

**THE INFLUENCE OF MOTHER TONGUE ON STUDENT'S SPEAKING SKILL**

*A Descriptive Research at Muhammadiyah University of Makassar*



**THESIS**

*Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah University in Partial Fulfillment of The Requirement for the degree of Education in English Department*

**ADELON KAMBALA**

**105351121316**

12/01/2022

1 sup  
Smb. Alumni

R/0012/BI G/ 22 0  
KAM

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

**2021**



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN

Skripsi atas nama **Adelon Kambala**, NIM 105351121316, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 827 Tahun 1443 H/ 2021 M, tanggal 03 Jumadil Awal 1443 H/ 7 Desember 2021 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Jum'at 17 Desember 2021**.

Makassar, 13 Jumadil Awal 1443 H  
18 Desember 2021 M

Panitia Ujian:

1. Pengawas Umum : Prof. Dr. H. Ambo Asse, Mag
2. Ketua : Erwin Akib, M.Pd., Ph.D.
3. Sekretaris : Dr. Baharullah, M.Pd.
4. Dosen Penguji :
  1. Dr. Nur Qalbi, SS., M.Hum.
  2. Dr. Radiah Hamid, M.Pd.
  3. Wildhan Burhanuddin, S.Pd., M.Hum.
  4. Ratu Yulianti Natsir, S.Pd., M.Pd.



Disahkan Oleh:  
Dekan FKIP Universitas Muhammadiyah Makassar

**Erwin Akib, S.Pd., M.Pd., Ph.D.**  
NBM. 860 934





بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

**Title** : The Influence of Mother Tongue on Student's Speaking Skill (A Descriptive Research Design at 2<sup>nd</sup> Grades Muhammadiyah University of Makassar)  
**Name** : Adelon Kambala  
**Reg. Number** : 105351121316  
**Programmer** : English Education Department Strata I (S1)  
**Faculty** : Teacher Training and Education

Makassar, 18 Desember 2021

Approved By:

Consultant I


Consultant II


  
Dr. Nur Oalbi, S.S., M.Hum.

  
Wildhan Bachanuddin, S.Pd., M.Hum

Dean of FKIP  
Makassar Muhammadiyah University

Head of  
English Education Department

  
Erwin Akib, M.Pd., Ph.D.  
NBM. 860 934

  
Dr. Ummi Khaerati Svam, S.Pd., M.Pd.  
NBM. 977 807





UNIVERSITAS MUHAMMADIYAH MAKASSAR  
 FAKULTAS KECEREBRAN DAN ILMU PENDIDIKAN  
 PROGRAM PENDIDIKAN BAHASA INGGRIS

Jakarta, 11111  
 No. 1001  
 No. 1001  
 No. 1001

COUNSELLING SHEET

Name:  
 NIM:  
 Department:  
 Title:  
 Coordinator:

DIEN NIKAMIRAJA  
 105351121316  
 Pendidikan Bahasa Inggris  
 THE INFLUENCE OF MOTHER TONGUE IN NEUTRAL US  
 SPEAKING SKILL

Dr. Nur Qalya, S.S., M.Hum

Date:

Chapter:

Signature:

Date:

Signature:

Date:

Signature:

Date:

Signature:

Date:

Signature:

Date:

Signature:

Date:

Signature:

Date:

Signature:

Date:

Signature:

Date:

Signature:

Date:

Makassar, 2021

Approved by  
 Head of English Education Department

Dr. Lutfanul Kholidi Syara, S.Pd., M.Pd.  
 NIM: 977.867





MAJELIS DIKTILITRANG PIMPINAN PESAT MUHAMMADIYAH  
 UNIVERSITAS MUHAMMADIYAH MAKASSAR  
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
 PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

COUNSELLING SHEET

Full Name : Abdul Samudra  
 Student ID (NIM) : 190351121316  
 Department : English Education Department  
 Research Title : THE INFLUENCE OF MOTHER TONGUE ON  
 STUDENT'S SPEAKING SKILL  
 Consultant I : Wildan Burhamudin, S.Pd., M.Pd.

Date	Chapter	Consultant's Note	Sign
		Ready to read	

Stafes  
 Approved by,  
 Head of English Education Department



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.  
 NBM. 977.807



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**SURAT PERNYATAAN**

Saya yang bertandatangan di bawah ini:

Nama : Adelon Kambala

NIM : 105351121316

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : **The Influence of Mother Tongue On Student's Speaking Skill**

Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.

Demikian pernyataan ini saya buat dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, 5 Oktober 2021

Yang membuat pernyataan

Adelon Kambala



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

SURAT PERJANJIAN

Saya yang bertandatangan di bawah ini:

Nama : Adelon Kambala

NIM : 105351121316

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai dengan selesai penyusunan skripsi ini, saya akan menyusun sendiri skripsi saya (tidak dibuatkan oleh siapapun)
2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi dengan pembimbing.
3. Saya tidak akan melakukan penjiplakan (plagiat) dalam penyusunan skripsi ini.
4. Apabila saya melanggar perjanjian seperti yang tertera pada butir 1, 2 dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, 5 oktober 2021

Yang Membuat Perjanjian

Adelon Kambala



**"SUCESS NOT ONLY ABOUT WEALTH OR OUR POSITION BUT  
ALSO ABOUT HOW USEFUL WE ARE FOR OTHERS"**



## **ABSTRACT**

*Adelon Kambala, 2021. The Influence of Mother Tongue on Students Speaking Skill 2<sup>nd</sup> grades at Muhammadiyah University of Makassar. Thesis of English Department. The faculty of Teacher Training and Education. Muhammadiyah University of Makassar. Supervised by Nur Qalbi and Wildhan Burhamuddin.*

This study aims to find out what is the effect of Buginess language as a mother tongue which has a strong accent in the ability to speak English of second semester students majoring in English education at Muhammadiyah University of Makassar.

Researcher used Qualitative Research Method with Descriptive Design. This study took 10 students by used purposive sampling, the students should be bugis students second semesters at Muhammadiyah University of Makassar. Data collection was carried out by speaking test and recording and then analyzing the data with three stages of data reduction, data presentation and conclusion drawing.

In this study found most Buginess students when speaking in English are influenced by their mother tongue, both intonation and pronunciation or and some also have good accents and pronunciation. This study was concluded that the mother tongue Buginess has influence on English students when speaking. This evidenced when students who come from Buginess say words in English unconsciously the intonation and pronunciation it was sound like when they pronounced Bugis word.

**KEY WORD : Mother Tongue, Accent, Bugis, Pronunciation, Speaking**

## **ABSTRAK**

*Adelon Kambala, 2021. Pengaruh Bahasa Ibu Pada Kemampuan Berbicara Mahasiswa Semester 2 Universitas Muhammadiyah Makassar. Skripsi Jurusan Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Makassar. Dihimpung Oleh Nur Qalbi and Wildhan Burhanuddin.*

Penelitian ini bertujuan untuk mengetahui apa efek bahasa Bugine sebagai bahasa ibu yang memiliki aksen kuat dalam kemampuan berbahasa Inggris mahasiswa semester dua jurusan pendidikan bahasa Inggris di Universitas Muhammadiyah Makassar.

Peneliti menggunakan metode penelitian kualitatif dengan desain deskriptif. Penelitian ini mengambil 10 mahasiswa menggunakan purposive sampling, respondent harus mahasiswa bugis semester dua di Universitas Muhammadiyah Makassar. Pengumpulan data dilakukan dengan berbicara tes dan merekam dan kemudian menganalisis data dengan tiga tahap pengurangan data, presentasi data dan penarikan kesimpulan.

Dalam studi ini ditemukan sebagian besar siswa Bugis ketika berbicara dalam bahasa Inggris dipengaruhi oleh bahasa ibu mereka, baik antara intonasi dan pengucapan atau keduanya. Dan beberapa juga memiliki aksen dan pengucapan yang baik. Dalam studi ini disimpulkan bahwa bahasa ibu dalam hal ini Bugis memiliki pengaruh pada siswa bahasa Inggris ketika berbicara ini dibuktikan ketika siswa yang berasal dari Bugis mengucapkan kata-kata dalam bahasa Inggris, tanpa mereka sadari intonasi dan pengucapan itu terdengar seperti ketika mereka mengucapkan kata bahasa dalam Bugis.

**Kata kunci : Bahasa ibu, Aksen, Bugis, Pengucapan, Berbicara**

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### In The Name of Allah, Most Gracious, Most Merciful

Alhamdulillah Robbil Alamin. Deepest gratitude would like to express his highest appreciation to the almighty Allah SWT, for all blessing so the researcher completed the preparation of this thesis. The title of the thesis is "The Influence of Mother Tongue On Student's Speaking Skill". Salam and shalawat to our prophet Muhammad SAW will always be an obligatory deed for considering themselves as ummah of Prophet Muhammad SAW who has brought Islam to our civilization.

This thesis was submitted to fulfill the graduation requirements for the thesis course at the Faculty of teacher training and education, Muhammadiyah University of Makassar. And also this thesis dedicate for my beloved parents, Hadnan Nabba and Mulyana who always be my best parents. And all of my family for the attention, support, and their love. It is undeniable that it took hard work, persistence, and patience to complete the work of this thesis. However, the researcher realize this thesis would not be finished without the support of various parties. The researcher would like to thank you so much to:

1. **Prof. Dr. Ambo Asse, M.Ag** as the Rector of Muhammadiyah University of Makassar.



2. **Erwin Akib, Ph.D.** as the Dean of FKIP Unismuh Makassar.
3. **Dr. Umni Khaerati Syam, S.Pd., M.Pd.** as the Head of English Education Department and **Ismail Sangkala, S.Pd., M.Pd** as the Secretary of English Education Department.
4. **Dr. Nur Qalbi, S.S., M.Hum.** as my first consultant and **Wildhan Burhanuddin, S.Pd., M.Hum.** as my second consultant who had guided me very well during my proposal.
5. **All the Lecturers and Staff** of the English Education Department
6. **St. Rahmah Hidayati** who has accompanied the author while finishing this study
7. Greatest thanks to my friends that could not be written who have given experience in a friendship.
8. **For all the respondents** who have helped the researcher

May Allah SWT guides and give them happiness throughout your life. Finally, the researcher realizes that this thesis was far from being perfect. So, it was a pleasure for him to accept constructive critiques and suggestions for improving this thesis.

The researcher hoped this thesis could be useful for related parties at the English education department of Muhammadiyah University of Makassar and readers in general.

Makassar, 10 October, 2021



Adelon Kambala



## TABLE OF CONTENTS

COVER.....	i
APPROVAL SHEET.....	ii
COUNSELING SHEET.....	iii
STATEMENT.....	v
AGREEMENT LETTER.....	vi
MOTTO.....	vii
ABSTRACT.....	viii
ACKNOWLEDGEMENT.....	x
TABLE OF CONTENTS.....	xii
<b>CHAPTER I INTRODUCTION.....</b>	<b>1-4</b>
A. Background.....	1
B. Research Problems.....	4
C. Objective of The Research.....	4
D. Research Significance.....	5
E. Scope of the research.....	5
<b>CHAPTER II REVIEW OF RELATED LITERATURE.....</b>	<b>6-27</b>
A. Preview of Related Findings.....	6
B. Concept of Speaking.....	8
C. Concept of Mother Tongue.....	11
D. Pronunciation.....	17
E. General Concept of Accents.....	21

F. Some Ideas of Business Language.....	25
G. Conceptual Framework.....	27
<b>CHAPTER III RESEARCH METHODS.....</b>	<b>28-30</b>
A. Research Design.....	28
B. Subject of Research.....	28
C. Research Instruments.....	29
D. The Procedure of Data Collection.....	30
E. Technique of Data Analysis.....	30
<b>CHAPTER IV.....</b>	<b>33-46</b>
A. Research Finding.....	33
B. Discussion.....	44
<b>CHAPTER V.....</b>	<b>47-48</b>
A. Conclusion.....	47
B. Suggestion.....	48
<b>BIBLIOGRAPHY.....</b>	<b>49</b>
<b>APPENDICES.....</b>	<b>.....</b>
<b>CURRICULUM VITAE.....</b>	<b>.....</b>

**List of Figures**

**Figures 2.1 Conceptual Framework.....25**



## CHAPTER I

### INTRODUCTION

#### A. Background

Indonesian students consist of many ethnic groups and cultures. Due to its cultural diversity, Indonesia has a variety of languages that are used in daily communication. Because each ethnic group has a mother tongue or first language, mother tongue is needed as a medium of communication that can facilitate interaction between community members. This language becomes the national or second language for communication and English is used as a foreign language.

