

A LITERATURE REVIEW ON THE INFLUENCE OF MOTHER TONGUE ON STUDENTS' SPEAKING SKILLS IN ENGLISH LANGUAGE LEARNING IN INDONESIA

Achmad Farchan¹, Septi Gumindari²,
Universitas Islam Negeri Siber Syekh Nurjati Cirebon
achmadfarchan2707@gmail.com¹, septigumindari@uinssc.ac.id²

Abstract

Mother tongue is the first language acquired by children from their young age and each language has its own feature and structure that differ from one to another including English language, the most spoken language in Indonesia as foreign language. This study aims to show how mother tongue influencing students' speaking skill in their English language learning and to find out what are the challenges faced by them. This study was conducted using literature review with qualitative design by gathering library data, reading, and evaluating the information. The article searches conducted by using google scholar and keywords used to search the articles are "Influence of Mother Tongue, Speaking Skill, English Language Learning Indonesia". Eight relevant articles published between 2020 and 2025 were selected from Google Scholar to support this literature review. The result shows that mother tongue does affect students' English language learning, especially in students' speaking skill and there are found several challenges faced by students, they are 1) Pronunciation factors; 2) Psychological factors; 3) Grammatical factors; 4) Environmental factors.

Keywords: Influence, Mother Tongue, Speaking Skill, English Language Learning Indonesia

Article History

Received: Juni 2025

Reviewed: Juni 2025

Published: Juni 2025

Plagiarism Checker No 234

Prefix DOI : Prefix DOI : 10.8734/Sindoro.v1i2.365

Copyright : Author

Publish by : Sindoro



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/)

INTRODUCTION

Mother language or mother tongue also known as native language is the first language acquired by each individual in this world, it often acquired from their parents since childhood. Siahaan et al. (2022) said that mother tongue is language learned by child through conscious and unconscious methods, it primarily acquired through hearing. Additionally, he stated that mother tongue is language first introduced by parents to their children through daily interactions and in Indonesia it refers to local language.

According to Farizawati (2017), speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. It means that when someone speaks, they should express their idea for conveying their information to be understood by others. Furthermore, speaking is the ability to deliver the meaning verbally in the purpose of interacting with each other.

Language learning is considered as the conscious process that we know we are doing the learning process (Krashen, 2003). Through the learning process, we can acquire new language and the more frequently we learn it, the higher chance we can use it fluently in daily lives. In addition to that, Wicaksono and Roza (2015) stated that language learning is strongly related with the terms of approach, method, and technique.

In Indonesia, English is considered as important language to learn since English is international language and also it is the most spoken foreign language in Indonesia. These circumstances resulting English presented in the school's curriculum. English language learning covered four skills to be mastered by students, they are listening, speaking, reading, and

writing. At the same time, speaking is considered as the most difficult skill to learn among them, since it happens real time and cannot be edited or revised like in the writing.

On the other hand, speaking skill is playing important roles in language learning since it can be said that speaking is the core of language. Through speaking, the interaction between individual will livelier because the purpose of language is to deliver the meaning and with speaking it will become much easier, Bailey (2003) adds that speaking is the productive oral skill and consists of producing systematic verbal utterances to convey meaning.

Based on the explanation above, there are some previous researches that related with this case. According Subandowo (2017) in his research, he found out that there are mother tongue interferences on students' English pronunciation. Most of students are struggle to pronounce some words with similar sounds. Another research conducted by Pal (2013) obtains the result that the variety and numbers of dialect affect the students' pronunciation and they are unable to develop proper skill and confidence in speaking English. The result from Yadav (2014) also found out that leaners' first language has positive and negative sides in the language learning which the first language became determinant of second language acquisition. Their first language serves as foundation to use the target language.

Therefore, in this study, the author wants to explore deeper regarding the relation between one's mother language and their speaking skill in language learning, especially in Indonesia, since it is already known that in Indonesia consists of many ethnic and each ethnic has its own language called local language. Additionally, there are many local languages spoken by children and differ from one to another. Furthermore, some language considered as the same language but often found its accent is different. This phenomenon gives the author reason to explore more about the case especially that speaking skill is considered the most difficult skill to learn, since its requirement for master the skill such as fluent speech is higher than the other skills (Zahratunnada, 2023).

