

# THE INFLUENCE OF INDONESIAN LANGUAGE ON STUDENTS' SPEECH AT THE ENGLISH STUDY PROGRAM OF FKIP UNIVERSITAS RIAU

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**Abstract :** *This research was a descriptive research of the influence of Indonesian Language on students' speech at the English Study Program FKIP Universitas Riau. The aim of this research was to know whether or not the Indonesian Language influenced the students' speech at the English Study Program of FKIP Universitas Riau. The population of this research was the fourth year (8<sup>th</sup> Semester) students of English Department (2013) of FKIP Universitas Riau with total 90 students. The sample of this research was 25% of the total population which was 23 students. The instrument of this research was interview. In conducting this research, there were five topics in interview which used to know the students' speech based on three language components: syntactic, lexical, and phonological. To get the quantitative data in this research, one rater was involved to analyze the errors that the students made. From the result of the oral test, the writer concluded that the percentage of the influence on students' speech in terms of syntactic was 26.08%. The percentage of influence on students' speech in terms of lexical was 14.49%. The percentage of influence on students' speech in terms of phonological was 28.98%. The students' influence score was 69.56% which was categorized as positive. The research finding also shows that Indonesian Language influenced the students' speech in terms of phonological the most. Therefore, the students should pay attention on learning and practice speaking English more. The educators could also help the students to listen to the correct pronunciation that the educator has modeled, so that they'll be able to pronounce the words correctly.*

**Keywords :** *speech, influence, Indonesian language*

# **PENGARUH BAHASA INDONESIA TERHADAP UCAPAN MAHASISWA DI PROGRAM STUDI BAHASA INGGRIS FKIP UNIVERSITAS RIAU**

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**Abstrak :** Penelitian ini merupakan penelitian deskriptif tentang ucapan mahasiswa di Program Studi Bahasa Inggris FKIP Universitas Riau. Tujuan dari penelitian ini adalah untuk mengetahui apakah Bahasa Indonesia mempengaruhi ucapan mahasiswa di Program Studi Bahasa Inggris FKIP Universitas Riau atau tidak. Populasi dari penelitian ini adalah siswa tahun keempat (semester 8) Program Studi Bahasa Inggris FKIP Universitas Riau (2013), dengan jumlah 90 mahasiswa. Sampel dari penelitian ini adalah 25% dari jumlah populasi yaitu 23 mahasiswa. Instrumen dalam penelitian ini adalah wawancara. Dalam melaksanakan penelitian ini, terdapat lima topik didalam wawancara yang digunakan untuk mengetahui ucapan siswa berdasarkan tiga aspek: sintaksis, leksikal, dan morfologi. Untuk mendapatkan data kuantitatif dalam penelitian ini, satu orang penilai diundang untuk menganalisa kesalahan mahasiswa dalam berbicara. Berdasarkan hasil tes lisan dengan menggunakan tiga aspek error, peneliti dapat menyimpulkan bahwa persentase pengaruh Bahasa Indonesia dalam aspek sintaksis adalah 26.08%. Persentase pengaruh Bahasa Indonesia dalam aspek leksikal adalah 14.49%. Persentase pengaruh Bahasa Indonesia dalam aspek morfologi adalah 28.98%. Skor pengaruh siswa adalah 69.56% yang dikategorikan positif. Hasil dari penelitian ini juga menunjukkan bahwa yang paling banyak dipengaruhi oleh Bahasa Indonesia pada berbicara siswa adalah aspek morfologi. Maka dari itu, para siswa disarankan untuk lebih mempelajari dan berlatih berbicara dalam Bahasa Inggris. Para pengajar juga dapat membantu para siswa dengan memperdengarkan cara pengucapan yang telah dirancang agar mereka dapat mengucapkan dengan benar.

**Kata kunci :** berbicara, pengaruh, Bahasa Indonesia

## INTRODUCTION

In Indonesia, English is learned as a foreign language. To communicate with other part of the world, a common language beside the national language is needed. English is the common language which is known to most of the people in the world. Even though it is not our national language it has become a Global language.

At the University level especially at the English study program, the skills of English have been taught since the first semester. They are including the language grammar, lexis / vocabulary presented through the four language skills of listening, speaking, reading and writing. The four skills are related to each other by two parameters, they are mode of communication and direction of communication. The part of mode of communication is oral or written and the direction of communication is receiving or producing the message.

One of the major skills of communication in a language is speaking. Speaking is the process of producing meaningful symbols of sound for conveying or sharing the message, information, feeling, knowledge, etc. Speaking is considered as the most difficult and challenging skill to learned (Brown, 2000). In speaking, it is important to select words which are simple, contextual, meaningful and clear. An accurate grammar is also important in communication because the receiver may be mistaken so the whole idea might be conveyed vice versa if a wrong structure of sentence is used. English taught at schools is expected to be applied in real life for communicative purposes. In learning English, students of second/foreign language will be considered successful if they can use the language to communicate effectively (Riggenback & Lazaraton in Widiati & Cahyono, 2006).

