ANALYZING THE EFFECT OF FIRST LANGUAGE ACQUISITION ON ENGLISH DEBATERS' PRONUNCIATION

Thesis

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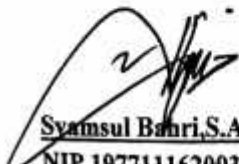in Partial Fulfillment of the Requirements for Sarjana Degree (S-1)

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Banda Aceh, 20 Desember 2017

Kejora Hafiza

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SURAT PERNYATAAN

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul " *Analyzing The Effect of First Language Acquisition on English Debaters' Pronunciation*" adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, seluruhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 20 Desember 2017

Saya yang membuat pernyataan,

(Kejora Hafiza)

Abstract

This study is entitled "Analyzing the effect of the first language acquisition on English debaters' pronunciation (A study of the first grade students of Ruhul Islam Anak Bangsa senior high school). The purpose of this research is to find out the effect of the first language acquisition on English debaters' pronunciation through descriptive qualitative method. This study applied random purposive sampling where the population is all of the first grade students of debaters class, and the sample is a couple of debate teams. The debaters' speech were recorded and analyzed to see the interference of their first language on their English pronunciation. The data were analyzed in terms of stress pattern and intonational contour. The findings of the analyses show that the first language interference are exist in the debaters' speech due to the negative transfer is more dominant than the positive one.

Key words: *First language acquisition, first language interference, debaters' speech.*

CHAPTER I

INTRODUCTION

This chapter is the opening of this study which described the reasons for conducting the research and several points, they are background of the study, research questions, the objectives of the study, significance of the study, and the terminology.

1.1   Background of Study

The effective communication is possible with the help of language. Language employs a combination of words to communicate ideas in a meaningful way. The language acquired during early childhood starting before the age of 3 years is called the first language. In other words, first language acquisition is the first language that we recognize before another language or commonly we called it mother tongue. The acquisition of first language can be witnessed from the time babies begin to imitate and eventually start producing words after hearing the sound around them and this is known as acquiring process. Every person takes relatively a long period in this acquiring process because acquiring the language is more than just the correct structure but it is about the sense, accent and how to pronounce it well. Hence, children get the first language without learning, but they acquire the language unconsciously, then they have to follow every step of acquiring their first language simultaneously with their age. In turn, they may communicate fluently in all contexts by using their first language.

Every native speaker of one language may have an accent and use idiomatic expression and different grammatical with the other languages. There are many subconscious aspects of language development such as metalinguistic, conscious, formal teaching of language and acquisition of the written system of language. Various language variables are involved in the language processes such as phonology, morphology, vocabulary, syntax, paralinguistic, pragmatics, and discourse. Every language owns these variables, and it must be different among the languages. The additional language that we learn after our first language is called the second language. The second language is typically an official or societal dominant language (e.g. English) needed for education, employment and other basic purposes. When people can create a successful communication by using their first language, it means that they acquire their language and know it very well and this is the acquisition, to have a success in communication we have to speak by using language (Sinha et al, 2009).

Language is a crucial thing in transferring message among people in communication. One of the ways to transfer the message is by speaking or commonly known as verbal communication. In communication, people produce the language patterns based on their first language. Nevertheless, in some purposes, people need to use second language or foreign language when speaking for instance, English language. In Indonesia, English is used as a foreign language where it is not used in the nationally official events, yet it is learned at school even it becomes a major subject in university. Since English is learnt at school, the target user is young learners. It is expected that they are able to communicate in English as their additional language. Unfortunately, Students face some

difficulties when they communicate in English. One of the difficulties they face is in pronouncing words in English. Students tend torelythe pronunciation of English language on their first language because student cognitive is set with the first language perception and it is hard for them to absorb the new sound patterns and get the sense of the target language.

Students learn a language in various models. One of them is Speech Learning Model which is proposed by (Fledge,1987). In that model he compares the phonetic sounds between the first and second language. He has focuses on the issue of L2 is the Speech Learning Model (SLM). The SLM tries to find out how speech perception affects phonological acquisition by differentiating the two kinds of sounds: "new" (not identified by any L1 sound) and "similar" (identified by L2 sounds). It was suggested that phonetic systems in production and perception tend to be adaptive over the life span and reorganized in response to the sounds in the L2 inputs. Another model of speech learning model is the perception-phonological acquisition interaction. This model state that the features used in grammar distinguish in terms of their level of prominence (Ritchie 1968) and (Michael,1973). Features that are used frequently in the language's phonology will be more prominent than the less frequently used one. Thus, features which are more prominent in L1 system will greatly influence learner's perception of new L2 sounds. So when students speak in the target language, they tend to pronounce the sound patterns of the target language based on their first language or input. This case is called the first language interference (Best, 1994).

The interference of first language happens naturally,it is a negative transfer and known as the automatic transfer due to habit, the structure of the first language

into the target language. Language transfer is the influence that the learner's first language exerts over the acquisition of a second language error in the learner's use of the foreign language that can be traced back to the mother tongue. According to Berthold, interference may be viewed as the transference elements of one language to another at various levels including phonological, grammatical, lexical and orthographical. Phonological interference can be indicated when the stress, rhyme and sounds from the first language interfere those aspects of second language. The example of the stress interference from bahasa in English can be seem in interrogative sentence, in bahasa we utter "*APAKAH kamu merokok*?", and "*APAKAH*" is the stressed word. In English, we say "Are you SMOKING?", and "SMOKING" is the stressed word. However, many Indonesian people utter "ARE you smoking?" In that case, they stress on the word "ARE" not "SMOKING". So this is one example of the first language interference that can find when the language learners are engaged in speaking conversation. The students commonly make the errors in terms of the phonological interference because they produce the sound patterns automatically without thinking the structure. In any occasion, the students will face direct communication where they have to speak in the target language and there will be no chance for them to think about grammar. As a result, the output tends to be naturally based on the input. Another automatic condition where the students have to comprehend some given topics and be able to communicate the ideas orally is English debate. This is the occasion where the output is perfectly based on the student's input and it flows very naturally. (Ellis, 1996)

Debate is a discussion between two different sides; it must be affirmative and the negative one. The debaters must deliver their arguments to defend their ideas and attack the opposite ideas with a certain mechanism. When the debaters speak in the target language, they tend to rely the pronunciation based on the first language and sometimes mix the two systems of the language because it is spontaneity. That's why the debaters first language acquisition may influence the way how debaters speak in the target language especially in terms of pronunciation. If the sound patterns of the target language are different with the student's first languages, then a lot of errors occur in L2 which indicate first language interference.

Almost all of the previous researchers believe that the first language has interference in second language acquisition. (Elham Karimi, 2015) found that there are some difficulties faced by the second language learners and he claimed that L1 can interfere with the acquisition of L2. It is also believed that the role of L1 in the L2 depends on some similarities and differences between the two languages. (Fatemi, Sobhani and Abolhassan, 2012) found the differences in consonant clusters orally in the first and second language. According to them, learners have difficulties in L2 pronunciation because they faced an unfamiliar phonological rules. However, Lord (2008) did a converse study. He investigated the different effects that L2 has on L1. He pointed out that learners who become a member of bilingual communities lose their L1.

The effect of debater's first language acquisition on pronunciation of English debate could be positive or negative. Therefore, the writer attempts to carry out

research entitled The effect of first language acquisition on English debater's pronunciation.

1.2   Research Question

This study is guided by a solely research question:

1.2.1 What is the effect of the first language acquisition on English debaters' pronunciation?

1.3   The Objective of The Study

1.3.1 To find out the effect of the first language on English debaters' pronunciation.

1.4   Significance of The Study

The significance of this study is to show the analyses result on the effect of first language acquisition on English debaters' pronunciation. Specifically, this study can be utilized as a reference for next research which are related to the topic of this research and as the knowledge for all students generally.

1.5   Terminology

To avoid misinterpretation, some significance term are used throughout this research particularly explained below:

1.5.1 First Language Acquisition

First language acquisition is the first language that children heard before the other language. First language has many different names such as native language, primary language, and mother tongue (e.g. Bahasa). This is one of the first language that is acquired during early childhood before the age about 3 years.

This study focuses on the students whose first language is Bahasa. Bahasa is one of the most Indonesia first language . Indonesian children acquire Bahasa when they were 3 years old. This means, Bahasa is their home language.

1.5.2 English Pronunciation

Pronunciation is the sound of the language, the way of someone produces segments and supra-segmental sounds that can be understood (Ottlowski, 2004). English pronunciation is the way we produce English word with particular English articulation, includes segmental and supra-segmental language systems.

This study focuses on English supra-segmental sounds that produces by the debaters; It consists of stress and intonation. The supra-segmental sounds of English are different from Bahasa. Therefore, this differentiation commonly leads the debaters to some error in pronouncing English while debating.

1.5.3 English Debaters

Debate is a contention by words or arguments (Merriam Webster, april 25, 2017). This is a discussion between two different sides, affirmative and negative team. The debaters are debating on a topic for each section. The English debaters must deliver their arguments in English to defend their opinions and rebut the opposite opinions with certain mechanism.

In this case, the pronunciation of the English debaters that the researcher analyzed are the first grade students of Ruhul Islam Anak

Bangsa Islamic Boarding Senior High School which consists of 6 students within two teams, negative and affirmative. The debaters are debating on two different motion for two sections.

CHAPTER II

THEORETICAL APPROACH

This chapter provides definitions of concepts and an overview of previous research about the first language interference on the English debater's pronunciation. It introduces the framework for the case study that comprises the main focus of this research including first language acquisition, English pronunciation, language interference, and English debaters.