English has become part of the subjects that Indonesian students need to learn, but most of them still struggle to learn English, especially in speaking without the influence of their mother tongue such as accents, dialects, pronunciation, etc. Based on Oxford (1990), states that the mother tongue (native language, first language; literally mother tongue, mother tongue, mother tongue, or first language in English) is the first language mastered by humans from birth through interaction with fellow members of the language community, such as as a family and community.

The mother tongue enables students to understand concepts, lexical or grammatical or academic terms (Nguyen, 2012). This implies that the mother tongue is the language with which the individual is most familiar and has been in contact for a long period of time. The use of mother tongue and translation



could served as a tool to improved language skills (Mohan, 2013). After all Indonesia consists of various tribes and cultures that have unique regional languages with different accents. The impact and influence of mother tongue on second language learning cannot be denied.

The influence of the mother tongue on the second language could be observed from pronunciation to grammar and vocabulary of the language. Mackay, in Shruti (2013) says that the pronunciation error may be due to a transfer from the original language. Lack of accuracy and language skills are also a result of the mother tongue. This is what motivates researchers to conduct this research. This study aims to determine the effect of first language/mother tongue on a person's speech production. Apart from investigating whether the translation is used in speech production, this study also examines whether competence in language helps in speech production.

The issue of mother tongue influence is nothing new. So far there have been several studies examining this matter. This has been observed and researched by several researchers from various aspects and definite models, and the results of their research have also been widely published in the community. Suliman (2014) research results state that students rely on the translation method from their mother tongue to understand certain instructions in addition to producing speech. In order to compare these, the main concern of my research is to focus on the influence of mother tongue on university speaking students and emphasize accents, dialects, pronunciation, etc.

In Indonesia, although English is not the mother tongue of the majority of the population, English can be used as the language of instruction or as a foreign language. As a foreign language, Indonesian is also used by Indonesians for various practical activities. Indonesia has many cultural and ethnic diversity, especially in South Sulawesi such as Buginese ethnicity, Toraja ethnicity, Konjo ethnicity, etc. All ethnic groups in South Sulawesi use language as their first language rather than Indonesian as the first language. Remembering the mother language or mother tongue is indeed a very important factor in learning a second language. Their accents will be identified uniquely because they produce different pronunciations. The difference will be clearly seen through the features of intonation, emphasis words, vowels.

Based on this assumption, because of the different variations depending on the type of community, the researcher want to know the effect of mother tongue in speaking English. Furthermore, Yadav (2014) stated in his research that the influence of mother tongue proved positive and negative in learning English. The difference between this research and this research is that this study focuses on the role of mother tongue in the second language, but this study focuses on the influence of mother tongue in learning English, especially speaking.

In fact, so far there has been little research on the effect of mother tongue on learning English, especially in speaking, so more research is needed to find out the effect of mother tongue on speaking. Researchers examined what did mother tongue affects the students in speaking. From some of the above cases,

we can see that the mother tongue in various regions or countries has an influence in learning English. Sulawesi itself has several regional languages with strong accents. The same thing happened when the researcher was still a new student, in the class he met a classmate in used English unconsciously the accent of her mother tongue followed. This was what encourages the researcher to know the influence of the main mother tongue of regional languages in south Sulawesi. The researcher chose Bugis students because it is one of the regional languages that have a strong accent and many students majoring in English education at the University of Muhammadiyah Makassar come from Bugis. The researcher feels that this happens a lot at the beginning of college so the researcher took a sample of second semesters students with Bugis as the mother tongue at the university of Muhammadiyah Makassar, to find out the influence of mother tongue on students speaking skills.

#### **B. Research Questions**

Related to the statement above on the background, the researcher question follow "What does the effect of mother tongue on students' speaking skill second semester students at the University of Muhammadiyah Makassar?"

#### **C. Objective of the Research**

Based on the formulation of the problem above, the purpose of this study to find out

1. The effect of mother tongue on students' speaking skill



## D. Research Significance

### 1. Theoretically

This research is expected to contribute to the world of education. This contribution is in the form of information and is related to the Influence of Mother's tongue in Speaking English at the University of Muhammadiyah Makassar.

### 2. Practical

#### a. For Educators

By conducting this research, the researcher wants to tell the teacher that they should be aware of the students' first language or native language disorders so that they can provide appropriate, motivational solutions to students' English speaking problems in daily conversations.

#### b. For Students

Show that it is important for students to be aware of students' first language disorders so that they could speak English confidently, in order to develop their English speaking skills.

## E. Scope of the Research

The scope of this study was to find the effect of mother tongue on the speaking skills of second-semester students at Muhammadiyah University of Makassar, South Sulawesi, the academic year 2021/2022. In this study, the researcher only focused on the influence of mother tongue (Bugisness accent) on students' pronunciation and intonation.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Preview of Related Findings

There are some researchers on the effect of mother tongue on students' speaking skills. First Rahuman (2017). A study on the influence of mother tongue on learning English as a second language by Tamil speaking students. This study determines the influence of mother tongue on learning English as a second language and the related problems among Tamil speaking students. The sample consisted of forty students from the first year of the Faculty of Arts, Southeast Sri Lanka University. This includes Muslim and Tamil students in the Eastern provinces. According to the survey, error sentences that had a Tamil influence were identified. They are mostly influenced by their mother tongue. Likewise, another mispronunciation of English translated from Tamil also attests to the influence of the mother tongue. The influence of the mother tongue in the second language learning process cannot be avoided. But that can be minimized with the right guidance.

The second is from Obungu (2016) Analysis of the Influence of Mother Tongue on English Performance in Kenya Certificate of Primary Education: a Case of Ndhiwa Sub-county This project discusses the analysis of the influence of mother tongue on English performance in Kenya Basic Education Certificate : Ndhiwa sub-county case, Homa Bay County,

Kenya. The researcher used philosophical analysis to analyze the factors that made the transition from mother tongue to second language (English) difficult. The role of the mind in mastering English is also critically analyzed. Researchers have also put forward ideas that can lead to improved performance in English, when students use it as a second language. This analysis is in line with the philosophical idealism and conceptual framework of using minds to improve performance in English in KCPE. Main findings.

Third from Suliman (2014). Interference of Mother tongue / Native Language in Someone's English speech production. This research was intended to find out the influence of mother tongue / native language on someone's speech production. Apart from investigating whether translation is used in speech production, it also studies whether competency in language helps in speech production. To carry out the study, 16 Form 4 students from 2 rural areas of Sarawak were selected as respondents. The research instrument was the observation of speech production which was then validated by interview sessions. From the research results, it is known that the mother tongue interferes with students' speech production. Apart from that, they use the translation method even though it shows the importance of the English language. Even, they consider speaking skills to be the most difficult skill in the English language. In conclusion, more action should be taken to promote fluency in production speech from second languages.

Other findings come from Saptia (2014). The main objectives of this study were (a) to describe the influence of mother tongue in speaking English,

(b) to describe and analyze clearly the problems of English speaking students in speaking English and (c) to describe the way students solve their problems. problem in speaking english. This research was conducted in the third semester of the English Language Education Study Program (TBI) STAIN Palangka Raya.

Based on the research above, we can see that the mother tongue of various countries is influenced in speaking. This encourages researchers to determine the effect of mother tongue, but the difference in this study is that the researcher chooses the mother tongue by using a Buginese accent.

## **B. Concept of Speaking**

### **1. Definition of Speaking**

Speaking is an important skill in learning English that students must be master, in addition to reading, listening and writing skill. Speaking has many functions such us express an idea, feelings, and thoughts verbally. speaking is needed in communication because speaking is a tool to interact with other people.

There are so many definitions of speaking, according to experts. Nunan in Kayi (2006) states speaking as the use of language confidently and quickly with fluency. Speaking is the ability to speak fluently and presupposes not only to process information or language directly or 'on the spot', but also the ability to gain knowledge of language features. (Harmer, 2007)

Fulcher (2003), in Anita (2016), defines speaking as the use of language to communicate with two or more people as participants. Therefore,



researchers conclude that speaking is a way to verbally express ideas, feelings, thoughts, and process information by interacting with other people.

According to Bygate (1987: 127), defines speaking as the production of auditory signals to produce different verbal responses to listeners. It is thought to combine sounds systematically to form meaningful sentences. Another definition comes from Eckard and Kearny (1981), defining speaking as a two-way process including the correct communication of opinions, information, or emotions. This two-bottom view considers spoken text as a collaboration between two or more people in sharing time and context.

## 2. Aspects of Speaking

As quoted, Brown (1980) states that speaking must fulfill by the learners. Those are fluency, comprehension, grammar, vocabulary and pronunciation.

- a. Fluency refers to one's ability to speak smooth and easily
- b. Comprehension is the ability to understand the speaker's general intent and meaning
- c. Grammar is the way to organize the words into correct sentence.
- d. Vocabulary is the basic of language is about choice of the word which is appropriately base on the context of speaking
- e. Pronunciation is the ability to produce articulations that are easy to understand.

Meanwhile, Haris (1974) states that speaking has several aspects, including



- a. Pronunciation refers to the way people pronounce words. People learning English as a foreign language must be able to understand and use English pronunciation and other skills
- b. Grammar is the study of the systems, structures, rules and patterns of language.
- c. Fluency refers to the quick and easy way a person expresses when he is in dialogue with others.
- d. Vocabulary refers to the words used in the language. Vocabulary is important in learning English, especially speaking because, without words or vocabulary, we cannot speak at all.
- e. Accuracy relates to the proximity of a measurement to the true value of the quantity being measured.
- f. Comprehension is the ability to understand the speaker's general intent and meaning.

Based on the description above, the researcher concludes that there are five aspects of speaking: fluency, grammar, pronunciation, vocabulary, and understanding.

### 3. Type of Spoken Language

According to Halimatus (2010) there are two kinds of spoken language, namely:

#### a. Monologue

In monologues, once a speaker uses spoken language for a long time, such as in speeches, lectures, readings, news broadcasts, and the

listener has to process a long conversation without interruption.

Monologue is divided into two terms; they are planned and not planned.

#### b. Dialog

Dialogue involves two or many speakers. They can be divided into exchanges that promote social (interpersonal) relationships and those whose purpose is to convey propositional or factual (transactional) information.

### C. Concept of Mother Tongue

#### 1. About Mother tongue

Hammerly, 1999, as cited in Butzkamm, (2003, pp.36-37). estimates that prudent use of mother tongue (MT) in carefully crafted techniques can be twice as efficient (i.e. achieve the same level of second language proficiency in half the time), without losing effectiveness, as instructions that ignore the student's mother tongue ”.

