, Ellis (1997: 51) refers to interference as 'transfer', which he said the influence that the first language learner exerts over the

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[19] Patrict, Ph.D, Judith Makse, Scholar, Professor Mingcai Sui, Ph.D., Banenat Didam, M.Ed. Student and Theresa Stephen Gyang, Ph.D. Scholar. *Op. Cit*

[20] *Ibid*

[21] Arifin, W Listyaningrum. "Interference: Its Role in the Target Language Mastery to Indonesian Learners". *Register* 4 (2011): 100. Print

acquisition of a second language.[22] He argued that transfer was governed by learners' perceptions about what was transferable and by their stage of development in second language learning. As Lott (1983: 256) defined that interference as 'errors in the learner's use of the foreign language that can be traced back to the mother tongue'.

Similarly, Suwito (1985:39-40) stated that if two or more languages were used interchangeably by a speaker, language contact would appear.[23] Surprisingly, interference would appear both in oral and written form.

Besides, Odlin (1989), defined the mother tongue interference as the "negative transference of linguistic patterns", meaning that students take the structure belonging to the mother tongue to construct messages in the foreign language, constraining their learning about new elements, since they start making performance mistakes that gradually became competence errors.[24] Meanwhile, Jendra (1991:109) in Suwito proposed many language aspects that contribute interference i.e. phonology, morphology, syntax, lexicon, and semantics.[25]

Nevertheless some cases about the used of the mother tongue in an Foreign Language class were the result of the transfer of some

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[22] Bhela, Baljit. "Native Language Interference in Learning Second language: Exploratory Case Studies of Native Language Interference with Target Language Usage". *International Education Journal* 1 (1999): 23.Print

[23] Arifin, W Listyaningrum. *Op.Cit*

[24] Manrique, Claudia M Rubio. *Op.Cit*

[25] Arifin, W Listyaningrum. *Op.Cit*. p. 101

structural features. Transfer could be positive if any Mother Tongue skills facilitated the learning of skills or parts belonging to the Foreign Language, because of the similarities they could present; however, transfer could be negative when it impeded the learning or had a negative influence over the Foreign Language due to the differences in skills.

Besides, Dulay et al (1982) defined interference as the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language.[26] Ellis (1997) raised the need to distinguish between errors and mistakes and made an important distinction between the two.[27]

He said that errors reflect gaped in the learner's knowledge; they occured because the learner did not know what was correct. Mistakes reflect occasional lapses in performance; they occured because, in a particular instance, the learner was unable to perform what he or she knew. It appeared to be much more difficult for an adult to learn a second language system that was as well learned as the first language.

3. Factors of Interference

There were many factors that contribute interference (Weinrich, 1970:64-65):[28]

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[26] Bhela, baljit. *Op. Cit.* p.22
[27] *Ibid*
[28] Arifin, W Listyaningrum. *Op.Cit.* p.105

a. Speaker Bilingualism Background.

Bilingualism was the major factor of interference as the speaker was influenced by both of the source and the target language. Indonesian student who was Javanese and was studying good English tended to put his Javanese language into English. Look the example, 'Andi, can you do this exercise? Asked the teacher, then Andi answered, 'No, I can't, *lha wong* difficult'. The impression of 'lha wong' was usual in Javanese cultural insight.

b. Disloyalty to Target Language.

Disloyalty to target language will cause negative attitude. This would lead to disobedience to target language structure and further force the bilingualist to put uncontrolled structure of his first language elements to output in practicing words utterances both oral and written.

Students whose language background of Target Language was limited tend to put words in sentences or oral in structure and sense of first language. For example: Cinta said that, "Maaf, jangan ganggu saya karena saya *so tired*".

c. The Limited Vocabularies of Target Language Mastered

Vocabularies of certain language mostly were about words of surroundings connected to life. Thus, a learner who want to master another language would met new words different from his native

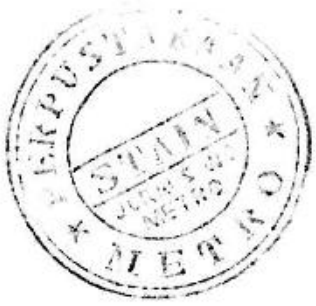
words. In order to be able to speak as natives of Target Language, vocabularies took a big role.

The more vocabularies someone had, the better he mastered Target Language. Foreign language learner will try to put deliberately his native word to state some points when he could not find the best words of Target Language.

Interference as the effect of new words entries was normally done by another language learner. A learner's new word entries from Target Language as the effect of interference would be easily internalized and integrated as those new words were received after the learner made mistake in delivering words of Target Language. For instance: "In this opportunity, I would like to *presentasikan* the paper."

d. Need of Synonym.

Synonym in language usage plays an important role as word chosen variation in order not to repeat similar word during the communication process. Implementing synonym in a language contact will contribute to interference in the form of adoption and borrowing of new words from Source Language to Target Language. For example: "Today, I learn *matematika*".



e. Prestige and Style.

Applying unfamiliar words (foreign words) during a practice communication. Those unfamiliar words usage was aimed to get a pride. Interference would appear as there were certain words even though the receiver probably could not catch the real idea of the speech. The usual unfamiliar words usage would become a style of the user.