METHOD

The study was conducted by using literature review method with qualitative design which the researcher does the gathering information, data, and resources, read, and filtering and also processing the available resources in the form of interpretation. A literature review is processes of finding, obtaining, reading, and evaluating literature research in your area of interest (Abbott and Bordens, 2018). This study employed a literature review method by selecting relevant scholarly articles from Google Scholar. The keywords used in the search included "Influence of Mother Tongue," "Speaking Skill," "English Language Learning," and "Indonesia." To ensure the relevance and recency of the sources, only articles published within the last five years (2020-2025) were considered. A total of eight peer-reviewed articles were selected based on their alignment with the research focus. This limited number allows for an in-depth analysis while maintaining a clear scope aligned with the study's objectives.

RESULT AND DISCUSSION

Research Result

No.	Journal Name/Author/ Year	Research Title	Research Purposes	Research Method	Research Results
1.	AICONICS Proceedings/P ratiwi/2024	The Influence of Mother Tongue on English Language Teaching: "Implication and Solutions"	Explore the implications of mother tongue influence on ELT and propose effective solutions to	Qualitative data analysis method	Mother tongue influence can impact various aspects of ELT, including sentence structure,

			address this issue.		vocabulary acquisition, language use, and psychological factors such as motivation and confidence
2.	Seminar Nasional LPPM UMMAT, Volume 1/Siahaan et al./2022	Analyzing the Influence of Mother Tongues to English Speaking at the Eight Grade Students of Neonbat Junior High School	Investigate the influence of Meto language and Indonesian to English speaking at eighth grade students' of Neonbat Junior High School.	Quantitative method using group oral test.	Conversations using Meto language and Indonesian language as mother tongue have the same influence on speaking English.
3.	JoTELL: Journal of Teaching English, Linguistics, and Literature/Bau le et al./2023	THE INFLUENCE OF MOTHER TONGUE ON THE SPEAKING ABILITY OF SANGIHE ENGLISH STUDENT IN UNIVERSITAS NEGERI MANADO	Show how the difficulties faced by English students from Sangihe in learning English, especially in terms of speaking ability.	Qualitative descriptive method using interview, tape recorder, pen and notebook.	Mother tongue does affect the students' learning ability especially in learning speaking of English language.
4.	International Journal of Humanities and Social Science/Irene et al./2023	The Effects of Mother Tongue Interference among ESL Learners' Speaking Skills	Investigate mother tongue interference in speaking skills among ESL learners and identifies challenges ESL learners faced in acquiring speaking skills.	Mixed method between qualitative and quantitative using questionnaire, interview, and data analysis.	There is evidence of interference of mother tongue on the speaking skills and found that students faced several challenges.
5.	Journal Educational Sciences/Budi harto & Rokhmawati/2023	Investigating Mother Tongue Effect In The Acquisition Of English Prepositions By Indonesia-Speaking Learners	Identifying the sources of the difficulty Indonesian learners of English undergo in learning preposition.	Qualitative method using multiple choice items test.	Students meet considerable difficulties in using English preposition.
6.	Advances in Social Science, Education and	Mother Tongue Interference Towards	Investigating the forms of Rejang language	Descriptive qualitative using	Rejang language as the dominant

	Humanities Research/Novi yenty & Putri/2021	Students' English Pronunciation: A Case Study in IAIN Curup	interfering students' pronunciation.	recording interview and pronounciation test.	students' mother language interfered students' pronunciation such as vowels, consonants, and diphthongs.
7.	Linguists: Journal Of Linguistics and Language Teaching/Syaf utri & Saputra/2021	The First Language Interference toward Students' English Speaking as Foreign Language	Analyzing the first language interference toward students' English speaking as foreign language.	Descriptive qualitative research using observation checklist, observation sheet, interview, and documentati on.	Students often made error in phonological aspect.
8.	Applied Research on English Education (AREE)/Sabata et al./2023	The Effect of Mother Tongue toward English Pronunciation	Describe the differences between English and students' transcriptions and factors affecting English pronunciation.	Qualitative research method using interview.	There are some mispronunciatio ns caused by the effect of the mother tongue.

