

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Humans utilize language to communicate ideas, feelings, and information (Baule et al., 2023). Language is constantly growing and changing. Languages can be impacted by other languages. This process is unavoidable. Language is a civilization that cannot exist without the interference of other languages. Examples include dialect, vocabulary, phrasing, and new vocabulary acquisition. Language contact occurs during the language transfer process as part of the growth and change of a language. It aligns with the teachings of Allah as stated in the holy Qur'an. Verse 13 of Surah Al-Hujurat:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاهُ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

This verse explains that God sent the Prophet Muhammad with the Qur'an to command us to study the language. Of course, there will be distractions while learning another language. The Prophet encourages studying various languages to gain a deeper understanding of a nation.

People use language as a social behavior to communicate with one other and with society at large since people depend on and impact one another. Language is often described as a system in linguistics. Language is a way for humans to communicate and express themselves using various approaches. Speaking is one of the most crucial abilities to hone and improve in order to communicate effectively. One of the hardest things to master in language acquisition is speaking. It might be challenging for many

language learners to express themselves verbally. Since English is recognized as the lingua franca, dominating other languages, it has a considerable impact in several elements such as aim, length of the language, age, and inspiration for learning. Standardizing languages is challenging due to the tremendous impact of English on native languages. Grammar is a clear indicator of mother tongue intrusion. Improper language proficiency distorts the overall language (Noviyenty & Putri, 2021).

A person learns their parent language from birth. Overcoming the impact of one's mother tongue can be difficult. Students may feel inferior as a result of their mother tongue's impact. The students communicate only in their mother tongue while translating the target language into it. Due to their inexperience speaking a second language, some learners find it challenging to communicate in the target language (Irene et al., 2023). The mother tongue is the first language we learn as humans. Our parents spoke to us in our own language since birth. As a result, our mother tongue might be considered part of our identity. We can identify a person's origins based on their language use. Humans use language to communicate ideas and wishes through sounds. English serves as a second language and has become a global language in the globe. Correct pronunciation is essential for transmitting ideas, thoughts, and aspirations in order to communicate effectively.

The Dayak tribe in Central Kalimantan mostly speak Dayak, as well as Ngaju in the Kahayan and Kapuas River districts. The Bakumpai and Maanyan languages are spoken by inhabitants around the Barito River, while the Ot Danum language is spoken by the Ot Danum Dayak tribe in the upper Kahayan and Kapuas Rivers. The Dayak language, which has distinct phonological traits such as forceful articulation of vowels like "e," frequently transfers over into English speech. These characteristics impact the speaker's accent, producing a unique Dayak-accented English. This type

of accent can impair the clarity of spoken English, listener understanding, and even the speaker's confidence, particularly in academic or professional settings. This study focuses on the experience of a female Dayak student who is studying English. Despite her very high English speaking abilities, she admits that her Dayak accent continues to impact her English pronunciation and rhythm. This effect, she believes, is more than just mispronouncing words; it also includes deep-rooted speech habits acquired since childhood from everyday usage of her mother tongue.

The purpose of this narrative inquiry is to investigate how her Dayak mother tongue impacts her English speaking, especially in terms of accent, and how she becomes aware of and works to overcome this linguistic barrier. This will help to improve our knowledge of phonological interference from local languages and emphasize the need of accent awareness and training in second language learning.

This research focuses on the experience of English students who have Dayak accent in the use of English speaking skills. This research examine at how and what impacts Dayak mother tongue has on the English speaking skills of a student majoring in English at UIN Antasari Banjarmasin. This investigation employs the narrative inquiry method, and data is gathered by interview. Therefore, the researcher have conducted a study entitled **“THE IMPACT OF DAYAK MOTHER TONGUE IN SPEAKING ENGLISH: A NARRATIVE INQUIRY STUDY”**.

## **B. Definition of Key Terms**

This part contains the definition of the terms used in the thesis to avoid misunderstanding or misinterpretation. Be aware that not every word in the title needs to be defined; only define the cores of the research.

### 1. Dayak Student

"Dayak student" refers to a female undergraduate student from the Dayak ethnic group in Kalimantan who is presently enrolled in the English Education Department at UIN Antasari Banjarmasin. She is a natural speaker of the Dayak language and utilizes it in everyday conversation. Her history and linguistic habits make her an ideal subject for studying how mother tongue impacts English speaking, particularly in terms of accent.

