

The Influence of The First Language Toward Students' Speaking Ability At Grade XI IPA of SMA N 8 Jambi City

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ABSTRACT

A simple way to find out the influence of the first language on speaking ability is to give a test in the form of a speaking test. This research uses quantitative as a research design and descriptive as a research methodology. The study took the student population of class XI IPA at Sma N 8 Jambi City in the 2021/2022 school year, and the sample was students of class XI IPA 4 and XI IPA 1 in the academic year 2021/2022. This study uses a test given to the respondents as a research instrument, and then the results of the test are assessed and analyzed. The author asks students to conduct a speaking test according to the theme that has been determined by the author. From the author's test, it was found that the scores obtained by experimental and control class students were normal. This is evidenced by the normality test conducted by the author. In addition, the average score in the experimental class was 14.07 and the average score in the control class was 14.52. Then the t test is done to see if there is an influence on the results of the author's study. The result obtained is that there are differences in scores in experimental classes and control classes.

Keywords: First language, speaking ability

INTRODUCTION

The goal of teaching high school pupils speaking abilities is for them to use language in everyday communication at school and in their environment outside of school. Students will become familiar with the sentences they use in speaking as a result of speaking. Speaking is one of the four abilities needed to acquire a foreign language, and it is given in high school English classes. That is stated in the English syllabus based on the 2013 curriculum. The purpose of English classes in high school is to help students develop their communicative competence in interpersonal, transactional, and functional discourses by using various spoken and written English texts in a coherent manner using linguistic elements. Teaching speaking can mean teaching students to communicate in the targeted language, because speaking cannot be separated from conversation.

So as long as students engage in conversation, they are directly involved in speaking engagement. Since English is the primary goal of language teaching, students

can use the target language to communicate, interact, ask and answer questions orally in classroom speaking activities. It helps students communicate effectively and correctly in English. However, it is not uncommon for students to be able to answer questions about the text but do not utter a good sentence when asked by the teacher why they chose to answer the question. Not just because they don't know the answer or do not have enough vocabulary, but because they do not know how to say it in spoken English. Furthermore, this phenomenon is caused not only by existing factors, but also by their second language acquisition.

First language acquisition is very important because it is the baby's first attempt to respond and express everything on his mind. In addition, the acquisition of this first language also affects the acquisition of language. The acquisition of the mother tongue is closely related to the social development of the child. Basically, the process of obtaining a child's language is gradually formed in response to environmental stimuli. Saville and Troike

(2006:1) point out that when you are a very young child, you begin to learn at least one language, which linguists call your first language, perhaps without much thought, and very little effort or conscious effort awareness.

Individuals experience problems when they make a lot of speech errors as a result of their first language interference. In this study, Indonesian influences English because students use Indonesian uncommunication. Learning process students can have the ability to speak good in English, but in reality though learning English takes a long time, it is generally observed that students cannot speak yet full sentence without making mistakes. That error causes intervention from the first language when speaking English, but there are some mistakes that are not caused by interference.

English as a foreign language in Indonesia is taught in schools, so students are almost always familiar with the first language. This situation can cause disruption. Learn English from your current first language. Harmer (2001) claims that the mother tongue barrier has two potential causes: a learner's limited knowledge of vocabulary and the transfer of code as areas of development of language acquisition of "first language barriers in learning". However, this is an important influence that needs to always be considered when learning and teaching English speaking skills.

FIRST LANGUAGE

According to Roike (2006:4) First language acquisition is a language acquired during childhood and its condition begins around the age of three.

According to Madisha (2018) the first language is the language that the baby acquires from birth to about 7 or 8 years of age. They can continue to learn the language even after many years to master all the idioms of sentence structure and many other fields. Children learn languages naturally and easily by listening to their

parents communicate with them or even by listening to other children talk to them.

HOW TO GET THE FIRST LANGUAGE

Language acquisition is the process by which a child acquires their language from infancy to puberty. Furthermore, in obtaining this first language according to Chomsky (2005) every child is born with a special ability to speak and this is not owned by other living beings.

According to Stork and Widdowson (1974:134), Language acquisition and language acquisition is a process by which children acquire abilities and skills in their native language where they acquire their first language because of their potential and strong influence on the environment around school.

SPEAKING

According to Shiamaa (2006:13) Speaking is one of the four skills of communication (to listen and speak). It is a means by which learners can communicate with others to achieve a particular goal or to express their expected intentions and views. Also, people who know the language in the "speakers" of that language. Furthermore, the context of speech is the most commonly used language skill.

