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It is also supported by the observation data that students’ daily communication is their mother tongue even when they were in the collage. They just practice the English in speaking class and in the presentation time. Furthermore, many of students are in slow speaking and just some of them who are in the fast speaking. Whereas, their first language is much influential on their second language included the English stress.

In addition, those research findings related to the affects of students L1 since their mother tongue is adhered. Also, the production of stress, however, speakers of non-stress languages could be expected to encounter greater difficulty in intentionally articulating the requisite combination of pitch, duration and intensity, since they would not have experience with this in their first language (L1).