

INDONESIAN INFLUENCE IN DEVELOPING SPEAKING SKILL IN LEARNING
ENGLISH: EFL LEARNERS' IMPEDIMENTS

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ABSTRACT

This article describes the Indonesian influence in developing speaking skill in learning English especially as EFL learners' impediments. Learners speaking skill in learning English is also faced with number of problems such as their L1, social, environment and cognitive challenges related to Foreign Language Acquisition. Many scholars in the fields of language learning and teaching show evidence for L1-FL comparison by the learners when they confronted with difficulties grammatical forms including different grammatical rules, they are unaware to utter those sentences and it is natural for the learners. Since this comparison is implicit, it may result in the wrong formation rules due to an incomplete FL knowledge. In this study, an investigation was done to identify the impact of L1 (Bahasa Indonesia) on EFL learners of State Islamic Institute of Tulungagung, a small district in East Java-Indonesia, in order to get underlying basis of capturing Indonesian influence in developing speaking skill in learning English for the sake of comparing their L1-FL impediments. The study involved qualitative methods of data collection. The data collected from the subjects utterances and responses were analyzed and findings were derived. The findings show that there are number of problems which are found to have impact on EFL learners speaking. Evidence provided by the utterances samples suggests that L1 (Indonesian) played a role in the process of intermediate EFL learners speaking. The impediments include tenses, verb, subject & agreement; word order, wrong chosen word; redundancy-reduction; phonological difficulties. Understanding linguistic differences between learners' L1 and English may help learners reduce the impact of L1. It can be assumed that a focus on speaking process as a pedagogical instrument is only for EFL learners if attention and supporting environment are given to linguistic development, if the learners are able to get sufficient and effective feedback with regards to their errors in speaking.

Key words: Indonesian, influence, speaking, learning English, impediments

1. Introduction

Language is used to create a meaningful communication among human beings. In other words communication is the main function of language. Communication is impossible without shared knowledge and assumptions between speakers and hearers (Stubbs in Nurhayati & Yuwartatik, 2016a). English language in Indonesia has taken a special attention due to the fact that people's awareness on the importance of English as the main means of communication in the global era is getting increased. Speaking is one of four English skills which brings many problems for Indonesian students, especially how to speak English fluently in conducting teaching English process.

Indonesian students are mostly Non Native Speakers (NNS), they definitely face many problems, the use of Indonesian (Bahasa Indonesia) in daily activities influence their speaking skill in learning English. The development of their speaking skill also influences their ability.

Language learning is an interaction of internal and external factors and the explanation of errors or problems using English must reflect the interaction. A number of problems; including environmental factors (communication situation, sociocultural factors) and a number of internal processing factors (L1/first language “transfer, “simplification) and cognitive challenges related to Foreign Language Acquisition.

The above mentioned phenomena becomes important underlying consideration for any educational institution-such as state Islamic Institute of Tulungagung- which runs English education programs or teacher training education to graduate the students as output as candidate of teacher or other professions who have been prepared to be competence to speak English fluently as one of Basic Requirements of learning English. Accordingly, it is significant to conduct a study on Indonesian influence in developing speaking skill in learning English. The focus of the study was finding out the answer of a question- what the EFL learners’ impediments in learning English are.

2. Reviewing Related Literature

The term of ‘foreign language’ was most widely used in contrast to ‘native language’ (Stern, 1991:15). In recent decades the other term ‘second language’ has been increasingly applied for all types of non native language learning. Mostly the two are used synonymously but in certain cases a conceptual distinction is expresses in the use of ‘second ‘or foreign’. A foreign language can express a relationship between person and language, i.e. the language is ‘new or ‘foreign’ to an individual; it does not necessarily express the legal status of a language, regardless of persons, i.e. a foreign language as a ‘non-national’ language, a language which has no legal status within the nation.

Indonesian is a standard language used by Indonesian people to communicate among them. Bahasa Indonesia and English have different system including phonological, supra segmental phoneme, stress, intonation, orthography, grammatical, word order. Yong (in Shaw, 2001:280) defines that English has 22 (vowels and diphthongs) and twenty four consonants. Indonesian only has six vowels /i, e, a, ə, o, u/ and three diphthongs.

i:	ɪ	e	æ	eɪ	aɪ	ɔ
ɑ:	ɒ	ɔ:	ʊ	aʊ	əʊ	ɪ ə
u:	ʌ	ɜ:	ə	eə	ʊ ə	ai
						Au

Chart 1. Indonesian Accents (Vowel and Diphthongs)

All those vowels could arise problems, but the shaded vowels are almost the same as Indonesian vowels, therefore, they are articulated without any obstacles only the no shaded vowels could arise serious problems. Not all vowels, except /ə/ is articulated or compared to longer; /bit/beat/, /pill/peal, full/fool, cot/caught. Conflation vowels /ae/ and /e/: are as follows hat- /het/; ankle - /enkel/; grammar- /gremə (r). The pronunciation vowel /v/ (like hot atau knock) with the rounded lips.

English diphthongs can be realized as pure vowels sometimes pronounced longer and shorter without any glides as the table below:

Chart 2. English Consonants

□	b	f	v	θ	ð	t	d
s	z	ʃ	ʒ	ʧ	ʤ	k	g
m	n	ŋ	l	r	j	w	h

The shaded phonemes almost have the articulation as Indonesian and considered or articulated without any obstacles, even though there are any confusing problems. The no shaded vowels cause the more serious problems such as the difference pronunciation of /n and /p /, post vocalic /r/, glottal sound, and others.