Unfortunately, the user sometimes did not understand the real meaning whether the meaning was denotative or connotative. The common feature was that many language users put derivational affix –*ization* in every word. To note, affix –*ization* was an adopting and borrowing process from English to state nouns.

4. Interference in Communication

As being stated earlier, interference was a problem of language norm in speech as an effect of language contact done by bilingual or multilingual person. Beside language contact as Weinrich statement (in Sukardi, 1999:4) the causing factors of interference were the limited words of certain language in facing global development.[29]

There is interference on different language levels: phonetic, lexical and grammatical. The extent of its presence is due to the degree of language distinctions. Besides, the unusual using of some words or

[29]Arifin , W Listyaningrum. *Op.Cit.* p.107

phrases, need of synonym, prestigious foreign language usage, and disloyalty of a speaker with bilingual or multilingual were seemingly crucial cause of interference. Yusuf (1994:71) divided interference events into four types, they were:[30]

a. Phonic Interference

Phonetic interference affects the improper pronunciation of phonetic sounds in the foreign language caused by the existence of different phonetic structures from the point of view of the mother tongue or the first foreign language.

This occured when a language user used certain vocals or sounds (as dialects or accents) of his native in producing words of foreign language. An English learner from Sumbawa will be very difficult was sounding 'V' as being indicated in involvement, he will pronounce the word "inpolpement" unintentionally.

b. Grammatical Interference

Grammatical interference concerns changes in the structure and the structural elements in the foreign language. It is caused by semantic and formal resemblances and distinctions between the native and the foreign language system.

This feature took place when an Indonesian English learner identifies morpheme or structure of his native into Target Language.

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[30] *Ibid*

Most of Indonesian woud put Indonesian style of language when they made sentences. The sense was clearly appeared.

c. Lexical Interference

Typical examples of lexical interference are: the wrong use of words, narrowing or expansion of the word meaning, formation of non-existing lexical items using foreign suffixes. This kind of interference took place in varied forms, e.g. words and phrases.

5. Interference to Indonesian Learners of Foreign Language

The most common problem which appeared in mastering second or foreign language, those were:[31]

a. Interference in Phonology

The example was a Javanese who was mentioning some places which words were initiated with letters /b/, /d/, /g/, and /j/, as Bandung, Deli, Gombong, and Jambi. He unintentionally will pronounce /mBandung/, /nDeli/, /nJambi/, and /nGgombong/ (Chaer and Agustina, 2004).

b. Interference in Morphology

Morphological interference was regarded by many linguists as the most frequent one. It occured in the word formation by absorbing other derivational affixes. We often heard Indonesian words *kepukul*.

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[31] *Ibid.* p.108

ketabrak, kebesaran, kekecilan, kemahalan, sungguhan, bubaran, duaan, etc., however the correct word formation should be *terpukul, tertabrak, terlalu besar, terlalu kecil, terlalu mahal, kesungguhan, berpisah (bubar), and berdua* (Chaer and Agustina, 2004).

c. Interference in Sentence

This interference was a rare phenomenon. In fact, interference in sentence should be ignored as sentence pattern was a main character of certain language. Paid attention to these two sentences, "*Rumahnya ayahnya Ali yang besar sendiri di kampung itu*", *and "Makanan itu telah dimakan oleh saya"*. The sentence form was indirectly influenced by native language understanding of someone that caused grammatical interference.

The best sentence formation for those sentences, i.e.: "*Rumah ayah Ali* yang *paling besar di kampung ini*", and "*Makanan itu telah saya makan*" (Chaer and Agustina, 2004). The language learner was trying to simplify the context by mixing sentence pattern between native language and target language.

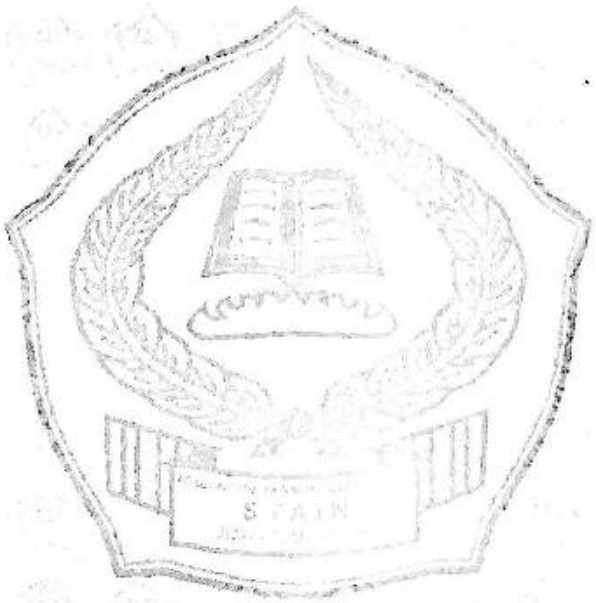
d. Semantic Interference

According to recipient language, semantic interference was occured when the recipient language absorbs cultural insight of words as the origins from another language. This process was known as expansive. E.g. Indonesian took words from Greece-Latin as

demokrasi, politik, revolusi, and many more (Chaer and Agustina, 2004).