According to Burns & Joyceas cited in Torkey (2010, p. 31) Speech is defined as an interactive meaning loading process involving the production of reception and processing of information. Its form and meaning depend on the context in which it occurs and the purpose of speech.

FUNCTION IN SPEAKING

Some linguists have sought to classify speech functions in human interaction. Brown and Yule (2000), as cited in Richards (2008), explain that the functions of speaking are divided into three categories including are talk as interaction, talk as transaction and talk as performance. Below are the explanations of each function of speaking:

1. Talk as interaction

The main function of this type is to focus on social interaction in communication. This is about how people get their message across to others and therefore they need to use their speech skills to communicate.

2. Talk as transaction

The main function of this type is to focus on social interaction in communication. It is about how people get their message across to others and therefore they need to use their speech skills to communicate. Furthermore, talk as transaction has several main features as follows: 1) Focus to the main information, 2) Only focus to the message and not the participants, 3) Use communication strategy to make someone understood, 4) Use the frequent questions, repetitions, and comprehension checks, 5) Use the negotiation and digression, 6) Linguistic accuracy is not always important

3. Talk as performance

In this case, the speech activity is more focused on the monologue than the dialogue. The speech served as a performance that appeared in public lecture speeches of public announcements and storytelling. Example: provides class reports debate student experiences and sales presentations.

RESEARCH METHODOLOGY

This research chose quantitative as a research design and descriptive as research methodology of this study. According to Creswell (2014) quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. According to Addle and Clark (2003:13), descriptive research is designed to describe group, activities, or event with focus on structure, attitude, or behavior. Ary, et.al. (2010) says that descriptive research studies are

designed to obtain information in concerning the current status of phenomena.

. According to Creswell (2014) a sample is a subgroup of the target population that This research plans to study for generalizing about the target population. This research determines the sample by using cluster sampling. According to Burke and Christensen (2014: 359), cluster sampling is a form of sampling in which clusters (a collective type of unit that includes multiple elements, such as schools, churches, classrooms, universities, households, and city blocks) rather than single-unit elements (such as individual students, teachers, counselors, and administrators) are randomly selected.

After the data collection is complete, this research will analyze the data found. The data that will enter comes from the tests given to the students who are sampled in this study.

This research concludes that the test is a set of techniques, procedures, and items used to assess the ability of individual differences as long as one or more numerical scores can be given. This research will give a test in the form of a speaking test, namely by story telling with the theme “Family” that this research has determined. The test will be done in pairs.

After the test results, this research determined category classification to classify students’ score. There are 5 classification which are used in this research:

Table 1.
Scale Description

Scale	Mean Range	Verbal Interpretation
5	4,51-5,00	Excellent
4	3,51-4,50	Good
3	2,51-3,50	Fair
2	1,51-2,50	Poor
1	1,00-1,50	Very Poor

To get quantitative result, this research uses the presentation formula as follow:

$$P = \frac{F \times 100\%}{N}$$

P: Percentage

F: The total number of subjects made mistake

N: The total number of the subjects

FINDINGS

This research was conducted on students of grade XI IPA 4 and XI IPA 1 sma 8 Kota Jambi in the 2021/2022 school year. Researchers conducted a study for 2 (two) weeks to find data and facts about the influence of first language toward speaking ability. The study was conducted on 20 male and 18 female students in grade XI IPA 4 (experiment class) and 8 male students and 28 female students in grade XI IPA 1 (control class). The study was conducted for 2 (two) weeks precise on February 21st, 2022, and February 28th, 2022.

This section describes and analyzes tests in experimental and control classes. In experimental classes the test is given after the class is given treatment, while the direct control class is given the test.

1. The Result of Experimental Class and Control class

A. Experimental Class

The experimental class of the study was class XI IPA 4 of SMA N 8 Jambi City. It consists of 38 students. Who has been given treatments. Then they will be given a test in the form of a speaking test. After the treatment and test were given, the scores from all students were obtained. Each rating criteria is worth some points. The score given is in accordance with the oral proficiency scoring categories, namely: grammar, vocabulary, pronunciation, fluency, comprehension, task (Brown, 2001).