Mother tongue is a means for a person to participate in knowledge about social work. Another influence of the mother tongue is that it causes successful reflection and learning of social patterns in acting and speaking. It is actually in charge of differentiating acting linguistic competences. Language is the most impressive instrument of any human progress. It is the greatest asset we have. Good language comprehension equals healthy thinking skills. In other words, language and thought cannot be separated. Language has an important role in

supporting person's identity and in helping people understand where they fit in a new environment.

Language acquisition is important not only for a person's cognitive development, but also for their social development and well-being. The early years are recognized as the basic years of a person's development. In particular, Nasser Hassanzadeh, Nesa Nabifar (Vol. 1 (2) July 2011, p.) The Effect of Awareness and Explicit Knowledge of Mother Tongue Grammar in the Learning of Foreign Language Grammar Journal the first six years are very important for children. in developing their first language and cultural identity, and it is during these early years that children build their knowledge of the world around them (Clarke, 2019).

All praise that is poured out on languages as educational tools is the double blessing of the mother tongue, which should be called the Mother tongue which every new language can only be constructed by comparing them. Therefore, the mother tongue, for all school subjects including foreign language learners, is a child's strongest ally and must be used systematically. By using our mother tongue, we have (1) learned to think, (2) learned to communicate and (3) gained an intuitive understanding of grammar. Therefore, the mother tongue is the greatest asset that people bring to the task of learning a foreign language and providing a Language Acquisition Support System (Butzkamm, 2003).

First language acquisition significantly affects English as speakers of a foreign language in transferring messages to the target language (for further



reading see Allard et. Al. (2011); Lemhofer et. Al. (2010); and Maniam & Kesevan (2016)) . Either positively or negatively, a speaker's mother tongue would affect their second language acquisition (Erarslan & Hol, 2014). In addition, the similarity between the mother tongue and the language of learners makes it easier for them to transfer messages positively and vice versa. While Lina Septianasari, Fourus Huznatul A., and Yasmika Baiha (2019). Disorders of the mother tongue in pronunciation and syntax of Indonesian students occur because their first language has characteristics or a language environment that is different from the target language they are learning. The challenge they have to conquer is English phonology and syntax to avoid mistakes, mistakes, or mispronunciation of English words.

Based on the explanation above, we can know that our mother tongue is the first language we use and there are many definitions of mother tongue from experts, according to experts. Yadav (2014) states that the language used by the mother will be the main language that the child will learn, namely the mother tongue. Meanwhile, Suliman (2014) defines mother tongue as the language most familiar with individuals and has long-term contact. The same definition comes from Istvan Kecskes, Tunde Papp (2000) which defines mother tongue as the language that a person has raised since childhood and according to Skutnabb-Kangas and Phillipson, mother tongue can mean the following:

1. The language he learned from his mother
2. The stronger language every moment of life.



3. The mother tongue of the region or country (for example, Byelorussian in Byelorussian).
4. The language a person speaks the most
5. Language that makes a person have a more positive attitude and affection.

Based on this definition, researchers can conclude that the mother tongue is the first language learned since childhood.

## **2. The Importance of Maintaining Mother Tongue or Home Language**

One of the greatest gifts to pass on to children is language. The first language, learned at home, is very important and forms the foundation for all future language development. Parents, family members and early childhood professionals are the most significant influence on the development and maintenance of first language.

Research shows that knowing one language can help children understand how other languages work. Maintenance of the first or home language is very important for the development of self-concept and positive children's well-being. Children who have the opportunity to maintain their first language can develop cognitive development, while learning English (this can also be corrected with other languages including Turkish) as a second language. Their level of competence in a second language will be linked to the level of competence they have reached in their first language. Children with knowledge of their first language will be able to transfer skills from one language to another (Clarke, 2009).

The mother tongue opens the door, including its own grammar, to all grammar, which awakens the universal grammatical potential that is in all of us. This is a valuable asset that people bring to language learning assignments. For this reason, the mother tongue is the main key of a foreign language, a tool that provides us with the fastest, surest, most precise and complete way to access a foreign language.

Successful students make use of the vast amount of linguistic skills and world knowledge they have accumulated through their mother tongue. For beginners, realizing meaning automatically involves linking it to the mother tongue - until FL builds an increasingly complex network for itself. "You can kick the MT out of the classroom, but you can't kick it out of the student's head." We need to associate the new with the old. To exclude MT links will deprive us of the richest resource for building cross language networks.

The purposeful and informative use of lexical and syntactic parallels between the mother tongue and the foreign language taught in schools encourages retention and deepens understanding of the historical affinities of language and culture.

### **3. Interference of Mother Tongue on Speaking**

Padhila (2017) The students that used to speak their Mother tongue (local language) in their daily activities found a difficulty to speak another language, moreover if it is English which they used only when they were in an area that require to use English. They have to adjust their tongue to pronounce the English word one by one and follow the way the English native-speaker pronounces it.

The local language influences the way the students speak English, e.g. in the aspect of accent. Accent is concern about the different ways of producing speech (Derwing and Munro, 2009:476). Gary and Robert (2014:2) quoted the statement of Harding (2011) about aspects that form an accent which are from the segmental and supra segmental difference of pronunciation which include variation in vowels and consonant sounds at the segmental level, stress, and intonation at the supra segmental level.

the way the subjects speak is built by the natural habit of the way the people who live around them interact as Djamarah (2008: 76) in Padhila (2017) stated that the environment affects the child's language potential. Another point of view goes to Sunarto and Hartono (2008: 76) in Djamarah (2008: 76) that the family greatly affects the language ability of a child. So, it proved that environment of the subjects is also the factor of how they speak English.

#### **4. The Importance of Mother tongue Education**

Many successful linguists and bilinguals argue that for a multi-cultural society, it is essential to support the use of the first language in youth bilingual learning in schools. Since mother tongue education in the elementary years suggests the best introduction to literacy becomes useful in the acquisition of a second language. Research on L2 acquisition shows that learning another language becomes less problematic, if a child masters the first language in speaking, listening, reading and writing habits which can be transferred to second language learning.



Chaudron emphasized that where L2 is used as a teaching medium, students face problems because there are three tasks. Understand instructional tasks presented in a second language, achieve the necessary linguistic competences for effective learning to take place and deal with content mastery problems themselves. The UNESCO Committee report shows that students learn more rapidly in their first language compared to foreign linguistic media. As a result, it is stated that the best medium for teaching children is the mother tongue in which children understand and express themselves more freely

#### **D. Pronunciation**

##### **1. Definition**

Jack C Richards, Richard Schmidt (2002) Pronunciation is the way a sound or sound is produced. Unlike articulation, which refers to the actual production of speech sounds in the mouth, pronunciation emphasizes the way the sound is received by the listener.

Pronunciation refers to the production of sounds we use to make meaning. It includes attention to specific sounds of a language (segments), aspects of speech beyond the individual sound level, such as intonation, phrases, stress, timing, rhythm (supra-segmental aspects), how sound is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Each of these aspects of the pronunciation is briefly outlined below, and references for further study are suggested. (AMEP Research Center, 2002)



Early Childhood Education and Care, UNESCO (2007) points to the neglected advantages of multilingual education in its early years. When children are offered the opportunity to learn in their mother tongue, they are more likely to enroll and succeed in school and their parents are more likely to communicate with teachers and participate in their children's learning.

## 2. Supra-Segmental Aspects of Pronunciation

### a. Stress

Many teachers recommend starting with stress as the basic building block of teaching pronunciation. Stress refers to the superiority given to certain syllables in words, and to certain syllables or words in speech. It is characterized by volume, style, change in pitch, and syllable length, and is often a place where we notice hand movements and other movements when we see someone speaking.

### b. Intonation

Intonation, or change in pitch, is very important in signifying a speaker's meaning, especially interpersonal attitudes. As we saw in the previous section, changing pitch is highly associated with stress. Since the intonation pattern is language specific, learners need to acquire a new one for English to avoid improper transfer of their first language, and thus possibly inadvertently causing offense.

There are three main approaches to intonation theory: a grammatical approach (which connects intonation with a grammatical function), an approach that focuses on the relationship between intonation and attitude, and

a discourse approach (which emphasizes speakers and their intentions over a longer range of discourses).

**c. Speech Feature Connected**

In English, we connect and mix sounds between words in a way that is very different from other languages, and this feature helps us manage the stress patterns, irregularities and pitch changes discussed above. Most importantly, students whose first-language final consonant sounds are rarely or not fully pronounced (for example, many Asian languages) may find it very difficult to pronounce the final consonants of words and therefore connect words in a way that is characteristic of English. This connecting device is not trivial, because it helps students to avoid irregular breath delivery that can hinder communication.

**d. Voice Quality**

Voice quality has received little attention in L2 lessons, although actors may be quite familiar with the concept. This term refers to the more general, long-term articulatory arrangement that multiple voices in a language have, and it affects accent and sound quality globally.

**3. Factors Affecting Pronunciation**

There are four factors in this study that have been shown to have a major influence on the learning of other sound systems. They are the age of the learner, the learner's first language, the current stage of development of the learner's proficiency, and the learner's experiences and attitudes. All of these factors need to be considered in a balanced pronunciation approach.

a. Age

There is clear evidence that there is a relationship between the age at which a language is learned and the level of foreign accent. Usually, if a student starts speaking a second language before the age of six the accent will be little or no. If a student starts speaking between the ages of seven and seven, that student tends to have a slight accent. If students start speaking after a certain age the accent is almost always there. There are two important points to note here. First, this relationship between age and accent doesn't work for everyone. Some adult learners achieve pronunciations like native speakers. Second, there are several competing explanations for the causes of the relationship.

b. Student First Language

Teacher experience and research studies show that a learner's first language can have a profound influence on learning the sound systems of other languages. The type of evidence for this is when speakers of the same first language usually speak the second language in the same way, making the same kinds of substitutions and pronunciation patterns. Another type of evidence is that there is a reasonable degree of predictability in the type of relationship between first and second language sounds and relative difficulty for long-term success for second language learners. He also found "the most important disruption from 1L to 2L occurred at the phonetic implementation level rather than at the abstract level of organization based on features"

c. Development and Range of Learning Styles



There is ample evidence to suggest that learners' pronunciation changes as learners become more familiar with a second language. Just as there is an inter-language stage for grammatical development, there is also an inter-language stage for phonology. He suggests that as students continue their learning in a second language, the process of interference from the first language decreases but the process of development increases and then decreases. This means that the teacher should not classify a student's pronunciation too quickly as an error, but must see if the pronunciation is stable or changing. If they are stable, it may be helpful to encourage change. If they do change it might be better just to observe. Changes can also be seen by observing the pronunciation of students in formal and informal situations, because different pronunciation styles can be used. The presence of different styles indicates flexibility and indicates that the learner's second language pronunciation is developing. Before starting any intensive pronunciation work, it is very useful to observe learners over a period of time and in a variety of situations (ISP Nation and J. Newton, 2009).

## **E. General Concept of Accents**

### **a. Accent definition**

According to Trudgill in McGee (2009: 168) accent specifically refers to the pronunciation of a speaker. It is possible to speak one dialect with various accents. Although 'Standard English' may be associated with an Accepted Pronunciation (RP) accent, it is pronounced with another accent by English speakers regionally in the UK and in other parts of the world.



Explanation of the previous definition should clearly lead us into an understanding of what an accent is. Some sources, whether in books, journals, theses, and so on, written by several linguistic researchers and professionals may have their own accent based on these findings. This study can provide a definition based on the previous definition that accent refers to the level of sound such as pronunciation. This is related to the way people talk that is different from the level of users in the social group. Too.