Surprisingly, this borrowing process was natural and normal. English also took many stems from other languages such as Latin for morpheme geo-, bio-, ology, -ghraphy, etc.

Based on the kinds of interference above, the writer would focuse to analyze students' speech on phonologycal and grammatical interference.


STAIN

CHAPTER III

METHODOLOGY

A. Background Description and Role of the Researcher

1. Background Description

Conducting the research, there are some research methods can be used and guiding to provide the issues, such as classroom action research, quantitative, and qualitative. It holds on the purpose of the writer. Generally, qualitative research discusses about an analysis of people experiences, understanding different perspective, and attitude.

Qualitative research addresses that data are amassed more in verbal and visual than in a numeric form.[32] Doing qualitative research starts with defining the variables, followed by suitable script considered our judgment and analyzing the phenomenon typical, and developed by grounded theory at the end.

Accordingly, the writer decides to apply qualitative research to analyze speech based on the mother tongue interference aspects. Qualitative data analysis is often seen that full of interpretation should be made.[33] In other words, the writer makes varied interpretative of the data and developing a

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[32] Devetak, Iztok, Sasa A. Glazar and Janez Vogrinc."The Role of Qualitative Research in Science Education."*Eurasia Journal of Mathematics, Science and Technology Education*.(2010): 77-84. Print.

[33] Cohen, Louis, Lawrence Manion, & Keith Morrison. *Research Method in Education*. USA and Canada: Routledge, 2007. Print.

description in own words or make a conclusion by drawing the meaning personally.

The type of this research is descriptive qualitative. It shows that in this research, writer has to describe the variable as depth as possible. It is done in order to the writer can describe issues detail and discuss a good solution to overcome. Because if we look at the definition terminologically, descriptive defines as describing to the fact or interpreting and describing clearly circumstances.

2. Role of the Researcher

Doing this research, the writer has a chance to know more about the participants' experiences in natural setting. The writer can explore, contrast, and compare the data from the phenomena. But, this research is bounded in space because it takes place only in one classroom. Thus, the writer applies permission with the teacher and students of the inquiry from the institution before.

To support developing this research, data are gathered with the following setting: in a classroom of eleventh graders SMAN 1 Seputih Raman, it is equipped with thirty five desks, a teacher desk, and a whiteboard which located in front of the classroom. The writer uses purposive sampling to make sure that this case is included the basis of the writer judgment of

typicality characteristics that are sought and also covered interested phenomena.[34]

In the classroom observation, the writer takes the data that is guided with English teacher of the class. Data are taken one hour of the last lesson in order to this research does not disrupt the main lesson of the class. And finishing take the data, the result will be reported after analyzing.

According to explanation of speech as the research instrument, the writer focuses to find solution for overcoming the issue of speech in foreign language. This research is aimed to describe mother tongue interference found in the foreign language speech at SMAN 1 Seputih Raman. In addition, it is dedicated as a vehicle to identify the students' weaknesses when they speak in intermediate level.

B. Data Collection Instruments

Data are taken intensively in classroom observation to get enough information, in order to be easy when analyzing and describing the participants' activities in natural setting. Besides that, it will make the writer understand to distinguish the students' experiences when speaking in foreign language. It is conducted at eleventh graders of SMAN 1 Seputih Raman.

The writer decided aspects to stay focus in this classroom observation, those are issues and factors that are attempted to identify. For instance, the students' fluency when interaction in foreign language with their friends and teacher, recognize

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[34] ----------*Research Method in Education*. USA and Canada: Routledge Falmer, 2000. Print.

the type of their interaction either in mother tongue or foreign language, describe the students' general mistakes both in syntactic and morphological.

In this research, the writer has chosen the students of eleventh graders in SMAN 1 Seputih Raman academic year 2014/2015 as the object of research. Hence, the writer uses some instruments for gathering data. Those are:[35]

1. Interview

   Interview is a crucial part to get validity and reliability. It is taken in classroom observation using purposeful selection. Two groups of participants have chosen with the criteria as follow: one group that always take part in their activities and one group that often make mistake in morphological and syntactical when speaking in foreign language depend on prior research.

2. Observation

   The writer took field notes on the behavior and activities of individuals at the research site. In these field notes, the writer recorded. The qualitative observer may also engage in roles varying from a non-participant to a complete participant. In this case the writer directly organized observation in the class, and took the students' speech.

3. Record

   To get the valid data, the writer had recorded the voice of the participants when they were speech.

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[35] John W. Creswell. *Research Design*. USA: Sage Publication. Inc, 2003. Print

C. Data Validity Procedures

The writer uses inductive in research process. It means that it is analyzed based on the gathered data, and then it is provided become hypothesis. Qualitative data analysis is a process for seeking and systematically arranging the interview transcripts, field notes, and other materials that are accumulated to increase own understanding of them and enable to present what have discovered to others.[36]

Intensively, in this qualitative research the writer uses triangulation method to found is the data real and accurate. Triangulation can be defined as combination of two or more methods to collect the data in the research of human manners. There are some kinds of triangulation, namely:[37]

1. Time triangulation

   The writer gathering data can use some aspects of inquiry with different individual at one point in time. Besides that, concerns the data are amassed in different group at the same time.

