

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

The position of English in this world can categorize into three types, those are English as First Language (EFL), English as a Second Language (ESL) and English as Foreign Language (EFL). In countries where English is the first language (EFL), English is used as tool of communication and the official language such as in the United States, United Kingdom, Australia and half of Canada. In countries where English occupies a position as ESL (English as a Second Language), English Learn by the society and used widely as a daily language and the official language in Singapore, Malaysia and number of African countries. In countries where English is an EFL (English as a Foreign Language), it is studied in schools and universities but not widely spoken or as an official language such as in Indonesia, Japan and Thailand. Sociolinguistics is a science which learning language in relation with the use of the language in society.<sup>1</sup>In that life there is no day and there is no time without language because human need communicated with others human. Language is the official way to communicate in human life even in writing or speaking, without language human cannot communicated because humans are social creatures.

One of the expressive language elements is speaking skill, we can communicate with others by speaking skills. Since we born to this world we have a skill to acquire language, some theorist said that children more tend to acquire

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<sup>1</sup>Meilan, Arsanti. *Pemerolehan Bahasa Pada Anak*. PBSI.2014, Vol 3 No. 2,p:24

language that adults do. When we talk about acquisition, we also talk about language acquisition. Language acquisition is the skill to acquire language by the children. Language acquisition categorized into first language acquisition and second language acquisition. First language acquisition is known as mother tongue, in first language acquisition child unconsciously that s/he has acquires the language. The children imitated the first language from s/he mother, family and environment.

The environment of children plays an important role for child development, especially for their language. A sound which a new born baby hears for the first time in his/her mother's voice, it is because his/her mother can talk to her baby in her womb, it is the mother tongue. Mother tongue is the first language that a person acquired after s/he was born through the interaction from him/her family and the society. Children can acquire the language by mastering their mother tongue in the first place.<sup>2</sup>

After we talk about first language acquisition, now we learn about Second Language Acquisition (SLA). Second language acquisition refers to individuals and groups who are learning their first language when they were child, and the processing of that learning called a second language. Even though, actually it may be a third, fourth or tent language to be acquired. As we know in our country, Indonesia has their native language or mother tongue. When they were child they know their mother tongue, Indonesian language be an additional language. And

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<sup>2</sup>Faridy and Syaodih, "*Analysis on the Importance of Mother Tongue in Early Childhood.*" Atlantis Ppress. Vol.58, 2017.

then they learn English at school, it will be a second language or foreign language for them.<sup>3</sup>

When children develop their abilities in two or more language in their school, they will more understand about the language and how to use it effectively. They have a lot of training to processing language, especially when they develop their language. And they have the abilities to compare and contrast both of their language. German's philosopher once said "The person who just knows one language does not really know that language."<sup>4</sup>

Generally, children in cities are more fluent in language, especially in English. It is different with children in the village, because they have their mother tongue. In Indonesia, we have 718 language mother tongues. After children acquire their first language they also need to communicate with others in this wide world to continue their live. For children who have mother tongue they will learn their second language. They learn second language acquisition when they realize and study, meanwhile first language acquisition is unconsciously. Second language acquisition acquire when human study in class. Second language acquisition is a language acquired by a person other than her/his native language.<sup>5</sup> Language acquisition is mean that the process of acquiring language do by children with natural way when they learn their mother tongue. Mother tongue has important role for acquired second language, mother tongue really

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<sup>3</sup>Saville, *e.Introduction Second Language Acquisition*. Cambridge University Press: New York. 2012. P:1

<sup>4</sup>Sprogforum et al., "Bilingual Children ' s Mother Tongue : Why Is It Important for Education , University of Toronto."University of Toronto. Vol.7 No. 19, 2001, p:15-20

<sup>5</sup>Mahmoud et al, *The Influence of Mother Tongue in Learning English Language by Arab Learners*, International Journal of Scientific, Vol. 7 No. 8, 2017, p: 32

influence second language. The role of mother is also important for developing child's language acquisition. The supporting and motivated from mother and family is the basic for children to acquire her/his native language.

The environment of children also being a basic part for acquired the language. If their environment is good, it will be a good development for their quality in acquired language. Motivation from their environment such as from their family and society can develop and motivated their soul and make them more active and push them to acquired language. After children acquire their native language then they will acquire the others language actually second language. Their native language can support them easier to acquire other language or second language. The motivation from environment can push them to achieve their purpose to acquire other language in addition from their native language. Mother tongue can helps them to communicate with people in children environment by showing their feelings, emotions, and needs.<sup>6</sup>

The background of children also can influence their language acquisition. Where are they come from, who are their family and who are their friend. As we talk at the paragraph above their family have to support them and give the provision for children. In acquire language friends also have the important role, with whom they take a relationship. Where did child come from has a role for acquired the language. For a case, children come from village which has their mother tongue or native language may be more difficult to acquire their second language. Usually children from villages difficult to acquire other language

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<sup>6</sup>Ibid, 33

because there are some caused. The impact of mother tongue or native language can be observed by pronunciation, grammar, vocabulary of the language.<sup>7</sup>

In learning speaking skill usually students have problems and difficult to use foreign language because of their mother tongue or native language. Other reason is because the lack of motivation to practice the second language in daily conversation. They are also too shy and afraid to start and take the conversation, as we know in our country when we use English and we make a mistakes or our spelling is error, we surely judge by other people and they laugh of us. It is the one of caused which make them shy and afraid to use foreign language in daily conversation. Many factors can cause the problem of the children, and also for introvert students it will be difficult for them to use English or foreign language and also it will be even worse if the students have mother tongue, the spelling of them surely judged by their friends at school. It makes them give up tousing English in daily conversation. It will be different if they have a confidence and did not have native language. It is the differences between the students from city and from village. The students from city have more confidence that the students from villages. The confidence also has an important role for student success for acquired foreign language.<sup>8</sup>