From the result of article searches, it is found that mother language or mother tongue play important role on students' speaking skill ability when they start learning English especially in their development period such as student of junior high school. Moreover, there are some challenges faced by students in their English language learning since the grammar and phonological system are different between L1 and L2 such as the absence of sound or letters in their mother language.

From the result of research conducted by Siahaan et al. (2022) found out that the most difficult aspects of speaking are pronunciation, grammar, vocabulary, and fluency. It supported by the result of research conducted by Baule et al. (2023) that shows the result of mother tongue's influence on speaking skill are covers some aspects starting from psychological factors, grammatical factors, and environmental factors. Pratiwi (2024) also found that emotional attachment to the mother tongue, rooted in identity and cultural heritage, can reduce motivation and confidence in learning English, as it may be perceived as a threat to one's cultural identity. Those aspect are related each other since the language is a tool to interact and speaking is the key component of language component, facilitating interaction and conveying meaning (Brown, 2007).

Irene et al. (2023) found out in their research that there are two major problems or challenges faced by students, they are 1) Lack of vocabulary knowledge and 2) Limited exposure to speaking English. It means that students are need to practice and need more to explore their

English skill especially in vocabulary aspect since it is one of the primary components of speaking skill (Brown, 2004). In addition to that, Irene et al. (2023) stated that most of students agreed that speaking skill is the most difficult language skill and it can be inferred that they also need motivation or encouragement to always maintain their interest in learning English language. It can be done by teachers give some situations and ask their opinions on how to react and communicate in their mother tongue before initiating in the targeted language. This can help to assist and stimulate knowledge acquired in English.

Furthermore, Budiharto and Rokhmawati (2023) conducted the research in order to find the result of mother tongue influence in the context of English preposition and the result shows that students are hardly to find the correct preposition and they are still depending on mother tongue to comprehend the English language although its structures are different each other. In addition to that, Baule (2023) adds that grammar is one of students' difficulties when they learn English especially in speaking. This occasion often occurs because they frequently create sentences from Indonesian language for speaking and directly translate it to English language. Consequently, they utter the speech incorrectly in term of structure. This evidence supported by a study conducted by Pratiwi (2024) shows that students often make errors in word order since they still use Indonesian sentence structure.

Another result from Noviyenty and Putri (2021) shows that Rejang language from Bengkulu Province as students' mother tongue interfere students' articulation even though the meanings are still understandable since Rejang language have some similarities with English language. The main problem comes from the absence of phonemic sound in Rejang language. The same result also found by Sabata et al. (2023) that there are some sounds are not existed in their mother tongue added with those sounds are not familiar too, resulting the difficulties experienced by students to pronounce it. It means that students are strongly recommended to explore more about their English skill and they should have daily routines to practice the English pronunciation and speaking skill. It supported by Syafutri and Saputra (2021) in their research that most of the factors contributed to students' difficulties was lack of knowledge on their English language mastery such as vocabulary, pronunciation, and grammar.

CONCLUSION

From the discussion above, it can be concluded that mother tongue does influencing the students' speaking skill in English language learning. The aspect that influenced most to the speaking skill is related with students' words' pronunciation in English language. It happens because of the absence of several letters or sounds in their first language and they cannot recognize how to spell it. Additionally, students are also faced with some challenges such as their psychological factors, grammatical factors, and environmental factors.

From the result above, it is highly recommended for other studies conducted related with the influence of mother tongue on students' speaking skill in their English language learning in Indonesia since in this study there are still many limitations such as the choice of variables and research method. Therefore, it is still open up the chances to conduct similar study with broader and larger sample and integrated with various methods.