Another definition from James Thomas, (Focal Press, 2013) The accent is a way of pronouncing a particular language. 'Warsh' for washing in Cajun Louisiana, 'New Yawk' for New Yorkers among native New Yorkers, 'aboot' for approve in Canada. The appeal of dialects and accents comes from we appreciation from their musical intentions, imaginative word choices, and emotional rhythms of speech.

While Tom McArthur (1998) considers that accents are not only regional in nature but sometimes contain information about a person's ethnicity, such as in the case of non-native English speakers, education or economic status in each national variety (English), the standard dialect is relatively homogeneous. in grammar, vocabulary, spelling, and punctuation. Pronunciation is a different matter, because there is no equivalent standard accent (Pronunciations type). For each nationality there is a regional accent, related to geographic area and social accent, related to the educational, socio-economic, and ethnic backgrounds of the speakers.

According to Darwin and Munro (2009) Accent refers to the ways in which people speak differently from local varieties of English and the impact of those differences on speakers and listeners. Another definition from the Oxford Learner's Pocket Dictionary (2009: 2) Accent is described as a way of speaking individually or speaking locally / nationally.

b. Accent and Identity

Pastika (2012: 143) In Yulianti (2019) his research on the Influence of Foreign Languages on Indonesian and Local Languages: Opportunities or Threats? This study aims to determine the influence of foreign languages, including Arabic, Dutch, English, Sanskrit, Tamil and Chinese, which will lose the Indonesian national language. In his research, he found that the Indonesian national language, for example Indonesian spoken and written, will be massively formed by elements of English.

As humans who live with other people around us, and also as members of social groups. There are simultaneously interconnected between daily conversations. People in social groups are usually connected to each other because of their identity. Then language becomes an important aspect that significantly influences us to build our identity. It matters to everyone where they are to show their level of social life. Where people live affects almost many aspects, including the accent discussed in his book that needs to be heard well by others so that people can judge each other as well as what he says. Most likely you vary the quality and tone of your voice, the pace of your speech, and perhaps your accent (Padhilah, 2017: 9).

Bresnahan, et al. (2002) conducted a study on variations in the clarity and identity of English speakers with foreign accents. This study shows that an intelligible foreign accent attracts a more positive attitude and affective response from listeners (native speakers) compared to an incomprehensible foreign accent. The more understandable a speaker with a foreign accent, the more positive attitudes and responses expressed by American undergraduate students. In terms of role identity, if it is a friendly relationship, the level of effectiveness increases much more than that of international teaching assistants. Too, Listeners with a stronger ethnic identity show a tendency to think American English is more agreeable and more dominant than other foreign accents compared to those who represent a weak ethnic identity. Those who exhibit a strong ethnic identity have a more positive emotional response to American English and an intelligible foreign accent compared to an incomprehensible foreign accent.

Accent ratings were found to be highly correlated with the occurrence of certain features of accented pronunciation. Ryan, Carranza and Moffie (1977) found that students who listened to accented speech distinguished small differences in accents when assessing the speaker's personal attributes and speech.



## F. Some Ideas of Bugis Accent

Buginess also known as Bugis, are the main ethnic group of South Sulawesi in Indonesia. Their dominance in the number and size of the area in which they live makes them the most influential ethnic group in economic and political activities in the area. Other ethnic groups in the province are Makassar, Mandar and Toraja

Mattulada (1982) in Burky (2021) state of the city are made up of indigenous Sulawesi people and migrants from other Indonesian ethnic groups who have lived in the capital for generations and call themselves Makassar people. The four main ethnic groups make up what can be called the natives of South Sulawesi: they are Bugis, Makassarese, Toraja and Mandar. Each of these ethnic groups has its own language, Bugis, Makassarese, Toraja and Mandar. Buginess is bilingual.

Most of the districts in South Sulawesi are dominated by Buginess speakers: Bone, Soppeng, Wajo, Sidrap, Pinrang, Barru, Sinjai, and Pare-pare. Although there are some differences in accents and expressions, most Buginess speakers can understand each other. Pelras (1996: 12) in Burky (2021) notes that the Buginess still differentiate themselves according to their former main states (Bone, Wajo, Soppeng, Sidenreng) or a group of small states (around Parepare and Suppa 'on the west coast and around Sinjai in the South) . The Buginess Bone expression also contains an ethical function which refers to virtue ethics so that every expression that humans must know how human character

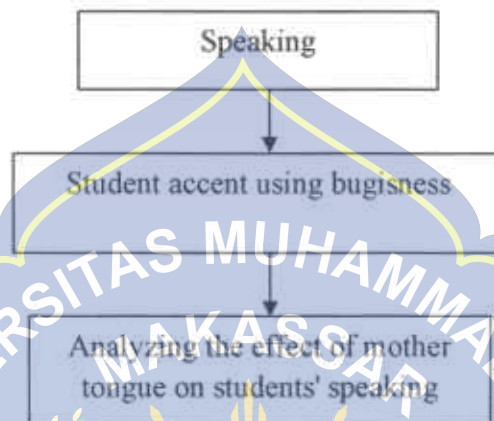


and nature will be categorized as an expression that has a personal ethical function. The function of personal ethics according to Bertens (2007: 4) Greek words derived from the meaning of habit

English speakers can use Standard English vocabulary and grammar, but different speakers use their own local words for everyday objects or actions, regional accents, and pronunciation. Non-native English speakers tend to incorporate intonation and phonemic inventories from their mother tongue into their English conversations. The Buginese accent on the pronunciation of spoken English has differences in the pronunciation of the two languages. So the researcher wants to focus on how the strength of the students' pronunciation and intonation when they speak English.



## G. Conceptual Framework



The conceptual framework above described the research to be carried out by the researcher. First, the researcher observed the students' speaking skills. Second, the researcher did the speaking test students who use Buginese as their mother tongue to find out more about the influence of their mother tongue in speaking. Finally, the researcher analyzed the effect of mother tongue on students' speaking skills from data collection by interviewing students.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In this research, the researcher used a qualitative method. Qualitative research involves collecting and analyzing non-numerical data (text, video, or audio). To understand concepts, opinions, or experiences. It can be used to gather in-depth insight into a problem or generate new ideas for research. In this research, the researcher used descriptive design because the researcher describe, identify and explain the influence of mother tongue on speaking English to the second-semester students of the English education study program, Muhammadiyah University of Makassar. Descriptive research design is a scientific method that involved, observed, and described the behavior of a subject without influencing it in any way. Researchers used this research design because researchers describe all phenomena based on facts in the field.

#### B. Subject of Research

This research was conducted at the Muhammadiyah University of Makassar. Students involved in this study were students from the English Education Department. The students who were involved in this study are students from Buginese or used Bugis as their mother tongue. However, in the process, not all students from English Education are included. Students who were used as samples were students who appropriated the criteria according to what is needed by the researcher. The researcher took 10 students from Buginese.

The researcher used purposive sampling to determine the respondents because the researcher has some criteria that should be fulfilled by students to be taken as respondents. The respondents should be Buginess students English education department second semesters at the Muhammadiyah University of Makassar.

### C. Research Instruments

The research instrument and the type of data collection in this study were Speaking test and recording (documentation).

#### 1. Speaking Test

Therefore, researchers used the speaking test as one of the research instruments used to collect data about the influence of mother tongue on students' speaking skills. The speaking test was conducted online. The research prepares some questions for the respondents.

This activity lasts 10-15 minutes for each person and during the activity the researcher record the answer from the respondents and also answer the questions related to the research so that the answer is given by respondents also become the data for the research. The speaking test turned Interviews gave the answer research problems.

#### 2. Documentation

Researchers recorded activities to collect data. This recording activity was conducted online in accordance with existing conditions. Recorder to get data directly from recording the content of the question. The



researcher recorded the respondents while they answer the question. The recorded result than used as data to be analyzed to obtain information that is needed by the researcher.

#### **D. Data Collection**

There are several processes in the data collection procedure in this study. The researcher firstly found students with the Buginese language as their mother tongue and using strong Buginese accent when speaking. The aim is to find out which prospective students were suitable as research samples. In observed also, the researcher determined which student that would be research respondents based on the criteria outlined in the research subject.

After found the student's that wanted to be respondent, data processing, and respondent determination were completed, the researcher conducted the speaking test and recorded response from the students to get the information about the influence of mother tongue on their speaking skills. After collected data by speaking test and recorded the respondents answer, the researcher transcribed the results, summarized the findings, and draws some conclusions from the findings.

#### **E. Technique of Data Analysis**

In this study before the researcher analyzed the data. The researcher was transcript the respondents answer while speaking test from audio to text. Data was converted from audio files into written form. In the process transcribed data, information related to respondent identity didn't show but it presented in the

form of initials. After transcribed the data researcher analyzed the data base on miles and huberman.

In this study the researcher used technique of data analysis based on miles and huberman (1994) cited sugiyono (2014: 247-252). Which is involving three steps: reduction, data display and conclusion drawing/verification.

a. Data Reduction

The first step in analyzed qualitative data involve data reduction data reduction means summarizing, chose the basic things, focusing on important things, firstly the researcher collected data about the influence of mother tongue on student's speaking skill. Instruction trough speaking test and documentation. The researcher than transcribe the data. The irrelevant which ware not related the theme of the study were discard. The researcher reduced some word/sentence from the speaking test that not influenced and made underlined the sentence/word that influenced of buginess accent.

b. Data Display

The second step is data display. A display is an organized, compressed assembly of intonation that permits conclusion drawing and the action (Miles and huberman, 1994). In the process of the reduced and displayed data, it was based on formulation of research the research displayed the data. In this study the researcher used essay test in displayed the data because. The researcher took the word that only main words that influenced the pronunciation and intonation of the students.

This step is done by presented a set of information that is structured and possibility of drawn conclusion, because the data obtained during the process of qualitative research usually in the of narrative, thus required simplification without reduced the contents.

c. Conclusion Drawing/Verification

The third step of qualitative data analyzing is conclusion drawing and verification. From the started of data collection, the qualitative analysis is beginning to decide what things mean is nothing regularities, patterns, explanation, possible configuration, causal flows, and proposition (Miles and Huberman, 1994). Conclusion are also verified as the analyst proceed. The conclusion drawing is started after the data were collected by making temporary conclusion. In the other word it can be said that the conclusion is analysis.

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Findings

This chapter there would be important thing that to be discussed, that is findings acquired from the research. In this chapter which cannot be separated by the respondents help, and some discussion related to the findings. The findings present the result of data analysis collected through speaking test and described places with recording to answer research problem about the influence of mother tongue in this case Buginess accent that found in the research. Concerning about this problem, some indicators were made in order to achieve the research objectives. Those indicators were then defined operationally in order to have as clear measurements. The findings presented the result of data analysis collected through speaking test and recorded to answer research question about what are the causal factors of used Buginess accent in speaking English at second Semester Students of English Department Unismuh Makassar. Concerned about this problem, some indicators were made in order to achieve the research objectives. The discussion deals with the interpretation of the findings in the research.

This research applied online application to get the data from the respondents. The research gave the respondent some question than the respondent answer the question with voice note in whatsapp or telegram to get



the documentation. In this research there were two type of influence mother tongue in this case Buginess accent in speaking:

### 1. Buginess Accent Influence Students Pronunciation

#### Respondents Responses

##### a. Self Introduction

Extract 1:

"For the first introduce my self... (*bird voice*), my name is IBR, I life in toil-toil Sulawesi tengah and I eighteen years old" (IBR, )

Based on the answer above that shown his mistake when pronouncing word with underline. He said introjus which should be /intrə'd(y)ooos/.