2.1   First Language Acquisition

Language is a cognition that differentiates us with other species. Other species do communicate with an innate ability to produce several symbols with meaningful vocalizations. Innate ability is the ability to produce the sound. It is a biological foundation where every creation has it and focus on the internal, mental structures and thinking processes. Human have different language with animals, plant and another creation in this world. Human are born with a specific innate ability to discover the underlying rules of a language system on the basis of the samples of a natural language they are exposed to. Children learn their first languages through cognitive learning and acquires them by natural exposure such as imitating the sounds around them. The first language is produced from our articulation's organ and the one that we use to communicate with our family is called with The First language. (Lightbown & Spada, 2006.)

First Language Acquisition has many different names such as native language, primary language and mother tongue (e.g. Indonesia). This language is the first

language that is acquired during early childhood before the age about 3 years. The way how children and adult get the language are different. Children get the language unconsciously, they imitate the adult and use the innate ability to produce word by word but neither does with adult. Adult has acquired their first language when they were child, so when they study the complexity of language, it means they learn the language because they do it consciously. The acquiring process only happened to the children because only children whom get the language unconsciously. This section elaborates two main theories that explain the learning process of the child's first language, "Behaviorism" and "Nativist or Innateness theory".

2.1.1 Behaviorism

The behaviorism theory assumes that children imitate what they hear, and then continue with positive support, children learn language through conditioning and habit formation (Ellis, 2010).

Behaviorists believe that learning occurs by imitation and by association. Therefore, from the behaviorist approach, language acquisition can be seen as a stimulus-response process. Children learn language by imitation and analogy. The roles of imitation, repetition, reinforcement, and motivation are essential in learning the language. The First Language Acquisition is thus the result of nature which based on practicing.

2.1.2 Nativist

Unlike the behaviorist approach, the 'Innateness Hypothesis' proposed by a linguist, Noam Chomsky supports the idea that language

acquisition has a biological foundation (Ortega, 2000). He claims that children learn their first languages through cognitive learning and acquires them by natural exposure. That means both nature and nurture influence the acquisition of language in children. He hypothesized that children are born with a specific innate ability to discover for themselves the underlying rules of a language system on the basis of a natural language. This innate ability was seen as a sort of puzzle, containing the principles that are universal to all humans. This is called Universal Grammar (UG). As defined by (Chomsky, 1988). So, from the inmates approach, language is an innate or in-born process. Children learn language by practicing. It is argued that language learning is not a behavior but a specific mental process and emphasized on the important role to language.

2.2   English Pronunciation

Today, English has a very dynamic role in social life. English spreads as a tool in all dimensions of life, such as in education, economy, technology, employment and other basic purposes. For the English nonnative countries, English is commonly used as a second or foreign language. In Indonesia, English is learnt as a foreign language where it is included in the Indonesia's curriculum as a subject in every school level and it even becomes a major subject in the university.

The ability to understand spoken of English language is essential to the learning process. It might be easier to understand the written words of the target language but it could be much difficult to identify the target language in speech, due to the challenges of lexical segmentation and supra-segmentation. Foreign accent are

very prominent in second language speech production. There are five components in speaking; they are pronunciation, vocabulary, structure, comprehension and fluency. From those components, pronunciation is the primary issue because it contributes to the improvement of English language practically. English conversation tends to sustain when the first speaker is understood by others for his pronunciation.

"Pronunciation is the way in which a word or name is pronounced" (Merriam Webster, July 18, 2017). Pronunciation is the act or result of producing the sounds of speech, including articulation, stress, and intonation with reference to some standard of correctness or acceptability (Dictionary.com, July18, 2017). English Pronunciation is the way someone produces English words with particular English articulation includes segmental and supra segmental language systems. AMEP Research Center (July 18, 2017) defined a broad definition of English pronunciation includes both segmental and supra segmental features. Segmental aspect of pronunciation consists of word, phrases, and sentences. While supra-segmental aspects of pronunciation are stress, and intonation.

Segmental aspects of pronunciation refers to the usual vocalic and consonantal phonemes which consist of words, phrases, and sentences(Yuan Ren Chao,1968). Word is a small meaningful unit; phrase is a group of words; while sentence is a group of clauses. Supra-segmental aspects of pronunciation occur simultaneously with the segmental aspects such as stress and intonation. "Stress is extra force used when speaking a particular word or syllable" (Oxford, april 25, 2017). "Stress refers to the prominence given to certain syllables within words, and to

certain syllables or words within utterance". (AMEP Research Center, 2002)."Intonation refers to the way voice goes up and down in pitch when we are speaking" (Kelly, 2004). Intonation is "rise and fall of the voice in speaking"(Oxford, April 25, 2017). While AMEP Research Center stated that "intonation, or change of pitch, is crucial in signaling speaker meaning, particularly interpersonal attitudes".

Stress and intonation hold very important role in understanding either in spoken English or Bahasa. Stress refers to a relation to both words and sentences while intonation is related to the rise and fall in the sound when someone speak in order to avoid misunderstanding in spoken English between English native speaker with Indonesian native speaker, learners of English as a second and foreign language should pay serious attention to this matter. There are four intonational contours in English that are identified as *fall* [↓], *rise* [↑], *fall-rise* [∨], and *rise-fall* [∧] while Indonesian intonation contours are classified into three types; *rise [↑], rise-fall [∧], and flat [─] (*Poedjosarmo,1986). Due to the differentiation in intonational contour between English and Bahasa, many English learners faced some difficulties in pronouncing English word with the correct stress and intonation.

Stress and intonation are usually applied to a single word that is held with some general signs about where that stress will rise or fall depending on the way the word is structured. A simple example of how stressed could change the meaning of word is, for example when we cannot hear clearly when we are talking to a English native speaker in a crowded environment to determine which word is *photographer* or *photograph.* Both of these words could be determined by paying attention to the first two syllables like *PHOto* or *phoTO* because these two words

are stressed differently. For the word photograph, the stressed is in the first syllable, while for the word photographer, the stressed is in the second syllable (Muzammil lazim,2011)

Problems which are commonly faced by English non-native speakers who speak English to native speakers without using word stress is misunderstanding, especially when the native-speakers are speaking fast. On the other hand, English native speakers may find it difficult to understand non-native speakers' utterances if they do not use word stress where English native speakers use word stress naturally.

2.3   Language Interference

Language interference is the result of old habits in the first language, which must be unlearned before acquiring new habits in the second language (Dulay, Burt, & Krashen, 1982). The result of first language old habits leads to the automatic language transfer from the surface of the first language to the surface of the target language. Language transfer refers to the target language learners who are applying knowledge from their first language to the target language.

Learners of the target language tend to transfer the forms, meaning and culture of their first language to the target language. There are two types of transfer in learning the second language; positive, and negative transfer. If the two languages have much similar in term of structure, pronunciation, and linguistic features, then learning might be easier through the positive transfer but if the two language are quite different, then some errors will occur through the negative transfer. Those errors that occur in learning second language are categorized as developmental

error, ambiguous error, and unique error. Developmental error refers to the errors that are not related to learner's first language. A number of studies were done on the first language transfer in second language acquisition. Nemati and Taghizade (2013) stated that only few of second language learners become successful in achieving native speaker's level, most of second language learners cannot achieve native speakers' level ability. (Selinker,1983) argued that there are two types of transfer in learning a second language; positive and negative transfer. In positive transfer, first language facilitates the acquisition of second language, but in negative transfer the first language has negative impacts on second language and interferes in the first language. (Fledge, 1987) points out that "the merging of phonetic properties of phones that are similar in the first and second language not only the acquired language but the native one as well". For example, an English speaker with higher proficiency in Spanish can have problem both in English and Spanish. He might pronounce Spanish with English characteristics, and pronounces English with Spanish characteristic. Learners who acquire a second language cannot pronounce the words native like both in first language and second language. There are three possibility options for the second language learners. First, they can preserve their first language but they cannot achieve native like in second language pronunciation. Second, they lose their first language and achieve native like pronunciation. Third, they lose native like pronunciation both in first and second language.

Therefore, Language interference can be understood as a process when one language has an impact on another language and when individual is experiencing

language transfer. Interference can effect in a positive as well as in a negative way.

2.4   English Debaters

"Debate is a formal discussion of a motion" (Merriam Webster, April 25, 2017). It is a discussion between two different sides, affirmative and negative sides in a parliamentary debating. Parliamentary debating is an academic debate event it could be a competition or another formal ceremony. There are three kinds of parliamentary debating such as Asian Parliamentary, Australian Parliamentary, and British Parliamentary. Each of these kinds of debate has a different set of rules.

English debate is two sides of people who debate the opposite argument with their argument on a motion with a certain mechanism. The debaters are debating based on the regulation debate system that they used. Each debaters has different roles where they stand on first, second or third speaker in a team. Each speakers has the different role in presenting the argument. The role of the first speaker is explaining the motion clearly and gives the limitation. The role of the second speaker is defending their group with many facts, arguments, expert opinion, and rebuttals. Where the role of the third speaker is concluding what have said by the first and second speaker. Moreover there also a reply speaker from both of the negative and affirmative teams. The reply speaker take the last turn for explain the conclusion of the debate.

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides all related aspects to research method. Research method refers to a detailed outline of an investigation which is concerned with the brief description of the location, research design, population and sample, technique of data collection, and technique of data analysis.

3.1   Brief Description of The Location

The study was undertaken at Ruhul Islam Anak Bangsa Islamic Boarding Senior High School. Ruhul Islam AnakBangsa or commonly known as RIAB is one of several modern Islamic boarding schools in Aceh which is located in Gue Gajah, Ketapang, Aceh Besar.