From the table above, This researchs describe the findings as follows. Obtained students' grammar scores after the treatment Students who get a score of 1 there are 3 students. That it has a percentage as large as 7,8%. Students who got a score of 2 there were 8 students, so that it has a percentage as large as 21%. Students who get a score of 3 there are 20 students, so that it gets a percentage of 52,6%. Students who get a

score of 4 there are 7 students, it has a percentage of 18,4%. No student gets a score of 5. Then the average sample value of 2,81 which has a fair predicate.

The vocabulary score was obtained. Students who get a score of 1 there are 11 students. That it has a percentage as large as 28,9%. Students who got a score of 2 there were 5 students, so that it has a percentage as large as 13,1%. Students who get a score of 3 there are 11 students, so that it gets a percentage of 28,9%. Students who get a score of 4 there are 11 students, that it gets a percentage of 28,9%. No students gets a score of 5. Then the average sample value of 2,57 which has a fair predicate.

From the table above, researchers describe the findings of pronunciation scores as follows. Students who get a score of 1 there are 24 students, so that it has a percentage as 63,1%. Students who got a score of 2 there were 5 students, that it has a percentage as large as 13,1%. Students who get a score of 3 there are 8 students, so that it gets a percentage of 21%. Students who get a score of 4 there are 2 students, it has a percentage of 5,2%. No student gets a score of 5. Then the average sample value of 1,68 which has a poor predicte.

Then the fluency value is known. From the table above, This researchs describe the findings as follows. Students who get a score of 1 there are 8 students, it has a percentage 21%. Students who got a score of 2 there are 17 students, it has a percentage 44,7%. Students who got a score of 3 there are 9 students, so that it gets a percentage of 23,6%. Students who get a score of 4 there are 4 students, so that it gets a percentage of 10,5%. No student gets a score 5. Then the average sample value of 2,23 which has a poor predicate.

From the table above can be seen the student comprehension score. Students who got a score of 1 there are 10 student. It has a percentage of 26,3%. Students who got a score of 2 there are 10 students, so that it has a percentage as large as 26,3%. Students who got a score 3 there are 16 students, so that it has a percentage as large

as 42,1%. Students who got a score 4 there are 2 students, it has a percentage of 5,2%. No student get a score of 5. Then the average sample value of 2,26 which has a poor predicate.

From the table above, This researchs describe the findings as follows. Students who got a score of 1 there are 5 student, so that it has a percentage as large as 13,1%. Students who got a score of 2 there are 14 students, it has a percentage as large as 36,8%. Students who got a score of 3 there are 14 students, so that it gets a percentage of 36,8%. Students who got a score of 4 there are 5 student, that it has a percentage as large as 13,1%. No student gets a score of 5. Then the average sample value of 2,5 which has a poor predicate.

B. Control Class

The control class of the study was class XI IPA 1 of SMA N 8 Jambi City. It consists of 36. This class is not given treatment and is immediately given a test in the form of speaking tests. Each rating criteria is worth some points. The score given is in accordance with the oral proficiency scoring categories, namely: grammar, vocabulary, pronunciation, fluency, comprehension, task (Brown, 2001).

From the table above, This researchs describe the findings as follows. Obtained students' grammar scores. Student who got a score of 1 there are 5 students. That it has a percentage as large as 13,8% .Students who got a score of 2 there were 13 students, so that it has a percentage as large as 36,1%. Students who got a score 3 there are 16 students, so that it has a percentage as large as 44,4%. Students who got a score 4 there are 6 students. That it has a percentage as large as 16,6%. No student gets a score of 5. Then the average the vocabulary score was obtained. From the table above, This researchs describe the findings as follows. Students who got a score of 1 there are 4 students. That it has a percentage as large as 11,1%. Students who got a score of 2 there are 10 students, so that it has a percentage as large as 27,7%.

Students who got a score of 3 there are 16 students, so that it has a percentage as large as 44,4%. Students who got a score of 4 there are 6 students, that it has a percentage as large as 16,6%. No student get a score of 5. Then the average sample value of 2,66 which has a moderate predicate.

From the table above, researchers describe the findings of pronunciation scores as follows. Students who got a score of 1 there are 7 students. That it has a percentage as large as 19,4%. Students who got a score of 2 there are 17 students, so that it has a percentage as large as 47,2%. Students who got a score of 3 there are 10 students, so that it has a percentage as large as 27,7%. Students who got a score of 4 there are 2 students, that it has a percentage as large as 5,5%. No student get a score of 5. Then the average sample value of 2,19 which has a poor predicate.