Extract 2:

"Eee... firstly I wanna introduce my self so my name is ee... ADZ but you guys can call me ADZ... Ee... now I'm in muhammadiyah university of Makassar, e... my major is English." ( ADZ)

The answer of the respondent above also has mistaken in pronouncing word with underline. She said kal that should be /kôl/ and englis should be /ing·gluhsh/.

Extract 3 :

"Aaa...introduce my self, my name is riska, I'm 19 years old ee... I come from Bone and I'm students in university Muhammadiyah Makassar" (RSK)

The answer above shows the respondent mistakes when pronouncing the underlined word. She said intrush should be /intrə'd(y)oos/ and she also said ot that should be /öld/

Extract 4

"the first question could you introduce your self, ok my name is inaini and I'm come from ee... Soppeng Makassar" (ISN)

The mistake of the respondent when pronounced the underlined word that question should be /'kwesCH(ə)n/, could should be /kood/ and introdu should be /intrə'd(y)oos/

Extract 5 :

"majoring en... English education department..." (RHM)

That underlined word above that shown the mistaken of the respondent when pronounced word. She said departemen that should be /də'pɑrtmənt/.

Extract 6 :

"I am one of the student want to interview..." (APJ)

That underlined word above that shown the mistaken of the respondent when pronounced word. She said studen that should be /'st(y)oodnt/.

## b. About Mother Tongue

Extract 1 :

"I think mother tongue is the first language ones has been able to master since childhood. And the third did you learn about mother tongue before?"

(IBR)

That word with underline were wrong when the respondent pronounced, it word he said lengwech that sould be /'laNGgwi:/ and lirn should be /lərn/.

Extract 2 :

"Okay about mother tongue ee... mother tongue is the first language a used by humans... by my since I was a child." (RSK)

That answer above show the mistake the respondent when she pronounced the word with underlined word. She said tong that should be /təNG/ and langwech that should be /'laNGgwi:/ and than last word chil that should be /CHild/.

Extrac 3 :

"did you learn about mother tongue before?" (ISN)

That underlined word was pronounced wrong, she said lirn that should be /lərn/.

Extract 4 :

"Did you learn about mother tongue before?" (MGF)

That shown the mistake of the respondent when pronounced the word with underlined. She said len that should be /lərn/.

Extrac 5 :

"interaction with fellow members of the language of society..." (NRF)

That shown mistake of the respondent when pronounced the underlined word. She said sosieti that should be /sə'siədē/.

Extract 6 :

"the first lang... language that you learn when you are baby rather than a language learning at school as an adult and still understood by the person at the time..." (RHM)

That underlined word above shown the respondent mistake when pronounced word. He said langwech that should be pronounced /'læŋgwɪdʒ/ and person that should be /'pɜrs(ə)n/

Extract 7 :

"Mother tongue it's the first language mastered by humans from birth through interaction with fellow members of the language community, such as family and the surrounding community. Proficiency in the native language is very important for the next learning process..." (APJ)

The underlined word was shown the respondent mistake when pronounced word. She said birt that should be /bɜrTH/, lengwig that should be /'læŋgwɪdʒ/ and serding that should be /sə'roundiNG/ than the last word lirning that should be /'ləmiNG/.

### c. About the Accent

Extract 1 :

"Can you illustrate your regional accent... Eee I think I like the accent of the united state" (IBR)



That underlined word was shown the mistake of the respondent when pronounced the word. He said ilustrasi that should be /'ilə, strāt/ and eksion that should be /ək'sent/.

Extract 2 :

"accent is way ya... is a way of pronouncing word... next I refers the American accent because it's easier to pronun... / pronounce... any effect a because it is some think different, if I when speaking English and Bugis..." (RSK)

That underlined word that shown the respondent mistake in pronounced some word. She said aksen that should be /ək'sent/, pronos that should be /prə'naʊns/, wots that should be /wɔ:(1)d/, bikaus that should be /bikəz/ and the last English that should be /'ɪŋɡlɪʃ/.

Extract 3 :

"can you illustrate your regional... your regional accent?... because I only like to listen to the dialect... next question do you think accent Buginess make you difficult to speak English well." (ISN)

That underlined word that shown the mistake the respondent when pronounced the word. She said religional that should be /'ri:dʒənəl/, dialek that should be /'daɪ.ə,lekt/ and difisult that should be /'dɪfɪkəlt/.

Extract 4 :

"can you illustrated your regional accent!... I like both but I prefer to American accent because I do American accent... in this case Buginess

accent when you speak in English?... Do you think accent Buginess make you difficult to speak English well..." (MGF)

That underlined word above shown the mistake of the respondent when pronounced word. She said *ilustratet* that should be /'ilə, strādəd/, *prefert* that should be /pɪ'fə:/, *bikaus* that should be /bɪkəz/, *wan* that should be /wɛn/ and the last *difault* that should be /'dɪfɪkəlt/.

Extrac 5 :

"accumulate likes is British accents and american accent because I am easier to understand... dialect it is easy to try... My mother tutor is not eee... at all making it difficult to speak English" (NRF)

That underlined word above that shown the mistake of the respondent when pronounced the word. She said *bikaus* that should be /bɪkəz/, *dialek* should be /'daɪ.ə, lekt/, *tair* that should be /traɪ/ and the last word *diffikult* that should be /'dɪfɪkəlt/.

Extrac 6 :

"but it just a way of speaking or our accent like the word *iyu*... *iyu* or interpreted yes...the british accent because the way in pronouncing and it's very difficult to understand although it's a challenge to understand... And nek... next question is do you feel your mother tongue in this case Buginess accent effect when you speaking English make it difficult for me to speaking English... but In fact, it help me..." (RHM)

Underlined word above show that mistake of the respondent when pronounced the some word in answered the question from research. He

said *wors* that should be /wɜ:rd/, *aksen* that should be /æk'sent/, *difficult* that should be /'dɪfɪkəlt/, *altau* that should be /ɔ:l'ðəʊ/, *nek* that should be /nekst/, *hels* that should be /help/ and last word *anglis* that should be /'ɪŋɡlɪʃ/.

Extract 7 :

"I've heard my mom use another accent....other Buginess logie, and... when we say in words "sa" it bends... I am easier to understand every word, word that is... rapidly from the someone and di...directly it is easy to try... have its own its its own place or language for me..."(APJ)

The underlined words above that shown the mistake the respondent when pronounced the word. She said *aksen* that should be /æk'sent/, *logik* that should be /lɑ:dzɪk/, *wors* that should be /wɜ:rd/, *feri* that should be /'evri/, *rapitlai* that should be /'ræpɪdli/, *direkli* that should be /da'rektli/ last word *won* that should be /əʊn/.

## 2. The Influence of Mother Tongue on Intonation

Extract 1 : IBR Buginess Pare-Pare

*"I life in toil-toli Sulawesi tengah and I eighteen years old... second what is mother tongue?... Can you illustrate your regional accent.*

Base on the answer of the respondent with italic text shown his mother tongue in this case Buginess accent influence the respondent intonation.

It is proven when the respondent pronounce the sentence the intonation it's quite lilted.

## Extract 2 : ZHR Bugis Kolaka

"I think (*motorcycle sound*) *that's all from me...*"

Base on the italic text above shown the respondent influenced by his mother tongue in this case Buginess accent, when she pronounced the sentence her intonation rather lilted.

## Extract 3 : ADZ Bugis Bone

"but actually *I just eee.. aja'...* *I just life* here because my parents move ... *where their life about their nation,* their ethnic or something like that... *if I see people use british accent.*"

Base on the respondent answers above that italic text shown the mother tongue influenced the respondent intonation and stressing of the word .

When she pronounced that sentence the intonation sounds rather lilted.

## Extrac 4 : RSK Bugis Bone

"*I come from Bone and I'm students in university Muhammadiyah Makassar...* *a used by humans... that is used as well as the accent ee...* that I used in the region namely in.. *namely the Buginess accent aa...* *English ee... is in difficult* but not because influenced by the Bugis accent..."

Base on the answer of the respondent above with italic text that shown the mother tongue influenced the respondent intonation when



pronounced sentence the intonation lilted like the respondent mother tongue.

Extract 5 : ISN Buginess Soppeng

*"could you introduce your self... did you learn about mother tongue before... when I was in elementary school and junior high school at that time... I like the Australian accent... do you think your mother tongue in this case... in this case Buginess accent effect when you speaking English... make you difficult... If it's not from me... it depends on people whose ma... whose mother tongue is Buginess and speaking English... My strategy is in... effecting my buginessse language by reading sentence every night as much as possible... so I have to read..."*

Base of the respondent answer with italic text shown the Buginess accent as the respondent mother tongue influenced the intonation and stressing some word. When she pronounced sentences the intonation it's lilted.

Extract 6 : MGF Bugis Bone

*"feel your mother tongue in this case Buginess accent..."*

Base on the respondent answer above that's shown mother tongue influenced the respondent intonation. When she pronounced that sentence the intonation sounds rather lilted.

Extract 7 : NRF Buginess Sinjai

*"whether it is British accent , America accent, Australian accent..."*

Base on the italic text above shown the respondent influenced by his mother tongue in this case Buginess accent, when she pronounced the sentence her intonation rather lilted.

Extract 8 : RHM Bugis Pinrang

*"and I'm from class B"*

Base on the italic text above shown the respondent influenced by his mother tongue in this case Buginess accent, when she pronounced the sentence her intonation rather lilted.

Extract 9 : APJ Bugis Bone

*"so it's like that... british accent and American accent ee... because I am easier to understand very word... I don't think it effects eee... at all because all because already"*

Base on the respondent answers above that italic text shown the mother tongue influenced the respondent intonation and stressing of the word . When she pronounced that sentence the intonation sounds rather lilted.

## B. Discussion

The discussion of this study is refers to conducted the speaking test by test and recording as documentation. The researcher collected the data to identify and analyzed then clarified and the last concluded the data. The writer got the in line result between speaking test by test and documentation analysis. The data from speaking test and documentation analysis showed that the buginess accent students influence the pronunciation and the intonation of the students.

### 1. Mother Tongue (Buginess) Influenced the student's Pronunciation

Based on the results of the speaking test above, it shows that some respondents have good accents and pronunciation and some have difficulty speaking English, this is because the phoneme of the Buginess accent is different from that of native speakers as said by Nur Pahmi (2013) stated that errors that sounded when native Buginess speakers pronounce English words because they have different base areas of phoneme than English native speakers.

Based on the data that found by the researcher some Buginess student's difficult to pronounced well the english word most of them diffucult to pronounce the sound /dʒ/ that could be proved when they pronounced the word *strategy* (/ 'strætədʒi/) most of them pronounced *strategi*. For another word with same sound *logic* ( /lɑ: dʒɪk/ ) they still pronounced the sound /dʒ/ as gi like *logik* and also same case for sound /ɜ:/ most of them when pronounced *word* ( /wɜ:rd/ ) they still pronounced the sound /ɜ:/ as o like *word*. Based on analysis and speaking test they difficult to pronounced that sounds because in their

environment or society in their daily conversation and because of habitual in pronounced the Buginess word in daily conversation make some of the respondent unawer when they pronounced English words like when they pronounced the Buginess word, they totally follow the habitual in daily conversation it made them when speaking English the pronunciation was foulds.