There are many educational activities in RIAB either formal or extracurricular one. The formal activity is the activity that obligated all of the students to follow, such as school, additional short course, and practical learning in the laboratory or any other place. While the informal activity is the extracurricular activity that not obligated the students to join it all, they may join the activities based on their preference. This activity could be debate class, painting class, tahfidz class, and so on.

This study specifically conducted the research about the effect of first language acquisition on English debate pronunciation, case study of English Debate Class in RIAB.

The researcher wants to see and analyze the language interference of debaters' first language that is Bahasa on their English pronunciation.

3.2 Research Design

There are many approaches to write a research. Two of the most common are known as quantitative and qualitative research. Quantitative research starts with an experimental design and the hypothesis by the quantification data and some sort of numerical analysis, while qualitative research are not set up as experiments, and the data cannot be easily quantified.

This study applied qualitative research paradigm. It refers to the research that is based on the descriptive data that does not make (regular) use of statistical procedures. There are some of the most commonly used qualitative data collection methods, including ethnographies, interview, diaries, case study, and observational techniques. In this study, case study and observational technique are considered as an appropriate research method to be applied, since it can provide a holistic description of language learning or use within a specific population and setting. Therefore, case study enables the researcher to obtain the effect of Bahasa on Supra segmental English Debaters pronunciation. (Alison Mackey & Susan M.Gass, 2005).

The process of this research involved observing and recording the debaters speech in the debate simulation for three meeting with three different motions. The researcher analyzed the effect of first language supra-segmental features on English debaters' supra-segmental pronunciation by identifying every single intonation and stress in each sentence that was produced by the debaters.

3.3   Population and Sample

"A population is strictly a finite collection of the units from which information is sought in the survey, with additional specification" (Lavrakas, 2008). The population of this research is all of first grade students in English debate class, it includes male and female. In this study, the researcher was chose a couple of English debate teams, each team consists of three students. So the sample of this study is 6 English debaters of first grade students in English debate class.

3.4   Technique of Data Collection

In order to answer the research question "What does the effect of the first language on English Debater's Pronunciation?" This study used the observation technique to find the effect of first language on English Debaters pronunciation. Then, to strengthen the result of the observation, the researcher made a debate simulation for three meeting with three different motions and used recorder to record the debaters' speech in order to identify the supra-segmental interference of first language on English debaters' pronunciation.

3.5   Technique of Data Analysis

Supra-segmental features refer to stress and intonation of a language. Stress is the rhythm of a language, it applies not only to individual vowels and consonants but also to the whole syllables. A stress syllable is pronounced with a greater amount of energy than an unstressed syllable. Intonation shows the music of the language, fluctuations of someone voice over a speech.

Every language has different supra-segmental sound and so do English and Indonesian language. There are four intonational contours in English that identified as as*fall*[↓], *rise* [↑], *fall-rise* [∨], and *rise-fall* [∧] while Indonesian intonational contours classified into three types; *rise [↑], rise-fall[∧], and flat [─]* (Poedjosarmo,1986).

This study applied two instruments in collecting the data. While the process of this research involved observing and recording the debaters speech in the debate simulation for three meeting with three different motions. The researcher analyzed the effect of first language supra-segmental features on English debaters supra-segmental pronunciation by identifying the intonational contour and the stress patterns of part of debaters' speech that was produced by the debaters..The considerations are formulated in the following rubric:

3.5.1 Recording

Recording refers to the instrument that the researcher used to collect the data. In order to find the interference of the first language on English debaters' pronunciation, the researcher used recording to indicate which English words that are pronounced with English stress patterns and the ones that are pronounced with Indonesia stress patterns.

There are three English and Indonesia basic patterns in syllables; they are monosyllabic, bysillabic, and multisyllabic. "Multisyllabic words, primary stress falls on the penultimate syllable (in monosyllabic words, the lone vowel is the locus of primary stress). In words with

more than three syllables, a secondary stress occurs on the initial syllable". In order to identify the first language interference, this study will indicate which English words that are pronounced with English stress patterns and the ones that are pronounced with Indonesia stress patterns. The considerations for the recording are formulated in the following rubric:

a. Word Stress Patterns

Words	English Stress Patterns	
	Bysillabic	Multisyllabic
Table ['te I bl]	✓	
Animal [æ nIml]		✓

Words	Indonesia Stress Patterns	
	Bysillabic	Multisyllabic
Gúru	✓	✓
Berápa		

The table above is the stress patterns rubric that uses to identify the word stress patterns' pronunciation of the debaters' speech and compare it with English stress patterns to find out the first language interference in the debater's speech.

b. Intonational Contour Analysis

In order to find the interference of Bahasa intonational countour on English pronunciation, this study will identify the bahasa intonational contour in English debater's speech in the sentences's intonational contour's analysis based on three English intonational contour; *rise* [↑], *fall* [↓], and *rise-fall* [∧]. Then the researcher compared it with bahasa intonational contour; *rise* [↑], *rise-fall* [∧], and *Flat [-]*.

CHAPTER IV

DATA ANALYSIS AND DISCUSSIONS

This chapter discusses the data analysis of this research which comprises the analysis of recording in terms of word stress analysis and intonational contour analysis. The findings of these analyses are then brought into deeper discussion to answer the proposed research question.

4.1   Data Analysis

There are several interrelated steps used in the process of collecting the data. The first step was to prepare the data for analysis. This involved recording the debaters' speech, transliterating the recording result, and typing up field notes. The next step was analyzing the data by identifying every single intonation and stress in several words and sentences which were pronounced by the participants to find out the first language interference on English Debaters' speech. The third step was concluding the analysis to reveal the result.

The recording section was done by asking a couple of debaters' team from the second grade students to have a debate simulation for two meetings with two different motions. The researcher recorded the debaters' speech by using the recorder. Then, the researcher transcribed the debater's speech into the transcript and analyzed it in terms of the supra-segmental features. This step was used to identify which supra-segmental features belong to the debater's first language or the target language. To assist the researcher in analyzing the supra segmental

features, the sources such as Cambridge Pronunciation Dictionary, Merriam Webster Dictionary, and Oxford Living Dictionary were used.

4.1.1 Analysis of the Recording

In order to find out the first language interference on debaters' pronunciation, this study analyzes the supra-segmental features of each debater's speech that was recorded and transcribed based on two sections; stress patterns and intonation. Stress patterns are categorized into three groups of words, including monosyllabic, bysillabic, and multisyllabic. Monosyllabic word is the word that only consists with a syllable, in this study the researcher did not apply the monosyllabic stress as the measurement to see the first language interference due to the monosyllabic word is hard to be detected. The second category is bysillabic word. This group contains with two syllable where they only have a main stress in a word and there is no the secondary one. Different stress indicates different meaning even they have the same spelling. For the example, the word "PRES-ent" which stressed at the first syllable indicates a noun or adjective, but if it is stressed at second syllable "pres-ENT" indicates a verb. The third category is multisyllabic word. This group consists with three or more syllables and has more than one stress, but there is only one main stress while another stress could be the secondary stress. Commonly, the main stress of this word is on the penultimate syllable (the second last syllable of the word) (e.g: ed-u-CA-tion) and the secondary stress is

on the lone vowel (e.g: ed-U-CA-tion). Each group has different stress patterns either in English or Indonesia. The intonation patterns between English and Indonesia are different. English Intonation is categorized into four patterns; they are *fall [↓], rise [↑], fall-rise [∨],* and *rise-fall [∧].* While the intonations of Indonesia are categorized into 3 patterns; they are *rise [↑], rise-fall [∧], and flat [−]* (Poedjosarmo,1986). In analyzing the intonational contour interference of the debaters' first language, the researcher took parts of the debater's speech randomly from the full script of the debaters' speech and analyzed the intonation of each sentence. (Stack, 2005)

In this study, there were twelve debaters' extracts analyzed by the researcher which came from two rounds of debate. The debaters' speech was grouped into two opposite sides; affirmative and negative sides and the debaters' speech was analyzed into two sections; the word stress and the intonational contour.

1. First Round of English Debate

    The first round of English debate applied "This House Would ban the use of plastic water bottle" as the motion that the debaters debated about. In this first round, 6 extracts which refer to 6 debaters' speech were analyzed. To have a systematic analysis, the analysis was carried out by dividing the debaters' speech into affirmative and negative side.

    a. The Analysis of Affirmative's Comments

Extract 1

"Today, we have a good motion that this house would ban plastic bottle water use. I am Yuna Amira as the first speaker from the affirmative will give you a definition and arguments. As we know, plastic bottle water is useless and plastic bottle water is like Aqua, Ades, etc, and then, plastic bottle water is not good for our healthy, there are so many bacteria from plastic bottle water because some people take plastic bottle water from the brush and the rabble don't know about the bacteria from that, and as we know plastic bottle water is unrecyclable. So we cannot make something from that plastic bottle water.".

Word stress Analysis

The analysis of the word stress patterns of extract 1 can be seen as in the following table.

Table a.1

Words	Indonesia Stress Pattern		English Stress Pattern		First language Interference	No first language Interference
	Bysillabic	**Multisyllabic**	**Bysillabic**	**Multisyllabic**		
Today	✓				✓	
Motion			✓			✓
Plastic	✓				✓	
Bottle			✓			✓
Affirmative				✓		✓
Definition				✓		✓
Arguments		✓			✓	
Useless	✓				✓	
Healthy			✓			✓
Bacteria				✓		✓
Because				✓		✓
People			✓			✓
Rabble			✓			✓
Unrecyclable		✓			✓	

The rubric formulation of stress pattern shows that "no first language interference" column has more checklists than "there is first language interference" column which means that the debaters speech has less interference of the

first language. Some of the debaters' speech are interfered by their first language in terms of the stress patterns. For example, the word "today" which consists of two syllables "to-day". The debaters stressed it in the first and the second syllable just like Indonesian say "hari ini", while in English, the word "today" is only stressed in the second syllable "toDAY". Another example is the word "argument" which consists of three syllables "ar-gu-ment". The debater stressed only at the third syllable. Meanwhile, in English this word is stressed at the first as the main stress and the third syllable as the secondary one "AR-gu-MENT".