The different grammatical both Indonesian and English bring some problems for the Indonesian learners. They have difficulties to differentiate the Tense Marker (*Past Tense, Future Tense, Present Tense and Continuous/Progressive Tense*). Firstly, they do not consider the differences functions among *simple past tense* and *present perfect*. English learners get difficulties to construct *perfect* and *past tense*. Those errors could be like the examples below:

*I write the letter yesterday. *I was write yesterday the letter.
 *I finished written the letter. *Last week I have wrote to her.
 *I already finish write the notes. *I already inform him and agree.

Secondly, they also get confused to construct *Present Tense* especially the use of adverbial (*now, at this moment*) before or after verb. It indicates an action when the speaker speaks at that time. For examples:

*now he swim. *He is swim at this time. *He swim right now.

Thirdly, the Indonesian learners are confused of using modal” will” which indicates the future time. Some learners get problems to use and differentiate in constructing English sentences. For example:

*This book will we read. *Tomorrow you come.
 *They will to market on Sunday.

Fourthly, most of the Indonesian learners express duration aspect (*in process*) by using the word “*at the moment*” with the verb indicates an action which is conducted or being processed-in process. The learners use –English ing Form but they tend to omit the auxiliary, for example:

*They eating their dinner tonight. *They coming back late tomorrow.
 *They waiting here since 2 o’clock past.
 *They playing chess yesterday when the phone was ringing.

Instead of getting difficulties of using Tenses, they have other problems especially using Subject Verb agreement including the use of Verb, Part of Speech and word order. Then, the use of *Tobe, modal and auxiliary* also becomes their problems to construct English sentence for example:

Adiknya (berada) di rumah.
 Your sister/brother/his/her is/was at home.

Copula is placed in a sentence which states a condition or an existing thing:
 Yusuf sangat gembira. Yusuf very happy. (Yusuf is /was very happy).

The interference of mother tongue and confusing of the correct form are the main problems. They often cause the omission of to be or the errors of constructing sentences:

*His sisters very clever too./*His sisters were very clever too.
 *Their parents not happy. /*Their parents is not happy.
 *They hardworking farmers./They was hardworking farmers.

All those problems above arise the errors in using English, and the use of Indonesian dominantly influence their speaking skill in learning English; as the result the impediments arise errors in using English.

3. Research Method

The study involved qualitative methods of data collection. The data collected from the subjects utterances and responses were analyzed and findings were derived. The study was qualitatively approached by using ethnography framework and classroom based research. The data were collected from various communicative events taking place among lecturers and students during the process of teaching and learning and were obtained via several techniques. *First*, the researcher used *Participant Observation* along with the application *listening-recording and video technique* in order to obtain various interferences utterances in context interactions. *Secondly*, the researcher used interview to obtain the data related to the use of lingual level (word/morpheme, phrase, and clause) which were naturally difficult to get in natural communicative events during the observation activities and verify some inferences made by the researcher during the process of analysis and pre survey questionnaire data. At last, the collected data were selected and analyzed by using documentation analysis or an analysis framework constructed by the researcher based on the theories of Ellis (2008), Dulay, Burt & Krashen (1982), Greenbaum –Nelson (2002), Mcholm in Aissa (2014), Yong (2001).

4. Findings and Discussion

The findings show that there are number of problems which are found to have impact on EFL learners speaking. Evidence provided by the utterances samples suggests that L1 (Indonesian) played a role in the process of intermediate EFL learners speaking. The impediments include first misuse of Tenses including six tenses; those are the misuse of sentences in 1) Simple Past Tense; 2) Present Perfect Tense; 3) Past Perfect Tense; 4) Simple Present Tense; 5) Present Future Tense; 6) Present Perfect Continuous Tense. Second, the misuse of verb including six form of verbs including; 1) Original Verb; 2) Regular/ed/; 3) “To Infinitive”; 4) Irregular Verb; 5) Third Singular Person’s” 6) Ing Form”. Third the agreement consists of 2 (two) forms, those are 1) Subject Verb including 1) Omission of To be; 2) Omission of Auxiliary & Subject in sentence; 3) Misuse of Auxiliary/ Double Marking; 4) Omission of VP (Verb Phrase); 5) Misuse of *Passive /ed/*; 6) Misuse of Irregular Verb in Passive Voice ; 7) Omission of Verb Phrase & Noun Phrase; 8) Omission of *Noun Clause*; 9) Misuse of Verb Third Singular Person”; 10) Misuse of *Complement*; 11) Misuse of Verb Third plural & Second Plural; 12) Misuse of Degree of Comparison; 13) Omission of Main Verb; 14) Omission of Subject & Object; 15) Omission of Modal in sentences. Fourth, the misuse of word order in constructing sentences. Fifth is the wrong chosen word; sixth is redundancy-reduction; at last, is the phonological difficulty. Understanding linguistic differences between learners’ L1 and English may help learners reduce the impact of L1.

5. Conclusion and Suggestion

Based on the findings and discussion above it can be concluded that there are seven problems as EFL Learners’ Impediments which are caused by Indonesian Influence in Developing Speaking Skill in Learning English; those are the misuse of Tenses, Verb, Agreement, Word Order, Wrong Chosen Word, Redundancy-Reduction, and Phonological difficulty.

It can be assumed that a focus on speaking process as a pedagogical instrument is only for EFL learners if attention and supporting environment are given to linguistic development, if the learners are able to get sufficient and effective feedback with regards to their errors in speaking.

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