2. Space triangulation

   This triangulation attempts to overcome the limitation of the research. In other words, the writer uses this method not only to know the students ability within speech on foreign language, but also the students' experiences in that are occurred in the classroom.

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[36] Sugiyono. *Metode Penelitian Pendidikan.* Bandung: Alfabeta, 2011. Print.

[37] *Op.cit p.113*

3. Combined levels of triangulation

The writer also concern in social scientists in this research, involve individual, group, and society.

4. Theoretical triangulation

Gathering and analyzing data of this research, the writer uses some theories that are relevant. So, the result of this research can be tasted by theory.

5. Investigator triangulation

In this research, the writer uses more than one participant to get valid and reliable of the data.

6. Method triangulation

It concerns as a bridge of the issues and as a check on reliability and theory confirmation. The writer uses interview and videotaping to give the real data as the result of this research.

D. Research Procedures

In this research, the writer applies case study because it is aimed to explore mother tongue interference created by students in SMAN 1 Seputih Raman. By this research, the writer wants to help other researcher to know deeply about a possibility of mother tongue interference emerge to provide other research.

Because this research is case study, the writer applies step by step procedures to gain the result of the research. They are:[38]

1. Determining focus of the research and formulating the questions.

   The writer focuses to collect data that are taken from students' foreign language speech. Then, formulate the questions of interview to gain the result of data.

2. Determining the case, collecting, and analyzing the data

   The writer determined the case that would be analyzed after finishing gaining data.

3. Supplying collecting data instrument

   The writer plans to determine instrument to collect the data, format and document the data.

4. Evaluating and analyzing the data

   The writer evaluates the data, before analyzing and interpreting the data. It is to ensure that data have completed.

5. Making report

   The writer creates the report to simply the data. The report can be summary and formal.

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[38] Ahmad Madkur, *"Grammatical Analysis on the Abstract of Scientific Writing"*, STAIN JuraiSiwoMetro,Pedagogy Vol. 1, No, 1, 2013

E. Data Recording and Analysis Procedures

1. Data Recording

Before conducting this research, the writer makes a plan for the approach to data recording. The writer should identify what data will record and procedures for recording data within this proposal. The writer uses following procedure[39]:

a. Interview protocol

It is used for recording information during conduct interview in this research. This protocol has some components: a heading, instructions to the interviewer (opening statements), the key research questions, probes to follow key questions, transition messages for the interviewer, space for recording the interviewer's comments, and space in which the researcher records reflective notes.

b. Record information using videotaping

Writer should take notes in the event that recording equipment fails during the interview.

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[39] John W. Creswell. *Op. Cit*

2. Analysis Procedures

Process of data analysis could made sense out text and image data. The writer woould apply Miles and Huberman Model to analyze the data.

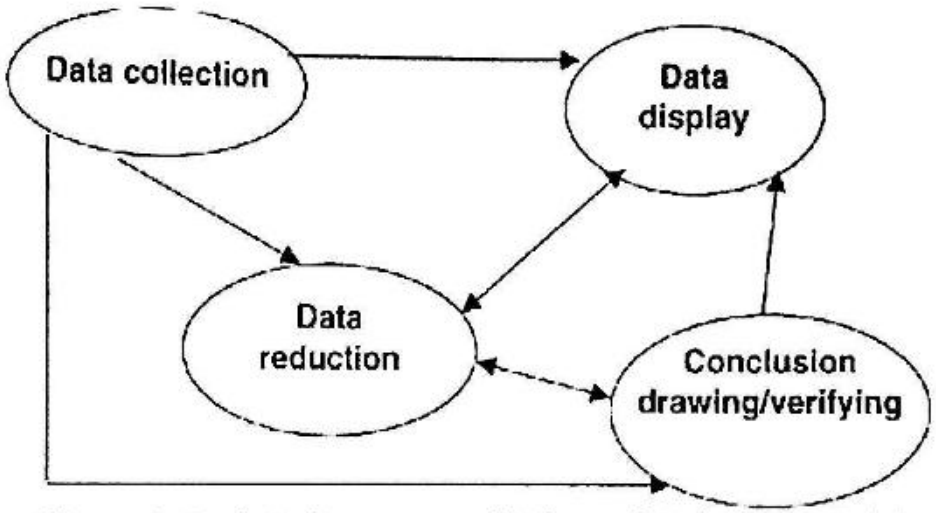
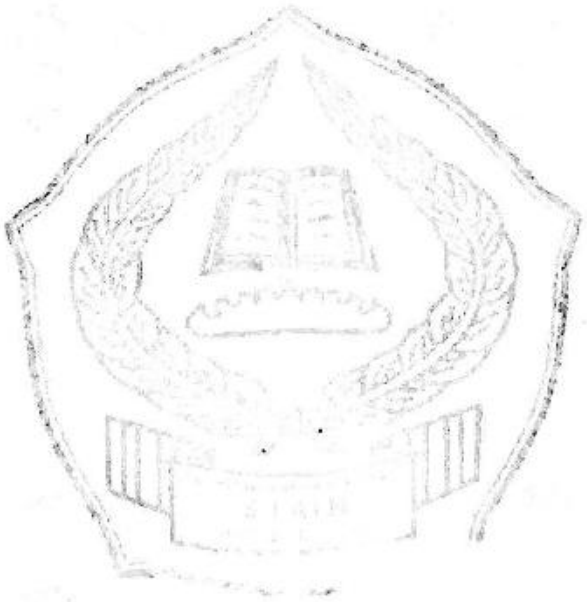