There are two factors caused low levels of student's speaking inEnglish, these are the external and internal factors. External factors, including use of

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<sup>7</sup>Muhammad, Khan, and Muhammad, *“Impact of Mother Tongue on Learning English Language on Secondary School Level Students.”*An International Peer Journal. Vol. 31, 2017, p: 15

<sup>8</sup>Diyah and Susanti, *“Ayu Diyah Harni Susanti, ‘ Using Role Play In Teaching Speaking ’* , Unpublished Thesis: , (Jakarta : Syarif Hidayatullah State Islamic University, 2007), p.1 1 1.”

Indonesian influence in family environment and society even in everyday communication. Many students still use mother tongue to communicate with others. External factors include, lack of interest in learning English with pronunciation, intonation and spelling.

English learning is influenced by several factor, including ability receive knowledge of English, motivation to learn, age, career goals, time to use and English for pleasure. The factors of accepting English influence by the basic ability of language including mother tongue. Mother tongue with the differences grammar caused difficulties of learning English. Many error or mistakes found in English learners whose native language or their mother tongue is really different with grammar in English. These errors or mistakes can be traceable to the grammar factor in mother tongue that caused the error. The influence of mother tongue can observe in phonology, grammar and vocabulary.<sup>9</sup>

English learning is influenced by several factor, including ability receive knowledge of English, motivation to learn, age, career goals, time to use English, and English Pleasure. English accepting factors influence of basic ability in Language, including mother tongue. The differences grammar in mother tongue caused the difficulties in English. Many errors found in English learners which their mothertongue have far differences with grammar in English. These mistakes or error can find in grammar factors of mother tongue which caused those

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<sup>9</sup>Qomariana et al., "*Kesalahan Gramatikal Karena Pengaruh Bbahasa Ibu Dalam Tulisan Mahasiawa Program Studi Sastra Inggris Fakultas Ilmu Budaya Universitas Udayana.*"UniversitasUdayana. Vol. 19, 2017 p:113

mistakes. The influence of mother tongue can be appear in phonology, vocabulary and grammar.<sup>10</sup>

In some countries in this world, even English is not the native language of the average of the society, English used as the instructions or as a foreign languages, English is also spoken Indonesian people in daily conversation. Indonesia has many kinds of culture and ethnic, such as Batak's ethnic, Dayak's ethnic, Java's ethnic, betawi's ethnic and etc. All ethnics in Indonesia have their language as their language or their native language rather than having Indonesian language as the first language. Mother tongue is indeed very important in learning second language. Their accent will be recognized because they spell or produce different pronunciation. The differences will be seen clearly from their intonation, word stress, consonants and vowels. For students from villages usually made it, their accent will be seen when they speaking English because their mother tongue accent different with English accent. It also can be seen by the pronunciation, intonation, word stress, consonant and vowels.

The differences become the problems for some of Indonesian's students and they hinder them to have good pronunciation in English. They will influence both their speaking and their listening competence. Their English is influence by their Indonesian. Their pronounce English is doubtfully or even wrong so that their oral English sometimes difficult to understand. English has grammar, sometimes it will be the difficult to Indonesian's students because when they at school they taught by their teacher to use the formula of the sentences. It is also

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<sup>10</sup>Faridy and Syaodih, "*Analysis on the Importance of Mother Tongue in Early Childhood.*"Atlantis Press.Vol.58, 2017. P: 194

common be a problem for students, English grammar or the formulation is not same with their mother tongue word structure. For example in English is 'black cat' and in Indonesia is 'cat black'. There are some differences between languages.

From the problems above, the researcher suggested the students for leave habit of mother tongue when they speak English. This research will give the information and the result of what is the influence of mother tongue in speaking English and the problem's of students when they pronouncing English. The researcher is interested in doing research the researcher will do the research to know the significance influence of mother tongue. With the title: "The Influence of Mother Tongue in Speaking English (EFL) at MAN 3 Padang Lawas".

## **B. Limitation of the Study**

In this research, the researcher makes limitation, so that the focus of the problem can be known clearly. Based on the background above, this research focus to investigate the influence of mother tongue on mastery speaking English at MAN 3 Padang Lawas.

## **C. The Formulation of the Problem**

Based on the limitation of the problem above, the researcher formulated the problems:

1. What is the mother tongue of students at MAN 3 Padang Lawas?



2. How are the students' mastery on speaking English at MAN 3 Padang Lawas?
3. What are the influence of students mother tongue on their mastery in speaking English MAN 3 Padang Lawas?

#### **D. Aims of the Study**

Based on the formulation of the problem above, the aim of this research are:

1. To find out mother tongue of students at MAN 3 Padang Lawas.
2. To find out the students' mastery speaking English at MAN 3 Padang Lawas.
3. To find out the the influence of students mother tongue on their mastery in speaking English.

#### **E. The Significance of the Study**

The significance of this research can be explained as follow:

1. Theoretically

This research will provide useful information and also as a reference for research related to the influence of mother tongue on mastery speaking English.

2. Practically

- a. The Students

The result of this study will give the information and added their knowledge and information about the influence of mother tongue.

b. English Teacher

For the teacher this study will help them to more understand their students and also add the information about the influence of mother tongue on mastery speaking English.

c. Next Researcher

This study can be as the reference for next researcher to solve the same problem about the influence of mother tongue in speaking English.