Intonational Contour Analysis

The following is the debater's comment, extract1, which has been analyzed in terms of its intonational contour.

"Today [↓], we have a good motion that [↑] this house would ban the plastic bottle water use [-]. I'm [↑] Yuna Amira Afra as the first speaker from the affirmative will give you a definition [^] and argument [^]. As we know [↓], plastic bottle water is useless [^] and plastic bottle water is like aqua, ades, etc. Then [-], plastic bottle water is not good for our healthy [^]. There are [↑] so many

bacteria from plastic water bottle [-], because some people take it from the brush."

The script above is part of the selected sentences from the full script of the debater's speech that shows much interference of the debater's first language, the positive and the negative one. In this paragraph, the researcher only indicated the negative interference. The word "that" *[↑]* indicated the rise tone, but in English the tone for the word "that" in the middle of sentence does not rise. Second, actually the word "use" *[-]* at the end of the first sentence sounds fall *[↓]* but here it sounds flat. Third, the word "I'm" *[↑]* actually does not sound rise but it is fall. Fourth, the word "definition *[^]*" and "argument *[^]*" actually does not sound rise fall, but it is fall *[↓]*because it is located at the end of the sentence. Fifth, the word "then *[-]*" actually it does not sound flat but it sounds fall *[↓]*. Sixth, the word "bottle *[-]*" actually does not sound flat but it is rise fall *[^]*.

Extract 2

"I Shally Syifa Azhari as the second speaker of the affirmative team. Okay I will give you the rebut first. The rebut is you said before that the economy side and the

healthy side. As we know that if we use the plastic bottle water, we know that will waste our money. Yes we know that plastic bottle water that so cheap for us but in that plastic bottle water is so many bacteria in that material. Okay, I'm going to my argument. My arguments are; first if we use plastic bottle is not good to our healthy as our first speaker have told you before. There are many bacteria in that material, and then, as we know that the rabble often to take the plastic bottle water in the brush. So they will recycle that plastic bottle water and will sell to to consument and the consument will buy that plastic bottle is like bowl of the party, for our necessity. The second is, that plastic bottle give the bad impact for us. Why not we use the Tupperware or etc. Yes we know the Tupperware that is so expensive for us. Did you imagine that if we buy the plastic bottle water just Rp.3000,- but if we often buy it, it will be a hundred. So we can buy the Tupperware, ya the Tupperware is so expensive but we have the size of the Tupperware is like small, medium, and the big one. So if you said that in the economy side, in affirmative we think in the economy side it will waste our money in plastic bottle water not in Tupperware. That can waste our money so much, and then the rabble and the consumen which buy the plastic bottle is not think about

her family and body, for example about their healthy. They just think about that price is so cheap for them and they not think that how they drink from the plastic water bottle. In that material so many bacteria. So if we use plastic water bottle it will be useless for us. The third is, they cannot make the handicraft for the party, just like bowl, the rabble recycle the bowl for sell to the consumen. I think our team believes that THW ban the use of plastic bottle water. I agree with this motion".

Tabel a.2

Words	Indonesia Stress Pattern		English Stress Pattern		First language Interference	No first language Interference
	Bysillabic	Multisyllabic	Bysillabic	Multisyllabic		
Second	✓				✓	
Speaker			✓			✓
Affirmative		✓			✓	
Rebut	✓					✓
Argument				✓		✓
Healthy				✓		✓
Bacteria				✓		✓
Material				✓		✓
Brush						✓
Konsumen		✓			✓	
Impact			✓			✓
Family				✓		✓

The table has a top header spanning "Word Stress".

The word stress formulation above shows us that "no first language interference" column has more checklists than the "there is first language interference" column which means that the speech of the debaters' have less interference of the first language in terms of word stress. Some of the debaters' speeches are interfered by their first language in term of the stress patterns. For example, the word "affirmative" which consists of three syllables "affir-ma-tive". The debater's only stressed in the third syllable. Meanwhile, in English the word "affirmative" is stressed in the first syllable as the main stress "AFFIR-ma-tive". The other example is the word "konsumen" is not belong to English, this is an Indonesia word. So the debater stressed this word "konsumen" just like the way Indonesian pronounce it. Another example is the word "second" which consists of two syllables "se-cond" is stressed only in the second syllable "seCOND". Meanwhile, in English this word is stressed at the second syllable as the main stress and the first syllable as the secondary "SE-COND".

Intonational Contour Analysis

I [↑] ShallyShifaAzhari as the second speaker of the affirmative team[-].You said that before[↓], economy side

and the healthy side[-].As we know that[-] if we use plastic bottle water we know that will wastes our money[-].First, if we use the plastic bottle is not good [-] for our healthy [^]. The second is that plastic bottle give the bad impactt [ᵛ] for us. Did[-] you imagine that[↑]if we buy the plastic bottle water just 3000, but if we often buy that, it will be a hundred[ᵛ]. The rabble and the consumen which buy the plastic bottle is not think about her family [^] and her body[↓].

Part of the debater's speech from the script above shows that many negative interference from the debater's first language are occurred, they are; first the word " team*[-]*" at the end of the sentence, in English it actually sounds fall *[↓]*because it is at the end of the sentence but here it sounded flat. Second, the word "side *[-] "*, actually it sounds fall *[↓]* but here it sounds flat. Third, the word "good *[-] "* in the middle of the sentence, it actually sounds rise*[↑]* but here it sounds flat. Fourth, the word " did *[-]"*at beginning of the sentence maintained an interrogative sentence, so it actually sounds rise*[↑]* but here it sounds flat.

Extract 3

"Okay, I am Humaira Riskia from the affirmative team. I want to say, you say if our opinion not all of people buy the mineral water in the bottle. They take but they just throw so like in Jakarta. So many bottle that was threw by the people and that we think because they think because the bottle plastic are recyclable, because of that they just threw it that bottle and then because they think in that bottle is not 100% pure although BPOM has make the agreement for product, but we know that we just a people. I'm sure that is not 100% pure and clear, although BPOM have checked. So from the healthy, many people not use that bottle, they just throw it because they care about their healthy, and then about the economy side. As we say just now, if we buy just once but expensive, that we can long to use. If we just buy cheap and not good quality, so we just buy buybuy and then yeah you know it will increase our money. So we believe that from our motion. We believe and agree this house would ban plastic bottle water use. Thanks.

Table a.3

Words	Indonesia Stress Pattern		English Stress Pattern		First language Interference	No first language Interference
	Bysillabic	Multisyllabic	Bysillabic	Multisyllabic		
Affirmative				✓		✓
Opinion				✓		✓
People	✓				✓	
Mineral				✓		✓
Plastic			✓			✓
Recyclable				✓		✓
Product		✓			✓	
Although	✓				✓	
Expensive		✓			✓	
Increase	✓				✓	

The stress patterns rubric formulation above describes that the speech of the third speaker from the affirmative side have less interfered by their first language because "no

first language interference" column has more checklists than "there is first language interference" column. Some of the debaters' speeches are interfered by their first language in terms of the stress patterns. For example the word "people" which consists of two syllables "peo-ple". The debaters stressed this word at the first syllable just like Indonesian say "Orang". Meanwhile, in English the word "people" is stressed in the first as the main stress and the second syllable as the secondary stress "PEO-PLE". Another example is the word "although" which consists of two syllables "al-though", the debater stressed this word at the first and second syllable "AL-THOUGH "where in English this word is stressed at the second syllable as the main stress "al-THOUGH".

Intonational Contour Analysis

I want to say [-], you say if our opinion not all of people buy the mineral water in the bottle [ʌ]. They are take [↑] but they just throw so like in Jakarta.We think [↓] because they think the bottle plastic are recyclable [ʌ]. They also think in that [↑] bottle is not 100% pure and clean although BPOM has make the product [ʌ]. So from the healthy [↑], many people not use that bottle [ʌ], they just throw it because they care about their healthy [-],. If we

buy [↑] just once but expensive [v] that we can long to use [↓]. If we just buy cheap [↓]. and not good quality [-], so we just buy buy buy [-],

The script above maintains part of the debater's speech that shows many negative interference from the debater's first language, they are; first, the word "say *[-]*" it sounds flat but actually in English it sounds rise *[↑]*. Second, the word "healthy *[↑]*" it sounds rise but actually it sounds fall *[↓]* because it is placed before the comma. Third, the word "healthy *[-]*", at the end of the fifth sentence from the script above sounds flat while actually it sounds rise fall *[∧]*. Fourth, the word " quality *[-]* " sounds flat but actually in English it sounds rise fall *[∧]*. Fifth, the word "buy buy buy *[-]* " it sounds flat but in English there is no repetition such this words structured are the same with Bahasa.

b. **The Analysis of Negative's Comment**

Extract 4

"Plastic is a material which have many benefit. In Indonesia a lot of people use the plastic in their life as house wear, etc. So we are from the negative team disagree with this motion that this house would ban plastic

bottle use. So before we going to our argument, I would introduce our team. I am DaraAsyifa as the first speaker will give you an argument in the economy side, and our second speaker Siti Sara Afifa will give you two arguments from the economy side and the healthy side, and our third speaker will give you the conclusion of our team's argument. So now, lets go to our argument. Plastic it has many used and also we can reuse the plastic after we used that and we can make it to be useful thing like a handicraft. We can make the plastic bottle to be a recycle glass and that usually used at the party and the wedding party, and also we can get the income from the handicraft. We can increase our income from the plastic bottle that we used. So we are from the negative team, we disagree on this motion that this house would ban plastic bottle used. Thank you".