### 2. Experience

In this study refers to the participant's personal and lived experiences in using English, particularly in speaking. This includes her emotional responses, confidence, challenges, strategies, and perceptions when speaking English in both academic and informal settings. The study emphasizes how her experience in speaking is shaped by her linguistic background and how she reflects on her performance and growth.

### 3. Impact on Speaking Skill

The word "impact" used in this study refers to how the participant's Dayak mother tongue impacts her English speaking, particularly in terms of accent. Accent refers to the pronunciation of vowels and consonants, intonation patterns, stress, and rhythm that are impacted by the phonological system

of her native language. The study's goal is to uncover and comprehend how these accent characteristics either hamper or shape her ability to speak English fluently and intelligible.

#### 4. Mother Tongue

The first language humans learn is their mother tongue. Our parents spoke to us in our mother tongue from the day we were born. Thus, we may also refer to our mother tongue as our identity. We can identify a person's origins based on their language use. Mother tongue refers to the participant's first language learned in early childhood—in this example, the Dayak language. It is not only the major mode of communication in her family and community, but it is also an integral aspect of her identity. In this study, the mother language is viewed as a source of phonological patterns that impact the participant's English pronunciation and accent.

#### 5. Speaking

Speaking is the conveyance of words by the mouth. Speaking is an interactive activity that generates, receives, and processes input to create meaning and a way of communicating in everyday life. Speaking is the productive ability of utilizing spoken English to express ideas, views, and facts. It requires pronunciation, fluency, vocabulary utilization, and real-time engagement. In this study, speaking refers not only to linguistic

accuracy but also to the participant's ability to convey herself confidently and effectively in English discussions and presentations..

## 6. Dayak

Dayak is a tribe that resides in Kalimantan. Dayak also has another connotation. Dayak is the language spoken by the Dayak tribe. Dayak is a homonym, with similar spelling and pronunciation but distinct meanings. This study focuses on the Dayak language and its impact on English language proficiency.

### **C. Research Questions**

The primary inquiries to be examined in this study are:

1. What are the experiences of Dayak student in English-speaking skills?
2. What are the impacts of Dayak's mother tongue on students' English speaking?

### **D. Objectives of Study**

The objective of study is written in statement. The research objectives are to examine the following based on the research questions:

1. To find the experiences of Dayak student in English speaking skills.
2. To analyze the impact s of Dayak's mother tongue on students' English speaking.

## **E. Significance of Study**

This study holds significance on several levels, both theoretically and practically, particularly in understanding how local linguistic identity impacts English speaking skills:

### **1. For Dayak and Other Ethnolinguistic Students**

This study sheds light on how mother tongue specifically, the Dayak language can impact the way English is spoken, particularly in terms of accent. By sharing one Dayak student's experience, it helps other learners with comparable linguistic backgrounds become more aware of the obstacles they may have with pronunciation, fluency, and self-confidence, as well as ways for overcoming them.

### **2. For English Language Teachers and Educators**

The findings of this study highlight the importance of recognizing students' linguistic and cultural backgrounds when teaching speaking skills. It can help teachers develop more culturally responsive and phonologically sensitive approaches in pronunciation training, especially for students who speak minority or regional languages.

### **3. For Curriculum and Material Developers**

The study suggests the need for speaking modules or materials that take into account phonological interference caused by local languages. This can inform the development of pronunciation-focused teaching content that

supports students in managing accent-related challenges without undermining their linguistic identity.

#### 4. For Future Researchers

This research contributes to the relatively underexplored area of how regional mother tongues in Indonesia affect English accents. It also demonstrates how narrative inquiry can be used to explore language learning from a deeply personal and reflective angle. The study may serve as a reference or foundation for future research on mother tongue interference, accent acquisition, and identity in English language learning contexts.

#### 5. For Cross-Cultural and Linguistic Awareness

This study promotes greater understanding of linguistic diversity in English language classrooms. It reinforces the idea that accents are not merely errors but reflections of identity, and encourages a balanced approach that supports intelligibility while respecting cultural-linguistic roots.