Based on the expert Cook in Safa (2004:9) stated that pronunciation deals with a set of habits to produce the sound of the language. The theory is in line with the findings of this research. During the speaking test, the students showed the influence accent to their pronunciation it is because influence by the habit of the students in their village when they are use the local language . The pronunciation of the students really affect to their from their accent. It is showed when the students answered the question from the researcher as speaking test to measure the influence pronunciation of the students towards the local accent of the students. The students showed that, the way to produce the word did'nt natural, the local accent always influence their pronunciation in say the word in English. While, Hornby in Abdul Wahab (2015: 7) that describe pronunciation in three-part, they are:

- (a) Pronunciation is how a language is spoken,
- (b) Pronunciation is a person's way to speak words of the language,
- (c) Pronunciation is the way a word is pronounced.

(Bradlow et al. 2003). The finding of the research related to the theory about accent from barrum, durong the speaking test most of students have differences pronunciation between real English accent between their accent to produce the



words. Some of students produce wrong words in during the speaking test. It is showed that, the accent of the students influence the students in produce the words, because it is already being a habit in pronounce the words in English.

## 2. Mother Tongue (buginess) Influenced the Student's Intonation

Based in the speaking test and documentation analysis the buginess students the influenced the intonation when say words in English. According to expert intonation is one of the elements of stress. For this reason, pronunciation research and teaching focus both on the sounds of language (vowels and consonants) and supra-segmental features that is vocal effects that extend over more than one sound-such as stress, sentence, and word intonation, and speech rhythm (Crystal et al. 2003). This theory is inline from data that have been collected by the researcher, the data showed that, the student's are different intonation during the speaking test. Most of students produce the words by add some stressing and unique intonation same the moment they speak in their local language, it is influence because it is already being behave and influence from the environment of the students that already behave from their child until they study in university.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research. Conclusion summarizes the result of the research based on the research problem. So, in this chapter, summarizes the influence of mother tongue on students speaking skill second semester of students at university muhammadiyah of Makassar.

#### A. Conclusion

Based on the results of the research, the researcher concluded that: Students from buginess still have influence interns of pronounce the word in English. the students showed the influence accent to their pronunciation it is because influence by the habit of the students in their village when they are use the local language. The pronunciation of the students really affect to from their accent. It is showed when the students answered the question from the researcher as speaking test to measure the influence pronunciation of the students towards the local accent of the students. The students showed that, the way to produce the word didn't natural, the local accent always influence their pronunciation in say the word in English.

The buginess students still have influence the intonation when say words in English. The student's has different intonation during the speaking test. Most of students produce the words by add some stressing and unique.

intonation same the moment they speak in their local language, it is influence because it is already being behave and influenced from the environment of the students that already behave from their child until they study in university

### **B. Suggestion**

After analysed the data gained from speaking tes and documentation analysis, the researcher would like to present some suggestion, they are follows:

1. Suggested for lectures related to speaking skill, the research proves that the mother tongue influence the pronunciation and intonation of the students speaking skill. It can be taken as consideration for lecture to pay more the way to teach or have the appropriate strategy to improve the students speaking in class related to intonation and pronunciation words in English.
2. Suggested for the students more practiced speaking skill to make the intonation and pronunciation more better.

## BIBLIOGRAPHY

- Abadi, S. (2015). *The Influence of Mother Tongue on Second Language Learning of Elementary School Students*. Journal of Impact.
- Atetwe, JA (2015). *Analysis of the Influence of Mother Tongue on Student Performance in English at KCSE at Public Middle Schools in Gatundu District, Kiambu District, Kenya* (Doctoral Dissertation).
- BURKY, V. A. (2021). *The Influence of Regional Accent in Speaking English at Muhammadiyah University of Makassar*.
- Butzkamm, W. (2003). We Only Learn Language Once. The Role of The Mother Tongue In FL Classrooms: Death of a Dogma. *Language Learning Journal*, 28(1), 29-39.
- Clarke, P. M. (2009). *Supporting Children Learning English as A Second Language in The Early Years (Birth To Six Years)* (P. 8). VCAA.
- Fitri, A. (2015). Pengaruh Bahasa Ibu Terhadap Penggunaan Bahasa Asing: Kesalahan Transfer Secara Pragmatics. *Padang: Universitas Negeri Padang*, 1-12.
- Hung, N. V. (2012). Mother Tongue Use in Task-Based Language Teaching Model. *English Language Teaching*, 5(8), 23-30.
- Iqbal, Y. (2016). *Influence of Mother Tongue Learning Foreign Languages in the Kingdom of Bahrain*. European Journal of English, Linguistics and Literature.
- Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language. *The internet TESL journal*, 12(11), 1-6.
- Khan, AMR, Shaheen, RIFFAT, & Muhammad, Shamsheer (2017). *Impact of Mother Tongue on English Language Learning on Middle School Level Students*. Journal of Literature, Languages and Linguistics.
- Laksana, Anita Jati (2016) *The Effectiveness of Using Chain Story Game In Teaching Speaking (An Experimental Research at the Eighth Grade*



*Students of SMP Negeri 1 Jatilawang in the Academic Year 2015/2016*. Bachelor Thesis, Universitas Muhammadiyah Purwokerto

Mackay, W. F. (1967). *Language Teaching Analysis*. Bloomington: Indiana University Press.

McArthur, T., & Macarthur, T. (1998). *English*. Cambridge University Press  
Mohan, S. (2013). *Mother Tongue Influence: A Thorn in the Flesh of Technocrats*. *International Journal of English Language and Translations Studies*, Vol. 1, Issue 2.

Obungu, D. (2016). *Analysis of the Effect of Mother Tongue on English Language Performance in Kenya Basic Education Certificate: The Case of the Ndhiwa Sub-county* (Doctoral Dissertation, University of Nairobi)

Pal, S. (2013). *Mother tongue influence on spoken English*. In *Conference proceedings ICT for language learning* (p. 454).

Padhilah, N. (2017). *The Causal Factors of Bugis-Bone Accent Interference on the Pronunciation English Conversation* (Doctoral dissertation, Universitas Islam Negeri Alauddin Makassar).

Patrick, JM, Education, MEE & Sui, M. (2013). *Mother Tongue Disorders in English Pronunciation of Elementary School Students in Niegaria Implications for Pedagogical Language in India*.

Rahuman, MM (2017). *A study on the influence of Mother Tongue in Learning English as a Second Language By Tamil Speaking Students*.

Rajini, J., Gomathy, R., & Sri, RR (2016). *Examination of the Influence of Mother Tongue in Learning English*. *Asian Journal of Research in Social Sciences and Humanities*.

Saptia, P. (2014). *The Influence of Mother Tongue in Speaking English on Semester III Students of the STAIN Palangka Raya English Education Study Program* (Doctoral Dissertation, IAIN Palangka Raya).

Sriprabha, M. (2015). *Studies on the Influence of Mother Tongue on English Communication*. *International Journal of British Literature and Culture*.

Suliman, A. (2014). *Native Language Interference in Someone's English Communication*. International Journal of English and Education.

Thomas, J. (2013). *Script Analysis for Actors, Directors and Designers*. CRC Press.

Thyab, RA (2016). *Mother Tongue Interference in the Acquisition of English Articles by Arabic L1 Students*. Journal of Education and Practice, 7 (3), 1-4.

Yadav, M. K. (2014). Role of mother tongue in second language learning. *International Journal of research*, 1(11), 572-582.

Yulianti, (2019). *The Influence of Buginese Accents on Speaking English in Semester 3 at the University of Muhammadiyah Makassar*.



# Appendices

## Instrument

### QUESTION FOR STUDENTS

1. Could you introduce yourself
2. What is mother tongue?
3. Did you learn about mother tongue before?
4. According to you, what is the accent? Can you illustrate your regional accent?
5. Which accent of English that you like? And why do you like that accent?
6. Do you feel your mother tongue in this case Buginess accent affect when you speak in English?
7. Do you think accent (bugis) make you difficult to speak English well?
8. Tell me how your strategy in learning to make your English accent is good without the influence of your mother tongue.

**Merah : pronunciation**

**Biru : intonation**

**IBR bg. Unismuh 20 (14 July 2021)**

Okay bismillahi rahmanirrahim assalamualikum warahmatullahi wabarakatu.

"For the first **introduce** my self. (*bird voice*), my name is Ibr, I **live** in **toil-**  
**infi** Sulawesi Tengah and I **eighteen** years old. And the **second** what is **mother**  
**tongue**. I think **mother tongue** is the first **language** ones has been able to master  
since childhood. And the third did **you learn** about **mother tongue** before? No! and  
the fourth according to you what is the **accent**? Can you **illustrate** **an regional**  
**accent**. Eee My local accent is **pare-pare bugis**. Eee The five which **accent** of  
English that you like and why you like that **accent**. Eee I think I like the **accent** of  
the united state because has excellent pronunciation. And the six do you think your  
**mother tongue** in this case **Buginess** **accent** affect when you speaking in English?  
Eeee yes I think it's affecting. And the seventh do you think your **accent** **Buginess**  
make you difficult to speak English well? Eee yes! And the last tell me how your  
**strate** **strateegi** in learning **English accent** good without the influence of your  
**mother tongue**... Eeee for one think I always listen music that word in English."

Thank you and wassalamualikum warahmatullahi wabarakatu



ZRH bg. Unismuh 20 (31 July 2021)

Assalamualikum warahmatullahi wabarakatu

My name is ZHR ee I was born on seven November 2001, I'm from south east Sulawesi exactly north kolaka and I'm student at muhammadiyah university of Makassar. Eeem the second question what is mother tongue?. Mother tongue is first language dominated by human from birth to interaction all the members of the language community such us family and the surrounding community. The third question did you learn about mother tongue before? Eemm iyaa I learn. I learn when I was kid and when I was in the... when I was in elementary school. Eee the fourth question according to you what is accent? Can you illustrate your regional accent aaam literally I'm buginese in my hometown exactly in north kolaka the accent goes like this "sudah miki makan?" or "purani manre?" it's mean have you... (motorcycle sound) eaten?. The five question which accent of English that you like why do you like that accent aaemm. I like both, I like American accent and I like ee british accent but I prefer to American accent because do the American accent... Eemm... six do you feel your, mother tongue in this case Buginess accent effect when you speaking English...emm I don't think so because my Buginess accent doesn't effect if I speak English... seven do you think accent Buginess make you difficult to speak English well emm... I don't think so, I feel my bugis accent doesn't bother me if I speaking English. Emm... the last question tell me how your strategy in learning to make your English is good without the influence of your mother tongue. Emm.... About my strategiii I will.. I always listen to music I mean

English music, watching movie and always practice my pronunciation ammm... I think (*motorcycle sound that's all from me*)

Assalamualikum warahmatullahi wabarakatu

ADZ bg unismuh 20 (3 august 2021)

Assalamualaikum warahmatullahi wabarakatu

Eee... firstly I wanna introduce my self so my name is ee... adzima but you guys can call me adz. Ee... I was born in Makassar 3 july 2000 and... so now 21 years old eeee... now I life in mamuju west Sulawesi but actually I just life here because my parents move to here because of their job but actually I mostly eeee... Life in bone or Makassar yaaa this kind im a nomaden person and... now I'm in muhammadiyah university of Makassar, e... my major is English.. English department students and now I'm in the second semester..... eeeee..... maybe just it for my eee... small introduction and the second is what is mother tongue?. Eee... actually I I don't know well what is mother tongue but in mind ee... mother tongue ee which is in bahasa we call it *bahasa ibu* is the language which a person has grow on speaking from early childhood so It's usually the language ones first learn it is also the language of person is most fluted. Ee... yaah.. and the third did you learn about mother tongue before? Eee... I didn't it yet about mother tongue, I just... I just know it the... in the common way not... not to learn and the four according to you what is accent? Eee... ee... about in my opinion accents is like a manner of pronunciation eee... the particular of individual location or nations so like eee... about the accent it maybe identified with loc... locality in

which the speakers eee... reside which mean a regional or geographical accent, eee their ethnic and their social accent or something like that. So yah... so the action eh... the accent is like ee... pro, the pronunciation or particular individual. So that we can know eee where their life about their nation, their ethnic or something like that.