Word Stress Analysis

Table b.1

Words	Indonesia Stress Pattern		English Stress Pattern		First language Interference	No first language Interference
Word Stress						
	Bysillabic	Multisyllabic	Bysillabic	Multisyllabic		
Plastic			✓			✓
Material				✓		✓
Benefit				✓		✓
Indonesia				✓		✓
People			✓			✓
House-wears			✓			✓
Disagree			✓			✓
Arguments				✓		✓
Reuse			✓			✓
Something			✓			✓
Recycle				✓		✓

The stress pattern rubric formulation above, shows that the debaters' speech has no interference from their first language in terms of stress pattern of the target language due to all of the checklists are located in "no first language interference" column. This extraction of the debaters' speech has no interference from the debaters' first language. For the example the phrase "house-wears" which consists of two syllables "house-wears". The debaters stressed this word at the first and the second syllable "HOUse-WEARs". Similarly in English, the phrase "HOUSE-WEARS" also stressed in the first as the main stress and the second syllable as the secondary. Another example is the word "recycle" which consists of three syllables "re-cy-cle". The debater stressed this word at the second as the main stress and the third syllable as the secondary "reCYCLE" and so does in English "reCYCLE".

Intonational Contour Analysis

Plastic is a material which have many [ ] benefit. In Indonesia a lot of people use the plastic in their life as house wear, etc [ ]. So now, let's go to our argument [ ]. Plastic, it has many used [ ] and also we can reuse the plastic after we used that, and we can make it to be

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something useful [ ]. We can recycle the plastic bottle after we drink the water inside the bottle and make it to be useful thing [-] like handy craft. We can get the income from the handicraft, we can increase [ ] our income from the plastic bottle that we used [↓].

The script above shows much negative interference from the debater's first language they are; first, the word "many [ ]" actually in English does not sounds rise fall because it is at the middle of the sentence. Second, the word "etc[ ]" actually sounds fall [↓]because it is at the end of the sentence but here it sounds rise fall. Third, the word "used [ ]" actually it sounds rise but here it sounds rise. Fourth, the word "thing [-]", actually it sounds fall but here it sounds flat.

Extract 5

"My name is Sitti Sara as the second speaker of the negative team. Before going to my argument, I would like to rebut the affirmative team. They said that before, in that water bottle there are some bacteria. Of course that BPOM will not give an agreement to the plastic water bottle corporation to launch their product. If we use the plastic water bottle that once, it will not give some illness

to us. So I go to my argument that from economic side. As we know that the plastic water bottle that will give benefit for us. If we recycle that and convention the plastic bottle water to a fuel of energy. We can convention that to a gas and then that can help us to cook if we don't have a gas from house and we also can convention the plastic bottle water to a fuel and can use that for a car, that will keep our money for not buy a fuel from the other because we can recycle it by ourselves.

Rebut from the second speaker of affirmative:

You said that before if BPOM will check that material, are you sure that BPOM will check it 100% clean and clear?

Continue to the second speaker speech:

Of course we know that before a product launching from a corporation, BPOM must check that product. So if inside the product there is a bacteria or anything that impact for us. Of course BPOM will not give an agreement for a corporation to launch a product because we think that if once we use the plastic water bottle that will not give some illness for us. So we can avoid that illness. So I have a mechanism to solve the problem. Nowadays, we think that our society don't know how to use a plastic bottle water goodly. So now we can give some socialization to our society. We can teach them how to separate the rubbish

and use the plastic water bottle goodly. If we have done that, we sure that the society will understand how to use the plastic bottle water goodly . So according to my argument, the plastic bottle water will give more benefit and I dissagree with this motion".

Word Stress Analysis

Table b.2

Word Stress						
Words	**Indonesia Stress Pattern**		**English Stress Pattern**		**First language Interference**	**No first language Interference**
	Bysillabic	**Multisyllabic**	**Bysillabic**	**Multisyllabic**		
Negative		✓			✓	
Rebut	✓				✓	
Agreement		✓			✓	
Corporation				✓		✓
Product			✓			✓
Convention				✓		✓
Ourselves				✓		✓
Society				✓		✓

From the word stress formulation above, we can conclude that "no first language interference" column has more

checklists than the "first language interference" column, it describes that most of the second speaker of the affirmative speech has less interference from their first language in terms of stress patterns. Some of the debaters' speeches are interfered by their first language. For example, first the word "negative" which contains of four syllables "ne-ga-ti-ve". The debater stressed this word at the third and the fourth syllable "ne-ga-TI-Ve". Meanwhile in English it stressed at the first syllable as the main stress and the third syllable as the secondary stress "NE-ga-TIVE". Another example is the word "agreement" which contains of three syllables "a-gree-ment". The debater stressed this word at the third syllable "a-gree-MENT". Meanwhile, in English this word stressed at the second as the main stress and the third syllable as the secondary stress "a-GREE-MENT".

Intonational Contour Analysis

"You said that before [^],in that bottle water there are some bacteria[^].If we use the plastic bottle water just once [↓]that will not bring some illness[∨].So I go to my argument from the economy [^] side[↑]. We can convention that to a gas and then that can help us to cook if we don't [-] have a gas [↓]. We also can convention[∨]

that plastic bottle water to a fuel and can use that to a car[↑]. So, when BPOM give an agreement [^] for a plastic bottle[↑] water[↑]corporation launching their product because we think that if once we use the plastic bottle water, it will not give some illness. So we can avoid the illness [ᵛ].

Part of the debater's speech from the script above shows much first language interference, they are; first the word "before *[^]*" at the middle of the first sentence sounds rise fall, but in English it actually sounds fall *[↓]*. Second, the word economy *[^]*, it sounds rise fall but actually it sounds fall *[↓]*. Third, the word "don't *[-]*" at the middle of the sentence actually it sounds rise *[↑]* but here it sounds flat *[-]*.

Extract 6

"*So before going to my conclusion, I am NadilaVonna as the third speaker of the negative team, I will answer the rebut. So back to our mechanism, we need to socialization to the people how to use plastic bottle goodly.*

Rebut from the second speaker of the affirmative: In Indonesia, have we do that?

Continue to the third speaker explanation:

It is not do yet, but we will do. Okay, I will conclude my argument's team. The first is about economically, people will choose a thing will be good for their selves, it is plastic bottle. They will choose plastic bottle because it is cheaper than the Tupperware. There are many things to use our money not just to Tupperware. So they think plastic bottle is cheaper than Tupperware and company will think about to make something just like plastic bottle and they will think plastic bottle will not bring some loose to their company because that easy to make than the Tupperware. The second is, plastic bottle is the most often thing that we used in the world by people. Can you change mind of people that will change plastic bottle into Tupperware. As we know that a people right now is using plastic bottle as their bottle drink when they walk outside. The third is easy to recycle than the other. That's why a company use a plastic bottle to drink because it is easy to recycle and bring good to their company, and may be just this. Thank you.

Word Stress Analysis

Table b.3

Words	Indonesia Stress Pattern		English Stress Pattern		First language Interference	No first language Interference
	Bysillabic	Multisyllabic	Bysillabic	Multisyllabic		
Conclusion		✓			✓	
Speaker			✓			✓
Mechanism		✓			✓	
Socialization		✓			✓	
People			✓			✓
Separate				✓		✓
Bottle			✓			✓
Plastic			✓			✓
Economically				✓		✓
Cheaper			✓			✓
Theirselves		✓			✓	
Company				✓		✓
Often	✓				✓	

Based on the word stress formulation above tell us that most of the speech of the third debater from the negative has less interference from their first language due to the checklists are more placed in "no first language interference" column than "first language interference" column.

However, some of the debater's speech are interfered by their first language. For example the word "conclusion" which contains of three syllables "con-clu-sion". The debater stressed this word at the third syllable "con-clu-SION". Meanwhile in English it stressed at the first syllable and the third syllable as the secondary stress and the second syllable as the main stress " CON-CLU-SION" .Another example is the word "their selves" which contains of two syllables "their-selves". The debater stressed this word at the second syllable "their-SELVES". Meanwhile, in English this word is stressed at the first syllable as the main stress and the second syllable as the secondary stress "THEIR-SELVES".

Intonational Contour Analysis

"So before going to my conclusion [^], I am Nadila Vonna as the third speaker of the negative team [↓], I will [-

]answer the rebut [↑]. We need [↓] to socialization to the people about how to separate [^] the bottle and use it goodly [^]. It is not do [↓] yet [↑], but we will do [↓] . The first [-], about economically people will choose a thing will be good [^], for their selves, it is like plastic bottle [^]. Second is [↓], plastic bottle is the most often [^] thing that used [^] in the world by people [^]. The third [^] is, easy to recycle than the others [^]."

The script above, shows part of the debaters' speech. There are many negative interference that occurred on the debater's pronunciation in terms of intonational contour, they are; first the word "will *[-]*" at the middle of the sentence, it sounds flat but in English it actually sounds rise *[↑]* because it is an affirmation. Second, the word "rebut *[↑]*", it sounds rise but here it actually sounds fall*[↓]* because it is a statement. Third, the word "first *[-]*" at the middle of the sentence, it sounds flat but actually it sounds fall *[↓]* because it is placed before the comma. Fourth, the word "good *[^]*" at the middle of the sentence sounded rise fall but actually in English it sounds fall*[↓]*. Fifth, the word "third *[^]*" at the beginning of the sentence sounded rise fall but actually it sounds fall*[↓]*.