Figure 1. *Analysis Component of Miles and Huberman Model*

The generic steps of specific research involve the following steps:

1. Data collection is the step when the writer gather all data which are used to complete the research.
2. The writer reduced the data she had gotten by summarizing and choosing specific things.
3. To display the data, the writer usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.
4. Lastly, the writer verified her research by making conclusion of data findings.



CHAPTER IV

DATA PRESENTATION

A. Description of Research Setting

SMAN 1 (Senior High School) Seputih Raman is one of education institution in Seputih Raman that had built since 2000. The location of it is on Jl.Raya Seputih Raman, Rama Murti village, Central Lampung. In addition, it becomes the most chosen by the students who will continue their study at Senior High School.

Besides, this school have the goals, visions, and missions to develop and increasing the quality of the school. The vision has been stated as follow: "To be an education institute that has IPTEK (science and technology) insight and the nation, region, and global quality."

The first mission is to increase the organization quality and school management in growing the excellence spirit. Then, the second one is to increase the quality of teaching learning activity and to reach the students competence that has the national standard. And the third is to increase the human source quality and the student guided quality in realizing IMTAQ and autonomy attitude.

Since established, this school has been happened several time changed the headmaster. They are: Drs. Wibowo, Suwoko, M.Pd, Maksum Yusuf, S.Ag, and for right now the headmaster of SMAN 1 Seputih Raman is Stepanus Wasito, S.Pd, M.Pd.

Total teachers in this school are 62 and their educational background is relevant with their lesson. Besides, their educational qualification is based on scholar. It is aimed in order to the teaching and learning process is running well based on visions and mission of the school.

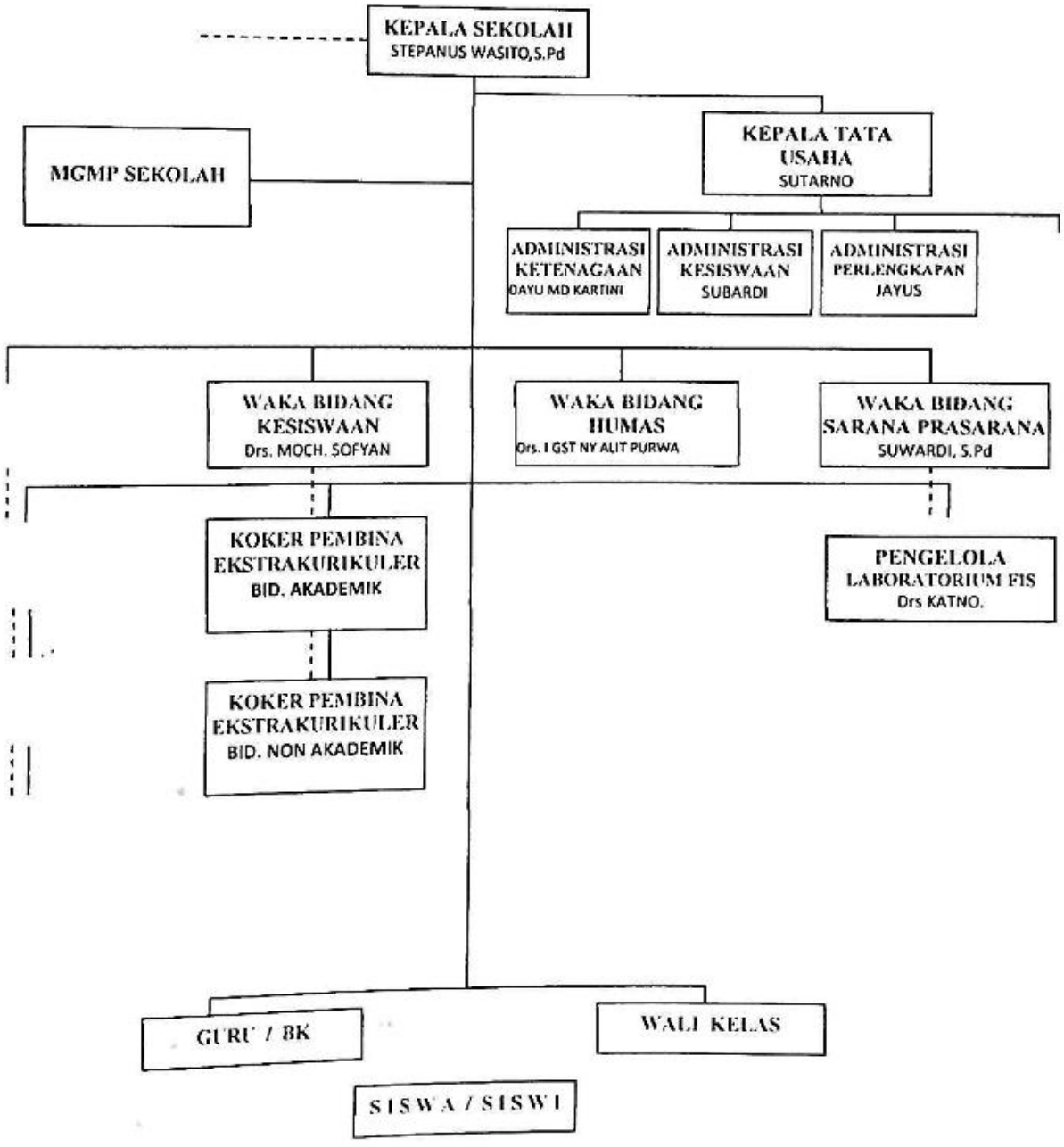
Since academic year of 2002/2003 SMAN 1 Seputih Raman has pioneered learning process used Kurikulum Berbasis Kompetensi (KBK), because it is one of limited piloting school at the county which doing try out to apply the curriculum. But, in academic year of 2005/2006 have been occured a change of curriculum become Kurikulum 2004. And it is tryed at all of level (X, XI, and XII grade). Then, to develop and increasing teacher competence in mastery the curriculum all of teacher have followed work shop in house training.