Can you illustrate your regional accent... e.. because I'm In I'm... my accent is ee... bugis bone. Bugis bone eee... so for example eee ee..wait.. for example *idi' mem' bawang ko iya dena marigaga ro*. So that the example for my regional accent in bugis bone. Eee... And than five which accent of English that you like eee... and why do you like the accent actually in English I like to use e.. british accent even though I don't well to use it because like its such kind difficult accent for me but ee... I don't know why I like british eee... but now in.. in the normally I still use the American accent because is the easy way me to speak but eee... yah I like, I just like british accent because eee ee.. because if I use it I just like eee.. I just like a native speaker ee.. for speaking just like expert and than the second one because of eee... if I see people use british accent its sounds cool for me when they pronouncing that why I like briths accent. And than the six do you feel your mother tongue is this case Bugis accent affect when you speaking English? Eee... ee if me I think no because eee... my accent, my Bugis accent its totally not affect when I speaking English maybe because, eee... I'm... I'm like a nomaden person I can manage my accent well because like ee... since I ee.. childhood at the all around senior high school I life in bone, so I can know the accent, the Bugis accent and than in mamuju I can know and I can speak ee... mamuju accent or



Mandar accent and in Makassar also and because I have eee.. family which is their... they have a Jawa accent so like I also can ee... can try to speak their accent so maybe because of that because I have a lot of friend eee... that life in the different, different city so that I can manage my accent well in English so for me eee... it, it is not affect when speak in English because of my accent. And the seven do you think your accent bugis make you difficult to speak English well... (*deep breathing*) I don't think so, because ee, because ee mai, yah maybe eh no... no... yah ee.. maybe because of ee... because I have hhh... I also have a friend that aaa the same of regional accent which is bugis and then, they have a difficult deep worse speak English well because of their accent, so... so if their, so... so.. if her eh... if she try to speak English English well their accent... her regional accent it still aaa... its still (*children voice*) come with the English. So that, that's why it's difficult *but for me* for my side eee... I don't think so, because yah, eigg### to that I... I already the side before eee... I can manage my... my accent well ee... in English maybe, maybe because I have, I have hobby or always like listening a musics, *reads some books* and also watching the *movie*. So it can help me to ee try speak English well. Eee... because I... I always hear the akss the English accent well also, so maybe because of that ee.. I can manage its so I think its I don't think it's difficult to me. And the last tell me how strategy in learning to make your English accent is good without influent of your mother tongue. Ya... ee that I already talk before ee... maybe ee you guys can ee... can always listening music, ee or watching the movie actually it's officially English movie and also ee reading some books, *that you can try* your speaking, your English speaking well without ee... the influence of the



mother tongue. Yah maybe my strategy just it because ee... because if you guys don't ee... I think veforly do that things such as kind of the thing it's difficult for you to... to speak English well without ee your mother tongue. So I think yah just practice day by day, time by time so it can ee... make your speaking, your pronunciation is going well. I think that's all from me,

thank you. Assalamualikum warahmatullahi wabarakatu

**SR bg. Unismuh 20 (31 July 2020)**

My name is SR, I'm from the city of barru province. Second Mother tongue I think is the language taught since we were born or that we first hear it to say. The third Yeah, I've had My local accent is "ki" for example "melokki lokka tega" which means where you going? Next I like to hear it speak very quickly, because it's uniquely sub. the six are very influential because the language is different. Seven It is very difficult because it has very different meanings. And last I love being taught in person, and one by one I use practice and example.

**RSK BG. Unismuh Makassar 20 (3 August 2021)**

Assalamualikum warahmatullahi wabarakatu

Aaa **introduce** my self, my name is rsk, I'm 19 years **old** ee... I come from Bone and I'm students in university Muhammadiyah Makassar. Okay about mother **tongue** ee... mother tongue is the first **language** a used by humans and it's usually created by family members of or or... the su.. surrounding community number

three what aa.. what I know is that my mother tongue is the native a regional language, I thought my, by my since I was a **child**. Okay about the accent, accent is way ya'... is a way of **pronouncing word**... words eee... usually every **region has a distinctive** ak. **distinctive accent** and people can use be recognized **trough** the accent that... **that is used as well** that is used as well as the accent ee... that I used in the region namely in... **namely the Bugis** ee... where the way of speaking is soft. Okay the next I refers the American accent because it's **easier to pronans**... **pronounce** aaa. I unlike British accent which as### ti### ( **children scream voice**) thickal **accent**. Aa'... aa next I don't think it has any effect... any effect a **because** it is some think **different**, if I when speaking **English** and Bugis. **English ee**... ee... but not because influenced by the Bugis accent, so that is it difficult for me to speaking English. Ok the last ee.. here of my fav... favorite **accent**. my favorite ee... ee... **from youtube** ee... ee... **music** and watch **moses**. Okay I think ee...

Asssalaamualaikum warahmatullahi wabarakatu

ISN bg. Unismuh 20 (24 july 2021)

Okay bismillahirrahmanirrahim assalamualaikum warahmatullahi wabarakatu

Em in here I will... I want to answer (**music**) question about mother tongue, ee just the first **question could** you introduce your self, ok my name is isn and I'm come from ee... Soppeng Makassar. The second question, what is mother tongue? Ok ee... in my opinion mother tongue is language that is knowing for the first time or mastered by the people around us. Third question did you... **did you learn about**

mother tongue before? Yes I have, when I was in elementary school and junior high school at that time I studied even though reading the lontara script was a little less fluent. Okay, next question according to you, what is accent? can you illustrate your regional... your regional accent? ee... actually the accent in my area is actually the same as usual without certain dialects, right, but some people here when speaking Indonesian, when speaking bugis goes up and down. And example is in English: where do you want to go? In Indonesian: kau ingin kemana? In buginese have two different first aa... loki joka tegi like that and the second emm... Loki joka tegi? Like that two different intonation when pronunciation ( tv sound ) in buginese. Okay ( racing motor cycle noise ) next question which accent... which accent of English that you like? And why do you like the accent? aa... I like the Australian accent, why do I like it, because I only like to listen to the dialect. But when I practice English, I always often use... use an American accent. next question do you think your mother tongue in this case... in this case bugis accent effect when you speaking English. Eee... can say yes but can say no so it just depends the person if wear an accent. aa... next question do you think accent bugis make you difficult to speak English well. Eee... If it's not from me, as I said from the previous question, it depends on people whose mother tongue is bugis and speaking English, some have a difficulty expressing their accent and so on. Okay, the last question tell me how your strategy to make your English accent is good without the influence of your mother tongue. My strategy is to speak in English without effecting my buginese language by reading sentence every night as much as possible, because I'm a beginner to English so I



have to read or watch English film to be fluent, because every day I speak bugis... buginese at home so eee... I can do my best I learn English without disturbing my ta'... my mother tongue ( *music noise* ) and ya... I think that enough and sorry if my pronunciation is wrong and assalamualikum warahmatullahi wabarakatu.

MGF BG. unismuh 20 (31 July 2021)

Assalamualaikum warahmatullahi wabarakatu

My name is mgf, what is mother tongue? Is the first language in human history. Did you learn about mother tongue before? Yes, I learn it when I enter in elementary school. According to you what is the accent? can you illustrated your regional accent!, I buginese while I come from bone he has guess accent *aga kareba*? It's mean how are you? Which accent of English that you like? And why do you like that accent? I like both but I prefer to American accent because I do American accent. do you feel your mother tongue in this case bugis accent when you speak in English? No, bugis accent doesn't effect my speaking English. Do you think accent bugis make you difficult to speak English well? I don't think so, I think my bugis doesn't bother me if I speak English. Tell me how your strategy in learning to make your English accent is good without the influence of your mother tongue! I always listen English music and practice my pronunciation, Thank you.

NRF bg. Unismuh 20 (21 July 2021)

Bismillahirrahmanirrahim assalamualaikum warahmatullahi wabarakatu



Eee... perkenalkan nama saya nur\*\*\*\*\* dan saya akan menjawab beberapa pertanyaan yang pernah diajukan oleh kakak. Pertama the mother of language is The mother of language is the first language that is mastered by humans from birth through interaction with fellow members of the language of **society**, such as family and environmental communities. The intelligence in the original language is a very important for the next learning process, because the mother, the mother tongue is considered as the basis of the way of thinking. Number three, Yes before I learned the mother tongue is unequalled, I am the mother tongue since the primary school. I think that Bugis is now more modern moderate in the Bugis Based emm... Anahematics. I've heard my grandmother using another accent and when I asked it a bugs... it a bugis what accent? Then my mother said this is a Bugis-Sinjai accent that is now rarely used because the mother tongue is growing. Four The accent of Bugis Sinjai is there on the Sound of he said for example in Indonesian we pronounce , no language in Bugis *aja lo ... aja lo* emm... or also for example in the Indonesian : Where?, In Bugis : *Diga Lo*, aaa... or also in English : why?, In Bugis : *Magai Lo*. Well this ee.. loop "lo" eee.. is different... is differentiate the eee... Bugis Sinjai and other bugis logic, and we said the word "lo" it's crooved... it's croeked for example emm... *Aga Lo?*, *Daimmai Lo* emmm... Well like that. Five If English I ee... accumulate likes is British accents and american **accent because** I am easier to understand every word that is rapidly from someone and dialect it is easy to **tire**. Six If I think the mother tongue does not affect when I use English, because two are ee.. are unregulated language already has their share of each other so it does not affect each other. Emm... All... All already in place. Maybe

it is like that. Number seven If difficult English maybe yes, but if it says it's hard because of the mother's language accent in my opinion is not. My mother tutor is not eee... at all making it **difficult** to speak English. Which makes is... it difficult to be in the English accent itself.

Strategy emm ... eight strategy for learning English. Emm... I think to book a book, continues to explain the English accent passing to through videos, as well as English speaking **exercises** using English accents that are learned.

Aaam... Make yourself accustomed to separating and sorting out in speaking because the language ee... already exists (rooster voice) each other eem... has been traced. One that affects also the Indonesian people are easy to use aa... any language and it's one of the things that maken... that make it easier to learn languages other than the other... the mother of language and Indonesian. Thank you mungkin itu.

RHM bg UNISMUH 20 (21 July 2021)

**Bismillahi rahmanirrahim**

**Assalamualaikum warahmatullahi wabarakatu**

My name is RHM and I'm from class B 2E and I'm student of Muhammadiyah Makassar majoring en... English education **department** and I'm here to become a respondent and... searching about mother of tongue. Ee... First of all ee... let me introduce my self. My name is Rah\*\*\* and I'm nineteen years old and I live on Pinrang an... to be precisely I live on jalan Ahmad Yani, number

205. All right the first question is what is the mother tongue? Ee... to me the first lang... **language** that you learn when you are baby rather than a language learning at school as an adult and still understood by the **person** at the time...(deep breathing) at the time data was collected. Number there and yes I learn it from when I was a child, I learn it by my self, by hearing of my native language of Bugis. I have been able to learn a speak and speak my native language to this day (deep breathing) that the mother **tongue** that I have learn since I was a child.