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2. Second Meeting of English Debate Class

The first round of English debate applied " This House Would ban the use of plastic water bottle" as the motion that the debaters debated about. In this first round, 6 extracts which refer to 6 debaters speech were analyzed. To have a systematic analysis, the analysis was carried out by dividing the debaters' speech into affirmative and negative side.

a. The Analysis of the Affirmative's comment

Extract 1

"We are from the affirmative team will give you some arguments about this motion that THW stand on K13. But before that I want to introduce our team. I'm Dara Asyifa as the first speaker will give you one argument that about education aspect. While our second speaker Shelda SyifaAzzahra will give you two aspects, from education aspect and social aspect, and our third speaker Siti Sara Afifa will give you the conclusion of our group's argument. So K13 is the curriculum which made by the ex minister of education Indonesia Mr. Anies Baswedan. This curriculum teach the students about how to be an independent student. K 13 is the curriculum which make the student's attitude be the priority. So the students in the school not only study to be smart because their knowledge increased but also they will study to be independent and

have the good characteristic because K13 make the students attitude as the priority. So of course the students will feel forced about to be a good students, but after they do that continuously it will make them usual with the characteristic and they will do that more and more and continuously and that will be a good habitual for them. So that, it is not only can make our country has a smart generation because of them, but also it will be a generation which has the best characteristic. So based on our argument be believe that if we disagree with this motion. Thank you".

Word Stress Analysis

Table a.1

Words	Indonesia Stress Pattern		English Stress Pattern		First language Interference	No first language Interference
	Bysillabic	Multisyllabic	Bysillabic	Multisyllabic		
Affirmative				✔		✔
Before	✔				✔	
Aspects			✔			✔
Education		✔			✔	
Curriculum				✔		✔

Word Stress						
Words	**Indonesia Stress Pattern**		**English Stress Pattern**		**First language Interference**	**No first language Interference**
	Bysillabic	Multisyllabic	Bysillabic	Multisyllabic		
Benefit				✔		✔
Independent				✔		✔
Attitude			✔			✔
Priority			✔			✔
Continuosly		✔			✔	
Forced						✔
Characteristic				✔		✔
Habitual				✔		✔
Generation		✔			✔	

Based on the stress patterns formulation above, shows us that the debater's speech has less interference from the debater's first language in terms of stress patterns, due to "no first language interference" column has more checklists than "there is first language interference" column. However, some of the debater's speech are interfered by their first language. For example the word "education" which consists of four syllables "ed-u-ca-tion". The debater stressed this word at the fourth syllable

"ed-u-ca-TION".Meanwhile, in English it stressed at the third syllable as the main stress at the fourth syllable as the secondary stress "ed-u-CA-TION". Another example is the word "characteristic" which contains of five syllables "char-ac-ter-is-tic". The debater stressed this word at the fourth and the fifth syllable "char-ac-te-RIS-TIC". Meanwhile, in English it stressed at the first syllable as the main stress ,the second syllable as the secondary stress, the fourth syllable as the third stress and the fifth syllable as the third stress "CHAR-AC-te-RIS-TIC".

Intonational Contour Analysis

We [-] are from the affirmative team [↓], will give you some arguments [^] about this motion that [↑] THW stand on [↑] K13. So [↑] K 13 is the curriculum which made by the ex minister of education [^] in Indonesia Anies Baswedan .This curriculum [^] teach the students about how [-] to be an independent student [-]. The first [↑] argument is from education aspect [^]. Nowadays [^] Indonesian uses K13 as the school curriculum and we sure that K13 has a lot of benefit [^] in our education [^]. So the students in the school [↓] not only study to be smart [↑] because their knowledge increased but also they will

study to be independent [^]. So of course [↑] the students

will feel forced about to be a good students [ᵛ].

The script above is a part of the debaters' speech that shows the intonational contour of the target language. There are many negative interference from the debater's first language, they are; first, the word "we *[-]*" at the beginning of the sentence, it actually sounds rise *[↑]* because this statement is a kind of an affirmation statement, but here it sounds flat. Second, the word "curriculum *[^]*" at the beginning of the third sentence, sounds rise fall where in English it sounds fall *[↓]*. Third, the word "how *[-]* ", it sounds flat but actually it sounds fall *[↓]*. Fourth, the word "student *[-]* ", it sounds flat but actually it sounds fall rise*[ᵛ]*.

Extract 2

"*Okay, Assalamualaikum Wr. Wb. I Shelda syifa azzahra as the second speaker will give you the argument. Okay, before going to my argument, I will give you some rebuttal. You said that before in Finland the material is lower than the other, but in Finlandia is not discuss about the stand on K13, but in Finlandia just said about the homework. They don't give the homework because they*

afraid if we give the homework to make the students lower or dizzy and make their down. In Finlandia just said about homework not stand on K13. So you can't say in Finlandia stand on K13, and one again, you said that before K 13 is higher that right? As we know that we have to learn about K13 and 2006 curriculum and we can look that because we have study that before, and in our school we have study before in 2006 curriculum. In K13 that just repeat about K 2006. I'm going to my argument. K 13 is teach us to train the students to be independent student. Independent we mean is they are be able to search, be able to discuss, and be able to search without the teacher. Because the teacher just sit and look what they do. K 13 teach us to be a good student to increase our attitude intelligent that will make we independent too. The second is, if K 13 they will usual to think about the hard one. For example math, that is we have in K 13 is repeat in K 2006. Why we say like that? Because we have study, we have look that before. K 2006 have teach us about, for example Geometry and we repeat again in K13. So it's makes us easier than before."

Rebut from the negative:

Ok mrs, I ever look in Junior High School, Dinamatika in physic that actually in the first grade of senior high

school. Why they put the material in the junior high school.

Continue to the second speaker of affirmative speech:

Okay, we mean here K 13 is repeat what K 2006 teach before. Because if like this will increase our attitude intelligent. We will repeat our lesson that will perfectly for the study. So we will that is easier and the best and the perfect one. So K 13 is the perfect curriculum as we know and K 13 teaches us about from the force to the usual and anything to the perfect habitual and our characteristic is to be the perfect habitual and our characteristic is to be the perfect person. Thank you".

Word Stress Analysis

Table a.2

Words	Indonesia Stress Pattern		English Stress Pattern		First language Interference	No first language Interference
	Bysillabic	**Multisyllabic**	**Bysillabic**	**Multisyllabic**		
Rebuttal				✓		✓
Discuss	✓				✓	
Curriculum		✓			✓	
Repeat	✓				✓	
Argument		✓			✓	
Train						✓
Student			✓			✓
Independent		✓			✓	
Attitude		✓			✓	
Intelligent		✓			✓	
Repeat	✓				✓	
Lesson						✓
Characteristic				✓		✓
Perfect			✓			✓

Based on the stress patterns formulation above tell us that the speech of the the speaker from the positive side are interfered by their first language due to "there is first language interference" column has more checklists than "no first language interference" column. The example of the interfered word is "curriculum" which consists of four syllables "cur-ric-u-lum". The debater stressed this word at the third and the fourth syllable "cur-ric-U-LUM". Meanwhile, in English the word curriculum is stressed at the second as the main stress and the third as the secondary stress and the fourth syllable as the third stress " cur-RIC-U-LUM". Another example is the word "attitude" which consists of three syllables "at-ti-tude" The debater stressed this word at the thesecond and the third syllable "at-TI-TUDE". Meanwhile, in English this word is stressed at the first syllable as the main stress, the second syllable as the secondary stress, and the third syllable as the third stress "AT-TI-TUDE".

Intonational Contour Analysis

Okay, before going to my argument [^], I will give you some rebuttal [ˇ].They don't give [-] the homework because they afraid [↑] if we give the homework to make the student lower or dizzy [-]. And [↑] we can look that

because we have study that before [↑], and in our school [↓] we have study before in 2006 curriculum [^]. In K 13 that just repeat [-] about K 2006 .Independent [-] we mean [-] is they are be able to search [↓], be able to discuss [↑], and be able to search without the teacher [-] .The second [^] is, if K 13 they will usual [-] to think about the hard one [↓]. K 2006 have teach us about [ᵛ], for example Geometry, and we repeat again [-] in K 13.

The script above shows the intonation of part of the debater's speech. There are many negative interference from the debater's first language, they are; first, the word "give*[-]*", it sounds flat but actually in English it sounds fall*[↓]*. Second, the word "afraid*[↑]*" , here it sounds rise where it actually sounds fall*[↓]*. Third, the word "dizzy *[-]*", it sounds flat but actually it sounds fall*[↓]*. Fourth, the word "and*[↑]*" sounds rise where it actually does not sounds rise. Fifth, the word "before*[↑]*" sounds rise but actually it sounds fall*[↓]*. Sixth, the word "repeat*[-]*", here it sounds flat but actually it sounds fall*[↓]*. Seventh, the word "Independent *[-]*", it sounds flat but actually it sounds fall rise *[ᵛ]*. Eight, the word "mean *[-]*", it sounds flat but actually it sounds fall *[↓]*. Ninth, the word "teacher *[-]* "at the end of the sentence, it sounds flat but

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actually it sounds rise fall *[^]*. Tenth, the word "again *[-]*", it sounds flat but actually it sounds rise fall *[^]*.