In line with the development of education, this school change the curriculum based on the ministerial decree. It is Kurikulum Tingkat Satuan Pendidikan (KTSP). Besides, in this new academic year of 2014/2015 in this school apply a new curriculum. it is Kurikulum 2013.

Some facilities have been prepared to support learning process. curriculum, and school program become optimal. Those are: 20 classrooms. 3 science laboratories. 1 computer laboratory, a small mosque. sport field. library. art room. cafeteria. and office.

Beside academic program. there are some extracurricular to develop students' skill. talent. and potency such as: Palang Merah Remaja (PMR). Unit Kesehatan Sekolah (UKS). Karya Ilmiah Remaja (KIR). sport. dance. and music.

In this school have been made team work which professional, proportional, clever, dynamic, and cohesive to create a good atmosphere at school in getting the goal and learning process based on the visions and missions. And the organization structure of SMAN 1 Seputih Raman can be seen as follow:



B. Interaction Strategies

In this research, the writer used interaction strategies with asking and giving clarification. Meaning to say that in teaching learning process occured interactive each other. But, in this section the students were lack of confidence to speak in foreign language. They looked shy to speak up and afraid when appear the mistake.

As a result, most of students just be plagiarism. When asking and giving clarification, they were copy from their friend. This condition showed that the students had so many problem in learning foreign language. Their competence on foreign language speech was very low.

The writer conducted this research on August 12th, 20114 at SMAN 1 Seputih Raman. The participant were choosed based on the qualification decided of the writer in order to get the the valid data. Interviewing is an important way for the writer to check the accuracy of verify or refute the impression gained to observation. The researcher use informal interview, this type of interview tend to resemble casual conversation pursing the interest of both the writer and informants as the research participants as the research participants in turn.

The characteristic of the research strategy is open ended question. The features of this strategy, the interviewee are asked the same basic questions in the same order. The interview involved 10 questions related to speaking, they were:

1. Do you like English?
2. Give your reason!

3. Do you have problem when speak english?
4. What are the problem?
5. How do you solve the problem?
6. Do you often practice speaking English?
7. Is there any condition whhich support you to speak English?

Based on the interviewed, the writer got the result as follow:

When the writer asked the first question "do you like English lesson?", all of the students answered that they were like of English lesson. But some students answered that they were like English lesson but difficult.

Then, the next question was " give your reason!". Most of students said that English was fun and the other said that English teacher was good. The students gave their reason in a simple sentence. It meant that they were lack of confiddent to speak up.

The third question was "do you have problem when speak English?". All of students answer that they had problem when speak English. And then, the writer asked to the students "what are the problem?". Most of them answered that the problem was they were less of vocabulary.

Related to the fifth question about how to overcame the problem, they just answer "often read the dictionary" and the oother said that they use song to practice. Then, the writer asked "do you often practice speak English?" some

students answer that they never practice, but some of them answer that practiced with a song.

The last question of the interview was "is there any condition which support you to speak English?. The students answer that there were condition which support to speak English, despite just at the school.

Based on the result of the interview conducted, it could be conclude that the students had the difficulties when speak English. They were less of vocabulary, lack of confidence, didn't understand on grammatically, pronunciation, and fluency. Automatically, this condition brought Mother Tongue Interference of the students.

C. Description of Data Analysis

The data that have been collected in this research were analyzed by the writer used Miles and Huberman Model. And, four steps of this model were followed. For analyzing the data, the writer had recorded the relevant aspects of the research, then the students' impressions were indentified based on their voices, and the summaries which supported my interpretations about the issue in question were written.

Four steps of analyzed the data, they were:[40]

1. **Data Collection**

It was the first step before the writer analyzed the data. When conducting the research, the data were collected based on the needed. When interviewed with the students, the writer recorded those activities. Moreover, the writer took the students in different competence of English.