REFERENCES

- Abbott, B. B., & Bordens, K. S. (2018). *Research design and methods: A process approach*. McGraw-Hill.
- Bailey, K. M. (2003). Speaking. *Practical English language teaching*, 47-66.
- Baule, M., Liando, N. V., & Kamagi, S. (2023). THE INFLUENCE OF MOTHER TONGUE ON THE SPEAKING ABILITY OF SANGIHE ENGLISH STUDENT IN UNIVERSITAS NEGERI MANADO. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, 2(8), 1035-1043. <https://doi.org/10.36582/jotell.v2i8.7133>

- Brown, H. D., & Abeywickrama, P. (2004). Language assessment. *Principles and Classroom Practices*. White Plains, NY: Pearson Education.
- Brown, H. D. (2007). Principles of Language Learning and Teaching. Pearson Education.
- Budiharto, A., & Rokhmawati, D. (2023). Investigating Mother Tongue Effect In The Acquisition Of English Prepositions By Indonesia-Speaking Learners. *Journal of Educational Sciences*, 7(1), 95-109. <https://doi.org/10.31258/jes.7.1.p.95-109>
- Farizawati, F. (2017). Improving Students's Speaking Skill by Using Animation video. (An experimental study at the second year students of SMPN 1 Muara Tiga). *Jurnal Sains Riset*, 7(1). <https://journal.unigha.ac.id/index.php/JSR/article/view/16>
- Irene, J., Sathasivam, K., Ng, M. M., Jeyaraja, S. S. B., & Maniam, M. (2023). The Effects of Mother Tongue Interference among ESL Learners' Speaking Skills. <http://dx.doi.org/10.6007/IJARBS/v13-i7/17453>
- Krashen, S. D. (2003). Explorations in language acquisition and use.
- Noviyenty, L., & Putri, M. I. (2021, March). Mother tongue interference towards students' English pronunciation: A case study in IAIN Curup. In *Proceedings of the International Conference on Educational Sciences and Teacher Profession (ICETeP 2020)* (pp. 283-290). *Advances in Social Science, Education and Humanities Research* (Vol. 532). Atlantis Press. <https://doi.org/10.2991/assehr.k.210227.049>
- Pal, S. (2013). Mother tongue influence on spoken English. In *Conference proceedings ICT for language learning* (p. 454).
- Pratiwi, R. (2024, May). The influence of mother tongue on English language teaching: Implication and solutions. In *Proceedings of the 3rd International Symposium on the Practice of Coexistence in Islamic Culture* (p. 598). AICONICS Proceedings.
- Sabata, Y. N., Liise, D., Nggolaon, D., & Lakuana, N. (2023). The Effect of Mother Tongue toward English Pronunciation. *Applied Research on English Education (AREE)*, 1(2), 73-79. <https://jurnal.unimus.ac.id/index.php/AREE>
- Siahaan, D. G., Wattu, L. M., Bouk, E., & Emanuel, U. (2022, August). Analyzing the Influence of Mother Tongues to English Speaking at the Eight Grade Students of Neonbat Junior High School. In *SEMINAR NASIONAL LPPM UMMAT* (Vol. 1, pp. 686-692). <https://journal.ummat.ac.id/index.php/semnaslppm/article/view/10198>
- Subandowo, D. (2017). The language interference in English speaking ability for Efl learners. *Proceedings of ISELT FBS Universitas Negeri Padang*, 5, 205-210. <https://ejournal.unp.ac.id/index.php/selt/article/view/8005>
- Syafutri, T., & Saputra, A. (2021). The first language interference toward students' English speaking as foreign language. *Linguists: Journal Of Linguistics and Language Teaching*, 7(1), 39-51. <http://dx.doi.org/10.29300/ling.v7i1.4327>
- Wicaksono, A., & Roza, A. S. (Eds.). (2015). *Teori Pembelajaran Bahasa: Suatu Catatan Singkat*. Garudhawaca.
- Yadav, M. K. (2014). Role of mother tongue in second language learning. *International Journal of research*, 1(11), 572-582.
- Zahrotunnada, A. (2023). A Study of Malangan Javanese Accents towards Students' English Pronunciation: Students and Teachers' Perception. <https://repository.unisma.ac.id/handle/123456789/7251>