Extract 3

"Assalamu'alaikum Wr. Wb I am Siti Sarah Afifah from the affirmative team will give you a conclusion of our team's argument, but before going to my conclusion I want answer your rebuttal and our rebut. First, before you ask us the student can burden because so many task and homework. Here we mean that many tasks here just increase the student knowledge, not to burden the student and the rebuttal is. How could you guarantee that Finlandia has the same curriculum as K 13. Why you choose Finlandia to the example. As we know that K 13 is a curriculum of Indonesia. Why you not give the example just from Indonesia, from our country. I'm going to our conclusion. K 13 makes students have a good character for the priority. So in K 13 is curriculum that priority the character of the student. K 13 hope the student will have a good character to be the best of new generation. Likeour first speaker said also K 13 make a good habitual for the student. Why we could say like this? Because K 13 is teach the student to be independent student. We know some of students feel force because of the many task from the teacher but by the time, the student will usual to learn the

many task from the teacher. In the next time, they will have the habitual to continue their lesson to be diligent to searching the task that the lesson from their teacher. K 13 also makes the students be independent student because they be able to discuss, search the lesson by self. Our second speaker said that with the discuss and search the lesson by self that will increase the knowledge by the student. So the students not depend on the teacher to get the knowledge for themselves. As we know that the knowledge is the important thing to ourselves. So with K 13 teach the students not depend on the teacher to get knowledge for themselves. They can search it in the library and anything media like Google and etc"

Point of Interaction (POI) of the negative side :

So how about boarding which limited facility?

Continue to the third speaker of the affirmative speech:

Okay, I'm sure that not all of boarding is lack of facility to computer. For the example is RIAB. RIAB also is boarding but of course we have laboratory, we have library that there is a computer facility. In the break time, we can go to the library we can search our task in the library. And the next argument is with K 13 the students can learn how to solve their problems by their selves. So they don't need the teacher to solve their problems anymore. So based of

our argument and that conclusion. We are from affirmative team absolutely agree THW stand on K 13."

Table a.3

Words	Indonesia Stress Pattern		English Stress Pattern		First language Interference	No first language Interference
	Bysillabic	**Multisyllabic**	**Bysillabic**	**Multisyllabic**		
Affirmative				✓		✓
Conclusion		✓			✓	
Argument		✓			✓	
Rebuttal		✓			✓	
Example		✓			✓	
Character		✓			✓	
Diligent				✓		✓
Lesson	✓					✓
Depend	✓				✓	
Boarding				✓		✓
Facility		✓			✓	

Based on the stress patterns formulation above tell us that the speech of the the speaker from the positive side are interfered by their first language due to "there is first language interference" column has more checklists than

"no first language interference" column. The example of the interfered word is "conclusion" which consists of three syllables "con-clu-sion". The debater stresses this word at the first and the third syllable "CON-clu-SION". Meanwhile, in English this word is stressed at the first syllable as the main stress, the second syllable as the third stress and the third syllable as the secondary stress "CON-CLU-SION". Another word is "facility" which contains of five syllables "fa-cil-i-ty". The debater stresses this word at the fourth syllable "fa-cil-i-TY". Meanwhile, in English this word is stressed at second syllable as the secondary stress, the third syllable and the fourth syllable as the secondary stress "fa-CIL-I-TY".

Intonational Contour Analysis

I'm Siti Sarah Afifah from the affirmative team[-] will give you a conclusion [^] of our team's argument[^]. How[↑] could [↓] you guarantee that Finlandia has the same[↑] curriculum as K13.K 13 makes students [^] have a good character [-] for the priority[^].Why [↓]we could say like this[-]? Because [^]K 13 is teach the student to be the independent student[^].Our second speaker said[↑] that [-], with the discuss [^] and search the lesson by self that will increase [^] the knowledge [↑] by the student. So the

student not depend [ᵛ]on the teacher to get the knowledge for themselves [ᵛ]. So they don't [-] need the teacher to solve [↑] their problems anymore [^].

The script above maintains part of the debater's speech that shows many negative interferences from the debater's first language that occurred in term of pronunciation, they are; first the word "team*[-]*" at the middle of the sentence sounds flat where in English it actually sounds fall *[↓]*. Second, the word "character *[-]*", it sounds flat but it actually sounds rise fall *[^]*. Third, the word "this *[-]*? " at the end of the sentence sounds flat but it actually sounds fall *[↓]*. Fourth, the word "knowledge *[↑]* "sounds rise but actually it sounds fall rise*[ᵛ]*. Fifth, the word "don't *[-]*" at the middle of the last sentence sounds flat where it actually sounds fall *[↓]*.

b.   The Analysis of the Negative's Comment

Extract 4

"*Okay, we from negative team we would disagree about this motion. I'm the first speaker Humaira Riskia Mardhatillah as the first speaker, and then the second speaker is Shaldi Syifa Azzahra. The third speaker is Yuna Amira. Okay, what is K 13? K 13 is a new education*

curriculum after KTSP 2006. The curriculum changed when Mr. Jokowi be a president. Education agency write all of the lesson book and socialization to school and make the training for the teacher to apply K13, but we would not support K13, why? The material is higher and then the teacher is characterless to the students. Example to the students, for the students must be capable to do presentation every chapter in front of the class, and make asking session. The teacher just give us the material and then asking for us to make working paper and then we must presentation and then we must make asking session and then the teacher just evaluate our presentation and our question. So that's mean the teacher in here is characterless and in K13, because they have the highest material, we cannot get it all and then so what the impact? The impact is we go to school for study but we didn't get it. So what for the highest material but we didn't get it, and then the book is so often write by the education agency so we didn't get it all. The first book is like this, the first book material is so highest and then they make the other book but they lost one material from the first book. That is make us dizzy and make our brain confuse. How can this lost and then there other material again. So I think in our argument we think what for K13 that make us

confuse and the material highest and the teacher is characterless.

Rebut from the first speaker of the affirmative:

You said that the material in K13 higher but as we look in our school, the material of K13 is lower because the material before from curriculum 2006, the material is higher than K13.

Continue to first speaker of the negative speech:

Okay, hat just for you, and for another school because there is K13, their ability is lower. They cannot get it on and then in Finlandia country, the students feel confuse with the material because it is so highest. So their knowledge is lower. Okay, so based on the motion, we disagree with THW stand on K13".

Word Stress Analysis

Table b.1

Words	Indonesia Stress Pattern		English Stress Pattern		First language Interference	No first language Interference
	Bysillabic	**Multisyllabic**	**Bysillabic**	**Multisyllabic**		
Negative		✓				✓
Disagree			✓			✓
Motion			✓			✓
Speaker	✓				✓	
Curriculum		✓			✓	
Education		✓			✓	
Agency	✓				✓	
Socialization		✓			✓	
Training			✓			✓
Material		✓			✓	
Higher	✓				✓	
Evaluate		✓			✓	
Presentation		✓			✓	
Confuse	✓				✓	
Characterless		✓			✓	

The stress patterns formulation above tell us that the speech of the first speaker from the negative side has a lot of interference in term of the stress patterns because the "there is first language interference" column has more checklists than the "no first language interference" column. For the example is the word "education" whih consists of four syllables "ed-u-ca-tion". The debater stress this word at the third and the fourth syllable " ed-u-CA-TION". Meanwhile, in English this word is stressed at the second, third,and fourth syllable. Another example is the word "confuse" which consists of two syllables "con-fuse". The debater does not stress this word at any syllable "con-fuse". Meanwhile, in English this word is stressed at first syllable as the secondary stress and the second syllable as the main stress "CON-FUSE".

Intonational Contour Analysis

"Okay[-], we from negative team we would disagree about this motion[^].K 13 is a new education [^]curriculum after KTSP 2006.The material is higher[-] and then the teacher is characterless to student[-].Student[-] must be capable to do presentation[ᵛ] every chapter in front of the class[-], and make asking session[-]. The impact [^] is, we go to school for study but we didn't [↓] get it. So what for the

highest [-] material but we didn't get it, and then the book is so often write by education agency [-], so we didn't get it[↑] all. So I think[↑], in our argument we think what for K13 that make us confuse and the material is highest[-], and the teacher is characterless[^]."

The script above is part of the debater's speech that shows the intonation of the debater's pronunciation. There are many negative interference from the debater's speech, they are; first, the word "okay *[-]*" at the beginning of the paragraph, it sounds flat but in English it actually sounds fall *[↓]*. Second, the word "higher *[-]*", it sounds flat but actually it sounds fall rise *[ˇ]*. Third, the word "student *[-]*", it sounds flat but actually it sounds fall rise*[ˇ]*. Fourth, the word "class *[-]*", it sounds flat but it actually sounds fall*[↓]* because it is placed before comma. Fifth, the word "session *[-]* ", it sounds flat but it actually sounds fall *[↓]* because it is at the end of the sentence. Sixth, the word "highest *[-]* ", it sounds flat where actually it sounds rise fall *[^]*.

Extract 5

"Assalamu'alaikum Wr. Wb. I Sheldis Syifa Azzahra as the second speaker from the negative team will give you some arguments. Before I going to my argument, I will give you some

rebuttal. Okay the rebuttal is, you said that Finlandia is not use the K 13 that they nothing speak that about K 13, but they said that before if homework and task that same like K 13. They actually not say about K 13, but did you watch the...... that before. The Finlandia that really really hate about the homework, hate about the task. So if like that, we mean that here in Finlandiais same like K 13. So we mean that here are same. Okay, I'm going to my argument, why we disagree to this motion that THW stand on K 13 that because. First, our study that will not effective and maximal again cause the teacher force the students very much, it's like study for stand alone and the attention is less from the teacher. And the second is, K 13 is the highest curriculum in this world. So in K 13 that so often to give some task and some homework and some homework to purpose that can train the student to think hardly and can student can search the problems alone and to broke their problems and can find their problems alone. So actually, in Indonesia if we use K 13, as we know that all of student in the school that use K 13 that too stress because the homework is too much .For example that Finlandia. Finlandia is the lower education than before because. First, Finlandia that the teacher give the students so many task, and the second, they give the believable all of to their students. Because of that, in Finlandia have too lower education . Now Finlandia that the highest education in the world. Why? Why so different from before? Because in Finlandia now there is no the task for the students and there is homework. They sure not to make student stress is like not give so many task and so many

homework, and the teacher just listen what they wanted. Cause

what they wanted is for the important for the teacher. That is

their moo, because if their mood is a good mood. They can catch

the knowledge from their teacher and that can they catch so

carefully and so clearly. And the third is, K 13 is too difficult

now. If we read the book that before K 13. How to study from K

13 curriculum is so difficult. Why? As we know that, for the

example that Physics that first Dinematika. Firstly that from the

third grade, but in K13 in the first grade that have teach by the

teacher. So based on this motion, I as the second speaker of the

negative team, absolutely disagree with this motion THW stand

on K 13."

