

## CHAPTER I

### INTRODUCTION

This chapter contains the basic aspect of this recent study such as the background of the research, the scope of the research, research questions, purposes of the research, benefits of the research, definition of key terms, significance of the research and publication plan of the research.

#### 1.1 Background of The Research

English education in Indonesia is essential for the nation, especially for Indonesian students. English is an international language used by everyone worldwide. People with a good English language education can build cooperative relationships to build a country's social and economic strength. In line with Siregar (2022), the role and function of language take up vital space, thus providing challenges to continue to explore and develop a language. Hence, skills in using English orally have a very high value in the industrial world, such as financial services, telecommunications, technology, and education, and also in the cultural sphere, where English is the primary language for conveying ideas internationally. Studying English is essential for students to communicate and interact actively in the current global era (Putri & Sya, 2022).

However, English education in Indonesia still needs to be improved for some students. According to Tambunsaribu and Galingging (2021) some students in Indonesia consider studying English a frightening prospect and challenging to learn. Hence, students need more motivation to improve their ability to speak in English.

It is consistent with Agung (2019) the students in Indonesia still have difficulty learning or mastering English due to differences in backgrounds mastering the language, even though they have studied English since junior high school, senior high school, and even at the university level, they still experience difficulty to learn English. It is one of the reasons why the students in Indonesia still have difficulty learning English.

Furthermore, teaching English in Indonesia is still based on memorizing vocabulary in books rather than understanding how to use English when speaking. According to Setiyadi, Mahpul, and Wicaksono (2019), Indonesian student orientation in studying English does not focus on skills but on how to get good grades in return. This line with Rao (2019) studies English as a foreign language for various reasons such as business, commerce, academics, politics. Overall, one of the things that makes children of Indonesia have low English skills is that the students in Indonesia only rely on things in books, so they only focus on the system of memorizing vocabulary to answer practice questions given by the teacher.

In 2021, Indonesia was ranked English proficiency in 80<sup>th</sup> place out of 112 countries, scoring 466 points in the English Proficiency Index survey by English First (EF). It shows that students in Indonesia need more knowledge about learning English. Other than that, one of the things that makes children of Indonesia have low English skills is the need for adequate facilities, such as the lack of qualified English teachers to educate students in carrying out the English language learning process in the classroom. According to Agung (2019), teaching English in Indonesia is challenging. Besides, one of the things that causes the process of

learning and teaching English in Indonesia not to be carried out optimally is that the government in Indonesia has made a policy regarding freedom in the use of English, which is still a foreign language in Indonesia. Based on Minister of Education and Culture Regulation 42 of 2018, the national policy towards freedom and literature in English is still a foreign language subject in Indonesia.

Therefore, even though English has used in every educational institution abroad, such as Singapore, the Netherlands, Germany, Portugal, and also Croatia, the official policy regarding the use of English in the scope of education in Indonesia does not yet have an official policy for use as a language of instruction in the learning and teaching process in schools. It is in line with Hidayanti et al. (2022) that one of the causes of the low level of bilingualism in Indonesia is the government's concern about the shift in the position of Indonesian as the national language and mother tongue as the local language if bilingual education has implemented permanently.

The potential for English language education in Indonesia is experiencing a decline, which causes Indonesian students to become underestimated by other countries. That is caused by a need for more students to be interested in learning English. According to Rao (2019), English has become an international language that can provide a different perspective when communicating globally. Hence, to demonstrate the quality of Indonesian students' active mastery of English, teachers, educational institutions, and the government must play essential roles in supporting English language education in Indonesia. According to Tiangco (2020), the use of English must be prepared thoughtfully in facing the global communication system.

However, the level of English language education in Indonesia still needs to be higher. In that case, the students in Indonesia are still massive use of the local language and Bahasa Indonesia, which causes them to rarely practice their skills in developing English vocabulary. Besides, English is also a foreign language for people in Indonesia, and most people in Indonesia still use Bahasa Indonesia and the local language to communicate. The use of these two languages in daily communication still feels massive, causing difficulties in learning English.

Indonesian people are said to be bilingual because they can fluently use local languages and Bahasa Indonesia. They use the local language to communicate with family members or the closest community. Other than that, Indonesian people use Bahasa Indonesia to be able to communicate nationally, thus symbolizing national identity. According to Effendi (2020) in Indriani et al. (2021), most people in Indonesia learn Bahasa Indonesia starting from formal education (school), and they also know the local language as a heritage language based on the social environment in which they socialize. At almost the same time, intense exposure to Bahasa Indonesia from various sources, such as TV, radio, the internet, and social media, makes Indonesian children develop bilingualism from an early age. Indonesian people generally are bilingual because they can master two languages, namely the local language and Bahasa Indonesia.