The next question is according to you what is the accent? can you illustrate your regional accent (deep breathing) well there are several Bugis accent including my own accent, namely the Bugis Pinrang accent whose way of speaking considered harsh and considered rude to be for other not Bugis Pinrang to hear it, but actually it's not rude, but it just a way of speaking or our accent like the **word** *iyoo... iyo* or interpreted yes, to others is considered a bit harsh but to us is quite normal for us, the wors... the word of *iyoo*. Well next which accent of English that I like is (*car horn*) emm... for the English... english accent that I like the is.. the American accent. I like the American accent because it's very easy to understand and the pronuns is very easy and I don't really like the british accent because the way in pronouncing and it's very **difficult** to understand **although** it's a challenge to understand and its fun how ever I still prefer American accent over order... over other english... English accent,

And nek... next question is do you feel your mother tongue in this case Bugis accent effect when you speaking English... well the mother tongue that I have learn since I was I child has no positive or negative effect and also it has not



effect for me. And the next question is do you think accent... my accent make me difficult to speak English well be... emm... ( *rooster voice* ) for me, my buginese accent doesn't make me... make it difficult for me to speaking **English** ( *deep breathing* ) but In fact, it **help** me, with my accent... my Bugis accent which must be clearly pronounce... pronounced, I also have to apply it to my English by having a clear pronunciation. So yeah it's help me not make me difficult. The next question is my strategy in learning English accent **without** influence your mother tongue is to me there are many indoor activities that can encourage my speaking... at secondary school level, try using solving problems exercises, debate controves... controversial issues that's my... I always do. And Other activities are simulations on the basic of interesting stories and also Learning through games or playing together with someone know well about English. So we can encourage our stu... as our speaking self... our speaking self esteem to speak well

Thank you very much that's all from me and wassalamualikum warahmatullahi wabaraqatu.

APJ BG. Unismuh 20 ( 24 july 2021)

Bismillahirrohmanirahim, Assalamualaikum Wr. Wb ee.... My name is Apj I am class B2E and then... in this record, I will help my senior to interview student and then I am one of the **student** want to interview. Ok, the first... mother tongue its the first language mastered by humans from **birth** through interaction with fellow members of the **language** community, such as family and the... **surrounding** community. **Proficiency in the native language is** very important for the next



learning process, because the mother tongue is considered the basic of the way of thinking.

Number 3. Yes, before I learned... my mother tongue it was **second** to none, I learned my mother tongue from the age of six. I think Bugis is now more modern in Bugis language. I've heard the sound of the Bugis accent and when I asked her what what accent that was there? Then my mother said it... it... was, wes.. ee... a Bugis Bone accent which is now rarely used because the mother tongue is developing.

Next ee... number... number from the Bugis accent Bone i... ss... the sound for example in Indonesia we say, there is no language in the in Bugis, Magai Je' "Sa" or for example in Indonesia, why, in Bugis, De' "sa". Well it this ee.. "sa" loop that.... distinguishes Bugis Bone and then...other Bugis logic, and... when we say in **words** "sa" it bends, for example (Magai Je' sa? De' sa na Jolo). So... well it's like that.

Oke, ee... number... eee... five. If English I accumulate likes ii... ss... British accent and American accent ee... because I am easier to understand **very** word, word that is... **rapidly** from the someone and di..**directly** it is easy to tire.

Oke, number six. I don't think it effects eee... at all because all because already eee... have its **own** its its own place or language for me.

Eee: number si... number su... ee... number seven If you have English language diff. diff. difficulties, yes, but if you speak it is difficult because of your mother

tongue. I don't think so. What makes, makes it difficult for me is... to use the English accent itself.

Oke, finally. Ee.. The strategy for learning English in... my opinion i.. is to mul.. multiply books, continue to explain English accents through video, and practice, practice ee... practice iisss.. speaking English using ti us..using the the English accent that is learned whether it's British accent, American accent, Australian accent. Canadian accent of New Zealand accent ee based to using in front of the mirror.

Oke, that's all for me. Wassalamu alaikum. Wr. Wb. Thankyou.





# EED-Turnitin® CERTIFICATE

No. \_\_\_\_\_

This is to certify that literature

From author/researcher

ADELON KAMBALA

ID: \_\_\_\_\_

Has completed the Turnitin® test for \_\_\_\_\_ with detail below

Originality Report			
Similarity Index	Internet Sources	Publications	Student Papers

Tested and issued by English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar

Makassar, \_\_\_\_\_ 1442 H

26 October 2020 M

Head of

English Education Department,

Ummi Khaerati Syam, S.Pd., M.Pd  
NBM 977 907



UNIVERSITAS MUHAMMADIYAH MAKASSAR  
LEMBAGA PERPUSTAKAAN DAN PENERBITAN

Jl. Sultan Alauddin Km.7 No.259 Telp.0411-866972/Fex.0411-865588 Makassar 90221

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor Lamp30 : 14/A-4-VIII/IV/1442H/ 2021M 19 Dzulqa'dah 1442H  
Juni 2021M

Hal : Izin Penelitian

Kepada Yth.

Bapak Ketua LP3M Unismuh  
Makassar  
di-  
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Berdasarkan surat Lembaga Penelitian Pengembangan dan Pengabdian Kepada Masyarakat Nomor; 2957/05/C.4-VIII/NI/40/2021 perihal permohonan Izin Penelitian, dengan data lengkap mahasiswa yang bersangkutan ;

Nama : Adelon Kambala  
No. Stambuk : 10535 112113 16  
Fakultas : Fakultas Keguruan Dan Ilmu Pendidikan  
Jurusan : Pendidikan Bahasa Inggris  
Alamat : Makassar  
Pekerjaan : Mahasiswa

Kami dari Lembaga Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar pada dasarnya mengizinkan kepada yang bersangkutan untuk mengadakan penelitian/pengumpulan data dan memanfaatkan bahan pustaka yang ada dalam rangka penulisan skripsi dengan Judul ; The Influence of Mother Tongue on Student's Speaking Skill ". Yang akan dilaksanakan pada tanggal, 30 Juni 2021 s/d 30 Agustus 2021 dengan ketentuan mentaati aturan dan tata tertib yang berlaku pada Lembaga yang kami bina. Demikianlah kami sampaikan, dengan kerjasama yang baik diucapkan banyak terima kasih.

Walaikum Salam Warahmatullahi Wabarakatuh

  
Kepala Perpustakaan,  
  
Nasriah Mantang, SE  
NBM.63080091

Tembusan:

1. Rektor Unismuh
2. Mahasiswa yang bersangkutan
3. Arsip



dari 1



MAJELIS DIKALITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jember, 10 Juli 2021  
No. 1001/1000/2021  
Hal: 1  
Kategori: Pengantar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : ADELON KAMBALA  
NIM : 108351121316  
Judul Penelitian : THE INFLUENCE OF MOTHER TONGUE ON STUDENT'S SPEAKING SKILL  
Tanggal Ujian Proposal : 2 Juli 2021  
Tempat Ujian Penelitian : MUHAMMADIYAH UNIVERSITY OF MAKASSAR

No	Hari/tanggal	Kegiatan Penelitian	Nama Dosen	Paraf
1	4 July 2021	Explain rules of data collection	Dr. Nur Qulbi, SS, M.Hum	
2	14 July 2021	Speaking test	Dr. Nur Qulbi, SS, M.Hum	
3	21 July 2021	Speaking test	Dr. Nur Qulbi, SS, M.Hum	
4	24 July 2021	Speaking test	Dr. Nur Qulbi, SS, M.Hum	
5	31 July 2021	Speaking test	Dr. Nur Qulbi, SS, M.Hum	
6	August	Speaking test	Dr. Nur Qulbi, SS, M.Hum	

Makassar, 10 Juli 2021

Mengetahui,

Dean FKIP  
Universitas Muhammadiyah  
Makassar

Ketua Jurusan Pendidikan Bahasa Inggris  
Universitas Muhammadiyah  
Makassar

Erwin Akhla, M.Pd., Ph.D.  
NBM1806941

Dr. Fanni Khaerati Syam, S.Pd., M.Pd.  
NBM1977807



**SURAT KETERANGAN PENELITIAN**  
 Nomor : 0160/FKIP/05/A.2.VI/X/1443/2021

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini:

Nama : Adelon Kambala  
 NIM : 105351121116  
 Jurusan : Pendidikan Bahasa Inggris

adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Tahun Ajaran 2020/2021 pada tanggal 4 Juli 2021 s.d 3 Agustus 2021 dalam rangka penyusunan skripsi dengan judul

*"The Influence Of Mother Tongue On Student's Speaking Skill".*

Demikian surat keterangan ini kami buat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya.

Makassar, 30 Syawal 1443 H  
 7 Oktober 2021 M

Dekan,  
 FKIP Unismuh Makassar,

Erwin Akib, M.Pd. Ph.D  
 NBM. 860 934





MAJELIS DIKTILITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 299 Makassar  
Telp. (0411) 572111 (Pusat) (0411) 572112 (Faks)  
Email: [pp@unismuhmakassar.ac.id](mailto:pp@unismuhmakassar.ac.id)  
[www.unismuhmakassar.ac.id](http://www.unismuhmakassar.ac.id)

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**LETTER OF ACCEPTANCE**  
0339/BG-FKIP/LOA/B/XI/1443/2021

Dear ADELON KAMBALA

It is our pleasure to inform you that, after reviewing your paper  
**THE INFLUENCE OF MOTHER TONGUE ON STUDENT'S SPEAKING SKILL: A Descriptive Research at Muhammadiyah University of Makassar**  
The manuscript ID: 533

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	<input checked="" type="checkbox"/>	<input type="checkbox"/>
the author has submitted the manuscript through the open journal system (OJS)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The manuscript according to the limitations or description of the journal LoCT has been submitted by the author	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The manuscript has followed the existing templates	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The article processing charge (APC) has been submitted by the author	<input checked="" type="checkbox"/>	<input type="checkbox"/>

has been ACCEPTED to publish with **Indonesian Journal of Sociolinguistics**, ISSN (paper) *in process* ISSN (online) *in process*. We appreciate your contribution.

We will let you know if you have to make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at [ijsta.bg.unismuhmakassar.ac.id](mailto:ijsta.bg.unismuhmakassar.ac.id)

Makassar, 18 November 2021 M  
13 Rabiul Awal 1443 H

Head of English Education Department  
Faculty of Teacher Training and Education



**Dr. Umami Khaerati Svam, S.Pd., M.Pd.**  
NBM. 977 807



Terakreditasi Institusi

*Documentation*



*Process of transcript the data*





### Curriculum vitae



The author, Adelon Kambala was born on January 22, 1998, South Sulawesi. He was the last child of the marriage of Hadnan Nabba and Mulyana. He has two sisters. In 2004, he began his study at SD 305 Langkidi graduated in 2010. After that, he continued at SMP Negeri 1 Bajo and graduated in 2013. Afterward, he continued his study at SMA Negeri 1 Bajo then he transferred the school to SMA Negeri 7 Makassar and graduated in 2016. In 2016 he entered the Muhammadiyah University of Makassar as a student of English Education Department Faculty of Teacher Training and Education. at the end of his study, he could finished the thesis with title "The Influence of Mother Tongue On Student's Speaking Skill" implemented at Muhammadiyah university of Makassar.

UNIVERSITAS MUHAMMADIYAH  
MAKASSAR  
UPT PERPUSTAKAAN DAN PENERBITAN