2. **Data Reduction**

In this step, the writer summarized and selected the main point of the data, focused on the important part of all the datum were collected. It would made easy the writer understood. Besides, the writer gave code in order to easier control the data.

Here, the writer specified on students' mother tonge interference on foreign language speech. And, the writer focused on interference in phonology, morphology, semantic, and sentence appeared on students' speech.

3. **Data Display**

Miles and Huberman stated that looking at displays help us to understand what is happening and to do something-further analysis or caution on that understanding.[41] After having analized the data taken from 9 students,

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[40] Sugiyono. *Metodologi Penelitian*
[41] *Ibid*

the writer found that the frequency of mother tongue interference of *phonic* are 150 items, *grammatical* are 92 items.

Matrix Speech Transcription

Name/Questions	AR	PT	WY
What are these?	This is penguin and this is a cat	This is penguin and this is a cat	Penguins and cat
Imagine about one of Indonesian singer Syahrini, please describe about her!	She has abeautiful voice and has a beautiful face	She is a beautiful woman and has a melodious voice, and then she has white skin	She is beautiful, hair long and singer
Why do teenagers have conflicts with their family?	Forbidden teen night out by her parents, being sent to learn at home and the teen rejected	Because the teenagers always negative thinking about word spoken by this parents	Due to the nature of fickel teenagers still.
Please make a report based on the conflict!	On Monday 25th August 2014 flood, in the district as Seputih Raman precisely in the village Rama senses	A brawl back in Jakarta occure due to conflicts let between two high schools, the inciddent occured because of motorcycle gang who disrupt the school one	There has been an accident in the area do to Seputih Raman that drowsy drivers.

Name/Questions	DW	EV	NR
What are these?	Penguins and cat	This is penguin and this is a cat	This is penguin and this is a cat
Imagine about one of Indonesian singer Syahrini, please describe about her!	She is beautiful, hair long and singer	Syahrini very famous singer, because her voice is melodious and beautiful face. Syahrini look different, inviting sensation	She is a beautiful woman and has a melodious voice, and then she has white skin. Besides, that he also had an incredible sensation
Why do teenagers have conflicts with their family?	Because due to the nature of fickle teenagers still	Having problems with the family due to lack of attention from their parents. In addition, the way children think that they are still unstabil easier to think negatively about his family members. Giving rise a conflict	Because the teenagers always negative thinking about word spoken by this parents
Please make a report based on the conflict!	There has been an accident in the area do to Seputih	Conflict occured on Monday, may 2, 2013 in Jakarta.	A brawl back in Jakarta occure due to conflicts let

	Raman that drowsy drivers.	The conflict occured after trisakti tragedy that killed for trisakti University students an in conjunction with binansial Asia crisis in the conflict, massacress and rape	between two high schools, the incidden occured because of motorcycle gang who disrupt the school one

Name/Questions	RK	DN	MD
What are these?	This is penguin and this is a cat	This is pinguins, this is cat	This is penguins and this is a cat
Imagine about one of Indonesian singer Syahrini, please describe about her!	Syahrini is one of the famous singer in Indonesia. He is best know for it's appearance and also sentences that often he spoke as "sesuatu" or "istimewa"	Sahrini very famous, because her voice is melodius and beautiful face. Sahrini look different, inviniting sensation	Syahrini is one of the famous singer in Indonesia. He is best know for it's appearance and also sentences that often he spoke as "sesuatu" or "istimewa"
Why do teenagers have conflicts with their family?	Because of the emotions of the teenager he still	Having problems with the family due to lack of attention	Because of the emotions of the teenager he still

	can not control	from their parents. In addition, the way children think that they are still unstable easier to think negatively about his family members. Giving rise to a can flict.	can not control
Please make a report based on the conflict!	In a village there was a typhoon that resulted in ten names were destroyed and feve people ware killed	Conflict occured on Monday, may 2, 2013 in Jakarta. The conflict occured after trisakti tragedy that killed for trisakti University students an in conjunction with binansial Asia crisis in the conflict, massacress and rape	In a village there was a typhoon that resulted in ten names were destroyed and feve people ware killed

Figure II. *Frequency of mother tongue interference on foreign language speech*

a. Phonic Interference

" *...has* a melodicious voice*, ...* " (PT)

" *...famous singer* in Indonesia.* " (MD)

"Syarini look different, inviting sensation."* (DN)

"...think negatively about his family.* (SF)

"...attention from their parents."* (DN)

Based on the data analysis, the most commonly happened on phonic interference were *certain sound of native*. Their mother tongue was very influence to their foreign language speech. Phonic interference was occured when the students used the certain vocal or sounds (as dialects or accents) of his native in producing words of foreign language.