As a large nation, people in Indonesia are very proud of preserving the use of local languages and Bahasa Indonesia. It is proof that the two languages have a powerful emotional bond and symbolize the identity of the Indonesian nation. According to Julianti and Siagian (2023), using the local language and Bahasa

Indonesia strengthens national identity. However, based on this causes mistakes by students in Indonesia who always think about being able to interpret their understanding of the local language and Bahasa Indonesia into English, thus causing interference. Using the understanding of the local language to use English when speaking can cause interference (Mamo, 2016).

Using local language among students is still very popular for communication. It makes it susceptible to interference with foreign language learning. Apart from that, English in Indonesia still has the status of a foreign language, which means that English is different from the everyday language used by students in Indonesia. According to Wardani and Suwartono (2019), every student who studies a foreign language will face difficulties learning English, especially in mastering its pronunciation. So, English is only used by students when studying in the classroom, or they have to use English because they are in a place that uses English as the primary language.

Regarding to oral English, language interference is an infiltration of sound elements, vocabulary and grammar from the first language (mother tongue) into the use of a second language, especially English. According to Mariani (2021) language interference is a form of error in using elements from the first language in second-language learning. Apart from that, language interference can hurt students' language mastery. This is consistent with the argument of Kanwal, Hussain, and Farid (2022), who state that speaking English using mother tongue patterns will cause interference with the sounds and structure of words.

Usually, language interference occurs accidentally or needs to be realized by students when speaking in English. The level of the tendency for students' first language to interfere with the process of using English occurs accidentally (Wahyuni and Samad, 2021). It is in line with Weinrich (1970) in Rizqiyah and Firmonasari (2024) that several things cause interference from the mother tongue on the use of English, namely low knowledge of the sounds, vocabulary and grammar of English, having a higher ability in the mother tongue than English, and has high language prestige so that students will try to insert several language elements into English. Therefore, the leading cause of language interference is the differences in word structure, sounds, and vocabulary diversity between the first and target languages (Siregar (2021).

Furthermore, this interference can influence students' psychology because it will cause discomfort for students when learning English (Halibanon, 2021). So, when students make mistakes in pronouncing sounds from English vocabulary in front of friends, teachers, or even in public places, it will significantly influence students' mental abilities to express themselves using a language other than their mother tongue.

As we know, the level of proficiency of Indonesian students in using English needs to be higher. Indonesian students need help improving their accuracy and fluency in English language use. The former refers to the grammatical aspects that include pronunciation and structural rules, while the latter concerns confidence and contextually appropriate language use. According to Renandya (2018) in Melvina and Julia (2021), even though Indonesian students have studied English from junior

high school to the university level, the fact is that most students in Indonesia still have difficulty speaking English. So, to overcome this problem, the Indonesian government regulated the English learning process in Indonesia.

In implementing English language learning at the junior high school (SMP/MTs) level, a development process must be paid attention to, especially regarding the competence to communicate using English. The Minister of Education and Culture No. 096/1967 regulations state that English is the first foreign language taught in secondary schools in Indonesia. Besides, according to Siswandi (2018), English language subjects start students developing competence in communication so that graduating SMP/MTs students can communicate and provide discourse in English at all educational literacy levels. According to Budi, Rahmawati and Ekhsan (2021), in the process of learning English, junior high school (SMP) students are expected to have a literacy level that can access language knowledge, especially in terms of communicating using English. So, when carrying out the English learning process in the classroom, the students are required to be able to speak, express opinions, defend, and also be able to respond to any questions from other students.

Referring to speaking in English, speaking by the standard sound system in English is one of the essential requirements for students in learning English. Tariq et al. (2020) stated that the main requirement for speaking English is that students must be able to convey and pronounce vocabulary by the sound system in English. Therefore, regular practice is needed to improve the speaking English language skills.

Regarding it, speaking skills indicate that students can express, receive and convey information well. According to Aziz and Kashinathan (2021) if students speak English, students need to be able to receive and convey information according to the sound system in English. It is in line with Zega and Hulu (2022) that speaking skills do not only rely on students' language knowledge, but students are also expected to be able to process, tell stories, analyze, understand the essence of the problem, make comparisons, evaluate, explain, give approval, even to at the stage of decision making regarding a topic of discussion.

The process of learning to speak in English orally is similar to the situation of 7th grade Buginese students at SMPN 10 Poleang Selatan when studying English in class. Students can listen and respond to every statement and question the teacher gives in English. It is in line with the argument of Mola (2021) that in carrying out the English language learning process at the junior high school level, a communicative approach is the right thing to develop students' language skills such as listening, writing, reading, and speaking. This is also in accordance with the aim of implementing the Merdeka curriculum for junior high school students.