Then the fluency value is known. From the table above, This researchs describe the findings as follows. Students who got a score of 1 there are 5 students. So that it has a percentage 13,8%. Students who got a score of 2 there are 17 students, so that it has a percentage as large as 47,2%. Students who got a score of 3 there are 12 students, so that it has a percentage as large as 33,3%. Students who got a score of 4 there are 2 student, that it has a percentage as large as 5,5%. No student get a score of 5. Then the average sample value of 2,72 which has a poor predicate.

From the table above can be seen the student comprehension score. Students who got a score of 1 there is students. That it has a percentage as large as 2,7%. Students who got a score of 2 there are 14 student, so that it has a percentage as large as 38,8%. Students who got a score of 3 there are 18 students, so that it has a percentage as large as 5%. Students who got a score of 4 there are 3 students, that it has a percentage as large as 8,3%. No student get a score of 5. Then the average sample value of 2,63 which has a moderate predicate.

From the table above, This researchs describe the findings as follows. Students who got a score of 1 there are 2 students.

That it has a percentage as large as 5,5%. Students who got a score of 2 there are 16 students, so that it has a percentage as large as 44,4%. Students who got a score of 3 there are 16 students, so that it has a percentage as large as 44,4%. Students who got a score of 4 there are 1 students, that it has a percentage as large as 2,7%. No student get a score of 5. Then the average sample value of 2,47 which has a poor predicate.

2. Normality of the Test

The normality test is conducted before calculating the t-test. The normality test is conducted to know whether the data from the two classes have been normally distributed or not. The result can be seen as follows: The normality test is conducted before calculating the t-test. The normality test is conducted to know whether the data from the two classes have been normally distributed or not. The result can be seen as follows:

1) The result of normality test from the experimental class

a. Normality test from grammar score.

From the normality test table above obtained $L_0 = 0,097813$ with $n = 38$ and $\alpha = 0,05$ of the critical table L obtained $L_{table} = 0,143728$ then $L_0 < L_{table}$ which is $0,097813 < 0,143728$ this means the sample is distributed normally at a confidence level of 95%.

b. Normality test from vocabulary score.

From the normality test table above obtained $L_0 = 0,043276$ with $n = 38$ and $\alpha = 0,05$ of the critical table L obtained $L_{table} = 0,143728$ then $L_0 < L_{table}$ which is $0,043276 < 0,143728$ this means the sample is distributed normally at a confidence level of 95%.

c. Normality test from pronunciation score.

From the normality test table above obtained $L_0 = 0,143584$ with $n = 38$ and $\alpha = 0,05$ of the critical table L obtained $L_{table} = 0,143728$ then $L_0 < L_{table}$ which is $0,143584 < 0,143728$ this means the sample is distributed normally at a confidence level of 95%.

d. Normality test from fluency score.

From the normality test table above obtained $L_0 = 0,143366$ with $n = 38$ and $\alpha = 0,05$ of the critical table L obtained $L_{table} = 0,143728$ then $L_0 < L_{table}$ which is $0,143366 < 0,143728$ this means the sample is distributed normally at a confidence level of 95%.

e. Normality test from comprehension score.

From the normality test table above obtained $L_0 = 0,107555$ with $n = 38$ and $\alpha = 0,05$ of the critical table L obtained $L_{table} = 0,143728$ then $L_0 < L_{table}$ which is $0,107555 < 0,143728$ this means the sample is distributed normally at a confidence level of 95%.

f. Normality test from task score.

From the normality test table above obtained $L_0 = 0,12584$ with $n = 38$ and $\alpha = 0,05$ of the critical table L obtained $L_{table} = 0,147666$ then $L_0 < L_{table}$ which is $0,12584 < 0,147666$ this means the sample is distributed normally at a confidence level of 95%.

2) The result of normality test from the control class.

a. Normality test from grammar score.

From the normality test table above obtained $L_0 = 0,091782$ with $n = 36$ and $\alpha = 0,05$ of the critical table L obtained $L_{table} = 0,147666$ then $L_0 < L_{table}$ which is $0,091782 < 0,147666$ this means the sample is distributed normally at a confidence level of 95%.

b. Normality test from vocabulary score.

From the normality test table above obtained $L_0 = 0,120522$ with $n = 36$ and $\alpha = 0,05$ of the critical table L obtained $L_{table} = 0,147666$ then $L_0 < L_{table}$ which is $0,120522 < 0,147666$ this means the sample is distributed normally at a confidence level of 95%.

c. Normality test from pronunciation score.