For instance, the student said *" ...has* a melodicious voice*, ..."* her accent of mother tongue was very clear. It was occured frequently when the students speech.

b. Grammatical Interference

"This is penguins."* (PT)

"Syahrini is..., he is..."* (MD)

"Syahrini famous singer,..."* (DN)

"Syahrini look different, ..."* (SF)

"Because the teenagers...by this parents."* (PT)

"...the emotion of the teenager, he still..."* (MD)

"...children think....about his family."* (DN)

The data above showed that there are many mistake of the sentence produced orally. And, the mostly happened were *personal pronoun* and

concord in the sentences. For instance, in the sentence *"...children think....about his* family"*, the speaker had plural personal pronoun but she used singular. The correct sentence was *"...children think....about their family"*.

Less understanding of the grammatical would face the difficulties for the speaker. Grammatical interference was defined as the first language influencing the second in terms of word order, used of pronouns and determinants, tense and mood.

4. Conclusion Drawing/Verification

Conclusion of the research were able to answer the problem formulation that had been formulated at first. The result of data analysis showed that there were mother tongue interference on the students' speech.

Moreover, the writer found interference, namely phonic interference were about 150 items and grammatical interference were about 92 items. Accordingly, the most commonly appeared was phonic interference. On the other hand. grammatical interference not too frequently appear.

D. Descriptions of Findings

After having analyzed the data. the folowing things emerged:

1. The Characteristics of Students Speech

The writer was found that the teacher adopted the use of the Foreign Language by using oral encouragement. For example, during one classroom

observation, the students were required to answer teacher's question in foreign language in order to forced them always use the foreign language.

Although the result of the teacher's encouragement attempting the students to speak in foreign language, they tried to avoid saying incoherent phrases; first through interacting in mother tongue with their peers, socializing and organizing any idea they had into a written text in English that helped them to talk.

Accordingly, it was found that writing could be a tool for students to recognize the mistakes they made or to analyze if they had organized the sentences in the right structure. Besides, it was found that students' speech was hold on to the writing. Because, most of the students were able to speech based on thier writing. Meaning to say that they organized the idea into the written text to help them when speech.

2. Activities That Encourage Speech

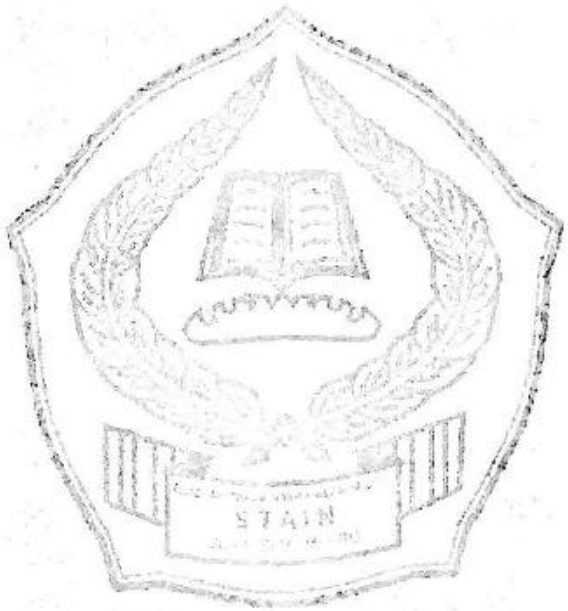
Because the participants' level in speaking foreign language is low, it was found that their mother tongue helped them to construct foreign language message, which in some cases were difficult to deduce . Consequently, the Mother Tongue became useful as a tool to help the teacher and the students to construct a meaning.

Additionally, it was found that the use of the mother tongue was advantageous when both teacher and students needed to compare the use of

certain words. For instance, the use of: still, yet, already. Here, they translated those words into the mother tongue, and realized that it had certain variations in use.

In some other cases, the teacher used mother tongue to explain grammar or when the mother tongue was required as an instrument to support the messages in order to reinforce the topics that students were not able to comprehend at all.

Consequently, in some cases it was positive if the beginner students thought in the Mother Tongue as a way to guarantee an advance in their knowledge about concepts, vocabulary, and contexts to be taken into account while speaking.


STAIN

CHAPTER V

CONCLUSSIONS AND DISCUSSIONS

A. Conclussions

Based on the discussions of data analysis, the writter would like to conclude the research as follow:

1. Most of the students were lack confidence to speech. They should given encouragement by the teacher in order to speak up.
2. When the students speeh, their production of speech were very influence by their mother tongue.
3. The most commonly appear when they speech was phonologycal interference, because their accent was very strong influence.
4. The result of data analysis showed that the frequency of phonic interference were about 150 items, and grammatical interference were 92 items.
5. The advantage of using the mother tongue was evidenced as it served to support the construction of the student's learning on the foreign language speech when developing oral production (speech) or facilitating the acquisition of foreign language meanings.
6. There were 2 finding of this research. those were: the characteristics of the students' oral production (speech) and the activities that encourage oral production (speech).

B. Suggestions

Through this research, the writer would like to give the suggestion for:

1. The Participant

   The participant should make habit to interact and communicate each other in foreign language. Besides, the participants need to often listening music or others which used foreign language to increase the ability of speech in English.

2. The Teacher

   The teacher should be more creative to develop the methods and strategies in teaching in foreign language. In order to the students were interested with the lesson and able to increase the ability of students' foreign language speech.

3. The further Reesearcher

   The researcher had to prepare intensively and extend the knowledge to support the research.

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CURRICULUM VITAE



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