In implementing the Merdeka curriculum for learning English at the SMP/MTs level, it has been explained that students are targeted to be able to communicate using English, some of which are part of life skills. Therefore, implementing this curriculum provides opportunities for students to develop critical thinking skills, creativity and more varied speaking skills by linking English language learning to events in the surrounding environment. According to Nabilah



et al (2022) implementing the Merdeka curriculum has the advantage of being more focused on developing students' skills, especially in learning English.

In fact, students' spoken English skills are not optimal because of the differences in the language backgrounds of the students. This is consistent with Syafutri and Saputra (2021), who state that language interference usually occurs due to differences in language background regarding phonology, lexical, or grammar. The possibility of interference from the mother tongue with English could occur, especially interference from the Bugis language on students' use of English.

This phenomenon is similar to that of 7<sup>th</sup> grade Buginese students at SMPN 10 South Poleang in Waemputtang Village, South Poleang District, Bombana Regency, Southeast Sulawesi Province. The researcher chose SMPN 10 Poleang Selatan as the subject in this research because they reviewed several things, such as 90% of students studying at this school are students from the Bugis tribe and use Bugis as their daily language to both communicate in class and outside of class. The level of student knowledge about using English in communication still needs to be higher and the students need help pronouncing words in English. So, this case will make the students need more confidence in speaking oral English in the classroom.

Another thing that makes the students difficult to use oral English is social environment conditions that do not support using English to communicate orally. Most people in Waemputtang village used the Bugis language as their daily communication. The social environment is a place for everyone to interact intensely and communicate to help everyone develop in learning languages (Derin et al., 2020). So, if we look at the culture, the language used in the social environment

will influence the language use of children studying at that school. Using Bugis as a communication tool is an alternative way and is also supported by the social environment, where the majority use Bugis. According to Muhyidin (2016) in Nirwana and Suhono (2023), cultural diversity, family background, religion, and ethnicity tend to provide a strong impetus for using a language in communication.

Research on interference from the Bugis language in the use of English has always been an exciting research topic. Considering the diversity of each student's mother tongue background, the elements that cause language interference are also different, as research conducted by Hasnawati, Abdul, and Darlina (2021) found that most Buginese students in the Eleventh Grade of SMA Negeri 1 Majauleng were challenging to pronounce the front vowels correctly and the students made the interference in pronouncing English phoneme by substitution phoneme and the phoneme that had prominent interference was /æ/.

In another research, Ridwan, Munir, and Purawanti (2022) conducted research about the interference from the Buginese student dialect at Muhammadiyah University of Makassar. The result of their study was that the dominant interference to students' spoken language was interference with pronunciation stress of any part of the word. It aligns with Akis et al (2020) Bugis language interferes with students' pronunciation in Eleventh Grade in SMA Muhammadiyah 1 Makassar when they speak a foreign language or English.

So far, research on the interference of the Bugis language with the use of oral English language has generally been carried out at high school (SMA) and university levels with various research objects, research subjects, research

objectives, and research places. This research differs from previous research such as Hasnawati, Abdul, and Darlina (2021), Ridwan, Munir, and Purawanti (2022), and Akis et al (2020). It because this research uses speaking data from junior high school (SMP) students who are still classified as young learners. The student's understanding of Bugis is more dominant than that of English. According to Muhsin (2021) class VII junior high school students aged around 12-14 years are still considered young learners. The level of interference from the Bugis language on the use of English by students could occur because at that age playing is a natural trait still inherent in students rather than learning English.

Based on the description of the problems in this research background, the researcher chose to carry out this research for several reasons, such as the researcher wanted to explain or answer the question in this research, namely about how the Bugis language interferes with the use of oral English in speaking activities of 7<sup>th</sup> Grade Buginese students in SMPN 10 Poleang Selatan; the researcher wants to know whether the Bugis language can interfere with the use of oral English by Buginese students; the researcher wants to know what makes the Bugis language capable of interfering with the use of oral English by Buginese students.

## **1.2 Scope of The Research**

Based on the description of the problems in this research background, the researcher considers it necessary to provide an assertion that can state the focus of this research as follows:

- a. The method used in this research is discourse analysis with a qualitative approach.
- b. The focus of oral English in this research is English speaking activity in the classroom.
- c. The focus of interference in this research is the phonological interference of the Bugis language with the use of oral English.
- d. The data source for this research only focuses on 7<sup>th</sup> Grade Buginese students at SMPN 10 Poleang Selatan.
- e. Data collection for this research was only conducted during the English language learning process in class.