From the normality test table above obtained $L_0 = 0,12444$ with $n = 36$ and $\alpha = 0,05$ of the critical table L obtained $L_{table} = 0,147666$ then $L_0 < L_{table}$ which is $0,12444 < 0,147666$ this means the sample is

distributed normally at a confidence level of 95%.

d. Normality test from fluency score.

From the normality test table above obtained $L_0 = 0,124853$ with $n = 36$ and $\alpha = 0,05$ of the critical table L obtained $L_{table} = 0,147666$ then $L_0 < L_{table}$ which is $0,124853 < 0,147666$ this means the sample is distributed normally at a confidence level of 95%.

e. Normality test from comprehension score.

From the normality test table above obtained $L_0 = 0,114363$ with $n = 36$ and $\alpha = 0,05$ of the critical table L obtained $L_{table} = 0,147666$ then $L_0 < L_{table}$ which is $0,114363 < 0,147666$ this means the sample is distributed normally at a confidence level of 95%.

f. Normality test from task score.

From the normality test table above obtained $L_0 = 0,137639$ with $n = 36$ and $\alpha = 0,05$ of the critical table L obtained $L_{table} = 0,147666$ then $L_0 < L_{table}$ which is $0,137639 < 0,147666$ this means the sample is distributed normally at a confidence level of 95%.

3. Data Analysis of the students Score

After finishing the normality test, the data was calculated by using t-test to know the significant the influence of first language toward speaking ability in experimental class and control class. The data from test of experimental and control classes. The calculation result of the score of the experimental class (X) and the control class (Y) is presented as follows:

Based on statistical data on the calculation of experimental class and control class scores in appendix 4 and 5.

According to the data above, the result of both classes further in each class was calculated by using T-test. Based on the results of the calculated values using the t test and calculating df in appendix 6, the results obtained:

$\sum x^2 = 529,76$ and $\sum y^2 = 242,97$ with a value of $df = 72$. Then the results of the t test obtained are

t-test 0,625 < t-table = 0,625 < 1,666

The level confidence is 0,05 or 5%. The value of test was 0,0625. It mean that t-test < t-table because t-table is 1,666.

4. Hypothesis Testing

After obtaining the value by using T-test, the hypotheses can be tested as follow:

H0 : There is any significance influence of first language toward speaking ability of students.

H1 : There is no any significance influence of first language toward speaking ability of students.

Based on calculating data by using t-test, it showed that:

1. The value to was 0,625
2. df was 72.

It could be concluded that $T_0 < T_t$, so Null Hypothesis (H0) was rejected, meanwhile Hypothesis One (H1) was accepted. There are differences in scores in experimental classes and control classes. So there is no influence of first language toward speaking ability on students.

DISCUSSIONS

To determine if there is a first language influence toward speaking ability at grade XI IPA of SMA N 8 Jambi City. This researchs gave tests to the two classes which were experimental and class control classes. There were 38 students in the experiment class. Meanwhile, there were 36 students in the control class. Both classes conducted tests by conducting speaking tests in accordance with the theme given with the theme that had been given by This research.

Before giving the test, This researchs gave treatment to an experimental class at one meeting. While in the control class, researchers are not given treatment, but directly provide tests. Students are given a test in the form of a speaking test, to find out the score obtained by students, researchers use speaking assessment, aspects assessed are grammar, vocabulary,

pronunciation, fluency, comprehension, and task.

Based on the analysis data used t-test, it was found that the t_o is 0.625. This means that the T_o is smaller than the t_t . Then, for DF is 72. That is, the results showed that the experimental class had no first language influence toward speaking ability.

After doing this study and getting the results of this study, researcher learned that there is no influence of first language toward speaking ability. The study focused on looking at the influence of first language.

Based on the above explanation, researcher concluded that there was no first language influence toward students' speaking ability at grade XI IPA of SMA N 8 Jambi City.

CONCLUSIONS

After this research conducted a research and analysed the data using the selected instrument to the students in class XI IPA 4 as an experimental class, and XI IPA 1 as a control class SMA N 8 Jambi City. With research that focuses on the influence of first language toward speaking ability, in general, it can be concluded that:

1. Researchers have calculated the data with t-tests and it shows that the average scores of experimental and control classes have differences. $T_o = 0.625$ smaller than $T_t = 1,666$. It can be concluded that there is no first language influence on speaking ability for students at grade XI IPA of N 8 Jambi City High School rejected.
2. After treatment, this research concluded that there was no first language influence toward speaking ability at grade XI IPA.

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