Word Stress Analysis

Table b.2

Words	Word Stress				First language Interference	No first language Interference
	Indonesia Stress Pattern		English Stress Pattern			
	Bysillabic	**Multisyllabic**	**Bysillabic**	**Multisyllabic**		
Speaker			✓			✓
Negative		✓			✓	
Argument		✓			✓	
Rebuttal		✓			✓	

Words	Indonesia Stress Pattern		English Stress Pattern		First language Interference	No first language Interference
	Bysillabic	Multisyllabic	Bysillabic	Multisyllabic		
Really			✓			✓
Homework				✓		✓
Disagree		✓			✓	
Effective		✓			✓	
Maximal				✓		✓
Lower			✓			✓
Education		✓			✓	
Listen			✓			✓
Knowledge		✓			✓	
Clearly			✓			✓

The stress patterns formulation above shows that the speech of the second speaker from the negative side has a balance number of checklists between "first language interference" column and "no first languange interference" column. In the other word, half of the debater's speech are interfered by their first language. For the example the word "rebuttal" which consists of three syllables "re-but-tal". The debater

doesn't stress this word at any syllable "re-but-tal". Meanwhile, in English this word is stressed at the second syllable as the main stress and the third syllable as the secondary stress "re-BUT-TAL". Another word is "knowledge" which consists of two syllables "knowl-edge". The debater stress this word only at the second syllable "knowl-EDGE" just like the way the stress "pendidiKAN" in Indonesia. Meanwhile, in English the word knowledge is stressed at the firrst syllable as the main stress and the second syllable as the secondary stress "KNOWL-EDGE".

Intonational Contour Analysis.

Before [-] I going to my argument [^], I will [-] give you some rebuttal [^].You said that before [↓] Finlandia is not use the K 13 that they nothing speak [-] that about [-] K 13. Finlandia that really really hate [↓] about the homewor k [^], hate about the task [↑]. First [↓], our study that will not effective and maximal again [-] cause [↑] the teacher force the student [ˇ] very much [↓]. So actually [^], in Indonesia if we use that K 13, as we know that all of student in the school that use K 13 that too [-] stress because the homework [^] is too much. They sure [↑] not make the student stress [↓] is like not give them so many task and so

many homework. Firstly that from the third grade [↑], but in K 13 in the first grade that have teach by the teacher [-]

Extract 6

"Okay, I am the third speaker from the negative group will give you about our conclusion. Before I will give our conclusion, I will ask to your group. Just now your first speaker said the first speaker disagree with this motion. Actually your firs speaker must agree with this motion and then I will give conclusion about K 13. The first conclusion is the material is so high and the teacher is so characterless. Okay the material is so high like the first speaker said just now. The material is so higher than KTSP 2006 and the teacher is characterless. The teacher just come to the class and just sit and just look the student, explain about the subject and then the teacher just give the score for the student and the student is more active than the teacher in the class. And then I will say the book is not complete. The book KTPS is more completes than K 13, and then so many homework and task in K 13. As we know, K 13 is so many homework. We are prefer to KTSP 2006 because there is no so many homework. So we can focus on

active in the school, and K 13 we just looking for the subject in the house because in the school there is no explain and then I will rebuttal your third speaker just now. How about the limit computer facility in the school? Like our school in RIAB. Okay, based on this motion that THW stand on K 13, I'm disagree with this motion.

Word Stress Analysis

Table b.3

Words	Indonesia Stress Pattern		English Stress Pattern		First language Interference	No first language Interference
	Bysillabic	Multisyllabic	Bysillabic	Multisyllabic		
Speaker	✓				✓	
Negative				✓		✓
Group						✓
Conclusion				✓		✓
Material		✓			✓	
Characterless		✓			✓	
Subject	✓				✓	
Complete			✓			✓
Homework				✓		✓

Word Stress						
Words	**Indonesia Stress Pattern**		**English Stress Pattern**		**First language Interference**	**No first language Interference**
	Bysillabic	**Multisyllabic**	**Bysillabic**	**Multisyllabic**		
Prefer	✓				✓	
Focus	✓				✓	
Explain						✓

Based on the stress patterns rubric above shows us that the speech of the third speaker from the negative side have a lot of interference from their first language, due to "there is first language interference" column has more checklists than "no first language interference" column. The example of the interfered word is " characterless" which consists of four syllables "cha-rac-ter-less". The debater only stress this word at the first syllable "CHA-rac-ter-less". Meanwhile, in English this word is stressed at the first syllable, second syllable, and the third syllable as the secondary stress where the fourth syllable is the main stress "CHA-RAC-TER-LESS". Another word is "focus" which consists of two syllables "fo-cus". The debater does not stress this word at any syllable "fo-cus". Meanwhile, in

English this word is stressed at the the second syllable as the main stress "fo-CUS".

Intonational Contour Analysis

I'm [↑] the third speaker from the negative group will give you about [↓] our conclusion [^].Actually [^], your first [-] speaker must agree [↑] with this motion [^] and then I will give conclusion [^]. The teacher [^]just come to the class [↑] and just sit [↑] and look [-] the students [^]. The student is more [↑] active [^] than the teacher in the class [↑].The book KTSP is more [↑]complete than K 13 book [↑]. So many homework [^] and task [↑] in K13.

The script above is part of the debater's speech that was selected randomly. Based on the script above, there are many negative interferences from the debater's first language that occurred on the debater's pronunciation, they are; first, the word "group*[↑]* " sounds rise but in English it sounds fall *[↓]*. Second, the word "first *[-]*" at the middle of the sentence sounds flat but it actually sounds rise *[↑]*. Third the word "look *[-]*" at the middle of the sentence sounds flat but actually it sounds fall *[↓]*.

4.3 Discussion

The analyses of the collected data have generated some findings that are important in answering the proposed research question.

Descriptions of the analyses are generated to answer the proposed research question that "What is the effect of the first language acquisition of English debaters 'pronunciation?". Based on the data, we found that all part of the participants' speech are interfered by their first language, but the number of the first language interference on the target language are different from each debaters. There are many kinds of first language interference which categorized within 4 categories. First, there was the participants' who have much first language interference in terms of the stress patterns but less interference in terms of intonational contour. Second, there also the participants who have less interference in terms of the stress patterns but much interference in term of intonational contour. Third, there was the participants' speech who have less first language interference on both in terms of stress patterns and intonational contour of the target language. Fourth, there was the participants' who have much first language interference both in terms of stress patterns and the intonational contour. These differentiations might cause by the internal factors of each participants. Therefore, most of the participants' speech are included in the second category, there was the debaters' speech have less first language interference in term of word stress pattern but much interference in term of intonational contour.

The interference of the first language not only gives the negative effect but also the positive one. Nevertheless, in this research the first language interference gives much negative effect than the positive one on the English debaters

pronunciation of the target language due to the word stress patterns rubric formulation and the intonational contour sentences extractions. Each of these measurements shows that most of the negative effects of the debaters' pronunciation are on the intonational contour of the target language.

The result of this research supports the result of the previous research. Elham Karimi (2015) found that there are some difficulties faced by the second language learners and he claimed that L1 can interfere with the acquisition of L2. He also believed that the role of L1 in the L2 depends on some similarities and differences between the two languages. Fatemi, Sobhani and Abolhassan (2012) found the differences in consonant clusters orally in the first and second language. According to them, learners have difficulties in L2 pronunciation because they faced an unfamiliar phonological rule

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is the end of this thesis which provides the conclusion and the suggestion. The conclusion is the answer of the research question and the summary of the result in this research. Wheres the suggestion is the indication of something that need to be improved by all of English language learners.

5.1 Conclusion

After collecting the data, analyzing and presenting the result, there are some conclusions that can be drawn.

The main result of this study indicated that most of the pronunciation of the first grade students of English debate club are interfered by their first language that is Bahasa. Nevertheless, the identified interference of Bahasadid not always indicate the negative transfer but also the positive one. Despite the positive transfer, the negative transfer gives the dominant effect to the English debaters' pronunciation either in terms of the stress patterns or the intonational contour. The example of the positive transfer in terms of stress pattern is the pronunciation of the word "argument" which consists of three syllable "ar-gu-ment". The debater pronounced it "AR-gu-ment". One of the debater stress it in the first syllable as the main stress and the third syllable as the secondary stress just like the correct English stress pattern where in Bahasa it also stressed in first and the third syllable. Meanwhile, the example of the negative transfer in terms of the stress

patterns is the word "today" which consists of two syllables "to-day". The debaters stressed it in the first and the second syllable just like Indonesian say "hari ini", while in English, the word "today" is only stressed in the second syllable "to-DAY".

5.2 Suggestion

After analyzing the pronunciation of English debaters' speech and how it was interfered by their first language. The researcher found that the error which made by the English debater's pronunciation in uttering English supra-segmental sounds is naturally happened. This negative transfer not only affects the debaters' pronunciation but also the English language learners. Therefore, to enhance the students pronunciation the researcher suggest that the teacher should expose the students to the authentic learning materials. Such as, recommended the students to speak with native, watch English movie, listen to the podcast, and read more English book. So these suggestions might progress the English language learners' pronunciation.

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