However based on the writer's experience in the first year of studying in English Study Program FKIP Universitas Riau, the majority of the students are afraid to take part in conversation during the teaching and learning activities. The students still use their national language (Indonesian) in answering or questioning. Majority of the students were worry too much about their grammar. They are lacking of vocabularies that makes them not confident to speak English, and in addition, they also having problem in pronunciation. Evidence shows that many students, especially students in primary schools are greatly affected by their first language when it comes to speaking and writing of the English language (Njoroge in Njeru, 2013). In other words, the national language disrupts the smoothness of communication. Students with lack of confidence tend to use their national language instead of proper English.

In this study the writer intends to find out the influence of Indonesian Language of the students at English Study Program FKIP Universitas Riau in speaking English. However, this study was focused on whether the Indonesian Language influenced the students' speech or not.

This research answers the question: "Does Indonesian Language influence the students' of English Study Program FKIP Universitas Riau in speaking English?"

## RESEARCH METHODOLOGY

The research design of this research was quantitative. The research took place at Universitas Riau which is located on Jalan Binawidya, Pekanbaru. The population

of the research was the fourth year (8<sup>th</sup> semester) students of English Department (2013), Universitas Riau. The total population of this research was 90 students.

To get quantitative data, the writer used interview as the instrument. Interview was used to get students' errors in speech based on three language components: Syntactic, Lexical, and Phonological. In order to get the data for this research, the researcher prepared 5 topics and the students gave their opinion about one of the topics that they chose. Then, their opinion was recorded to get reliable data. The data recorded was evaluated by one rater. The rater were English lecturer of UIN Sulthan Syarif Kasim Riau, Mr. Iswahyudi, M.A.

## FINDINGS AND DISCUSSION

The frequency of errors on the students' speech based on three language components: syntactic, lexical, phonological. The percentage of the errors was counted based on the number of errors in each category divided by the total errors.

<b>The Frequency and Percentage of the Students' Error</b>			
<b>No</b>	<b>Language Components</b>	<b>Frequency</b>	<b>Percentage of Error</b>
1	Syntactic	40	39.21%
2	Lexical	13	12.74%
3	Phonological	49	48.03%
<b>Total Number</b>		102	100%

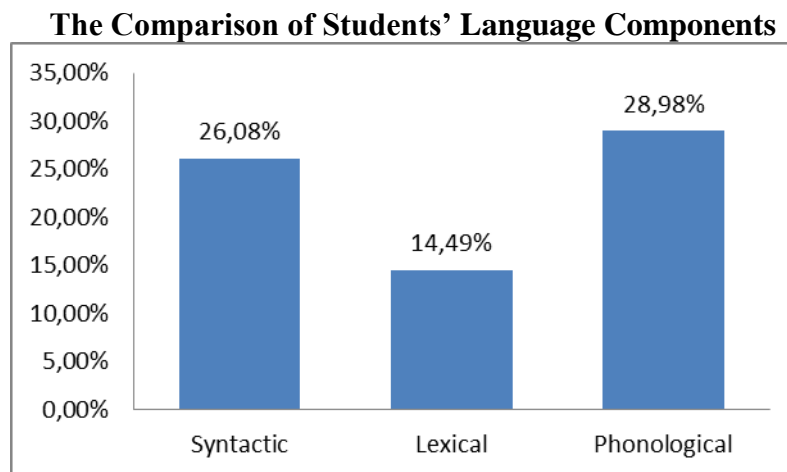
There were 23 students who took the test, from 18 students (39.2%) made error in syntactic. Then, there were 10 students (12.7%) who made error in lexical. Furthermore, there were 20 students who made error in phonological.

The percentage of the students' influence was calculated by the number of the students that made errors in each aspect, while the percentage of the classification was counted based on the number of influence in each category divided by the total influence.

<b>The Result of the Influence of Students' Speech</b>			
<b>No</b>	<b>Language Components</b>	<b>Frequency</b>	<b>Percentage of Influence</b>
1	Syntactic	18	26.08%
2	Lexical	10	14.49%
3	Phonological	20	28.98%
<b>Total Number</b>		48	100%

$$\begin{aligned}
 P &= \frac{48}{69} \times 100\% \\
 &= 0.6956521739 \times 100\% \\
 &= 69.56\%
 \end{aligned}$$

It was found out that the percentage of students' scores of influence is 69.56% which is between 51%-100%, therefore, the result is categorized as positive. From there, it was concluded that students' English speech is positively influenced by Indonesian Language.



Based on the data above, the phonological got the higher percentage which is 28.98% and then followed by syntactic with 26.08%. As for lexical the percentage is 14.49%. From the result, it can be concluded that the students' Indonesian Language influenced their phonological aspect the most.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

It can be concluded that the representations of expressions in English have been influenced by the students' Indonesian Language in the way of transferring their ideas on their speaking. The students still use their Indonesian Language to produce responses in speaking English. The students dominantly have difficulties in phonological. Through this study, it was discovered that the students' Indonesian Language has a considerable influence with their English speaking.

### Recommendation

Based on the results of this research, the writer would like to offer several suggestions. The recommendations are expected to be beneficial for the educators and students in teaching and learning English especially in teaching speaking. They are as follows:

1. Since the result shows that the most aspects that got influenced from the students' speech is phonological, the writer suggests that the students should pay attention on learning and practice speaking English more.
2. For the educators could also help the students to listen to the correct pronunciation that the educator has modeled, so that they'll be able to pronounce the words correctly.

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