### **1.3 Research Question**

- a. How does the Bugis language interfere with the use of oral English in speaking activities of 7<sup>th</sup> Grade students at SMPN 10 Poleang Selatan?
- b. How is the 7<sup>th</sup> Grade Buginese students in SMPN 10 Poleang Selatan pronunciation with the use of oral English in Speaking?

### **1.4 Research Purposes**

Based on the research question of this research, the researcher will carry out some steps to answer the question, such as:

- a. Describe the interference of Bugis language on the use of oral English in speaking activities of 7<sup>th</sup> Grade students in SMPN 10 Poleang Selatan.

- b. Describe the pronunciation of 7<sup>th</sup> Grade students in SMPN 10 Poleang Selatan to speak in English.

By conducting this research, the researcher will provide an understanding about how to make the students will be more interested in speaking English in the classroom.

### **1.5 The Benefits of The Research**

This study offers important insight into several aspects of theoretical and pedagogical benefits. The findings of this study are a reference for those who want to research analyzing the oral English of Buginese students in speaking activities. Moreover, it can be positive impact all levels of academic society. There are several benefits of this research. Firstly, this research aimed to give the students insight into how to use oral English in speaking activities. Secondly, explain to the students how to speak in English fluently without disturbing their L1 or mother tongue skills.

### **1.6 Definition of Key Terms**

#### **1.6.1 Conceptual Definition**

##### **a. Oral English**

Oral English is a form of communication that uses English followed by intonation, vocals, facial expressions, and body movements to convey information. According to Syahputra (2022) oral English is a person's ability to pronounce words through the mouth with a style and intonation that matches the sound system in English. So, it uses words produced through the mouth with precise intonation and

supported by body movements to perfect the speech they want to convey to the listener.

### **b. Speaking Skills**

Speaking skills are the ability of everyone to pronounce articulatory sounds or words to express, state, and convey thoughts, ideas, and feelings. Other than that, the ability to produce language fluently and supported by the use of creative ideas to build an exciting topic of conversation (Pratiwi and Ayu, 2020). So, having good speaking skills will be the primary support in communicating and interacting with each other.

### **c. Bugis Language**

Bugis language is a language from the Austronesian language family used by the Bugis tribe. In general, Bugis speakers live in Sulawesi, especially in South Sulawesi. According to Melti and Bakri (2022), Bugis is the language used by the largest tribe in South Sulawesi, namely the Bugis tribe. Other than that, the Bugis language is also widely used by people from many regions of Indonesia, such as Kalimantan, Jakarta, Bali, Riau, Lampung, Palembang, Papua, and NTB.

## **1.6.2 Operational Definition**

### **a. Oral English**

Oral English in 7<sup>th</sup> Grade Buginese students in SMP 10 Poleang Selatan, which students produce orally through learning English in class.

## **b. Speaking Skills**

The speaking process by 7<sup>th</sup> Grade Buginese students at SMP 10 Poleang Selatan occurs when the teacher asks a question and the students respond regarding the English learning material in class. Other than that, the speaking process is also integrated with reading conversations in class. So, every student gets the opportunity to speak English in class.

## **c. Bugis Language**

Bugis is the everyday language used by 7<sup>th</sup> Grade Buginese students at SMP 10 Poleang Selatan, both when the students are at school and outside of school. Bugis is also the first language mastered by 7<sup>th</sup> Grade Buginese students at SMP 10 Poleang Selatan. So, Buginese students are more fluent in using other languages than other languages, such as English.

## **1.7 Significant of The Research**

This study offers important insight into several aspects of theoretical and practical benefits. This study's findings can become a reference for those who want to research oral English produced by 7<sup>th</sup> Grade Buginese students in speaking activities. Moreover, it can have a positive impact on all levels of academics and society, such as:

### **1.7.1 Theoretical**

The research results are expected to contribute to teachers' teaching and learning of English in the classroom, mainly to maximize the use of oral English by

7<sup>th</sup> Grade Buginese students in SMPN 10 Poleang Selatan, both in the classroom and the social environment.

### **1.7.2 Practical**

#### **1. Students**

Hopefully, this research will increase students' motivation and creativity in expanding their knowledge of oral English, allowing them to develop more effective and active speaking skills in conveying goals. Students may experience different English learning environments.

#### **2. Teacher**

Teachers can use this research as material for designing and developing English language learning methods that are more relevant to students' circumstances so that teachers can help students develop skills in speaking English.

### **1.8 Publication Plan of The Research**

The researcher completed this research by publishing it in Al-Ta'dib journal indexed with Sinta 3. Hence, this journal focuses on publishing articles related to oral English produced by Buginese students in Speaking activities.