AN ANALYSIS OF FIRST LANGUAGE INTERFERENCE ON STUDENTS' SPEAKING OF ENGLISH AS FOREIGN LANGUAGE AT MAN 4 MANDAILING NATAL

A THESIS

Submitted to the Faculty of Tarbiyah and Teachers Training of State Islamic University of North Sumatera Medan as a Partial Fulfilment of the Requirement for S-1 Program

By:

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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
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ABSTRACT

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Title : An Analysis of First Language Interference on Students' Speaking of English as Foreign Language at Man 4 Mandailing Natal

Advisor I : Dr. H. Amiruddin MS,MA., MBA., Ph.D

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This research was aimed to find out the types of interference, how first language interference in speaking English, and why the first language interference in speaking English at second-grade students MAN 4 Mandailing Natal. This research discusses interference. The researcher discussed first language interference in speaking English at the second-grade students at MAN 4 Mandailing Natal. It is one of the bilingualism aspects that occurs when someone is learning in English. In this case, the interference of the first language into English. The first language of the students is Mandailing language. It is chosen because the students sometimes use their first language that often contains an error when they are speaking English. The researcher focused on speaking English in the classroom discussion. The researcher used a qualitative method. Data were collected from observation and interview. The researcher selected some sentences included interference by using Weinreich theory and analyze them. As a result of the research, the research found that most of the students do the interference in words pronunciation, they didn't know how to mention the correct vocabulary in English, then in grammatical patterns and the last vocabulary use that they applied their first language when the students don't get the appropriate word to express their mind. So, the researcher concludes that there are three types of interference, phonological interference, grammatical interference, and lexical interference. Interference occurred when students speak English. There are many errors due to first language interference that influence the English language. In other words, their language interfered with their first language, namely Mandailing language and those caused by the students who didn't master English well.

ACKNOWLADGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, the researcher would like to render my great thank to Allah SWT, the all mighty, the most exalted, the compassionate and merciful, because of the favor he has conferred on me to finish this thesis. Sholawat and salam to our prophet Muhammad SAW, who has brought us from the darkness to the lightness in iman to Allah SWT, who has struggled whole-heartedly to deliver the truth to human being and guide his *ummah* to the right path.

The researcher has completed this thesis as one of the requirements for the S-1 Program at Department of English Education Faculty of Tarbiyah and Teacher Training the State Islamic University of North Sumatera Medan, on the title : "**An Analysis of First Language Interference on Students' Speaking of English as Foreign Language at Man 4 Mandailing Natal ".**

While compiling this thesis, the researcher found various difficulties. This thesis would not be as it is now without any helps and supports for many parties. The researcher would like to express special thanks to following people:

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The last, this thesis is far from being perfect, but it is expected this thesis will be useful not only for the researcher, but also the readers. For these reason, constructive thought, full suggestions and critics are welcome to make better this thesis .

Medan,

Aulia Rahmi

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CHAPTER I

INTRODUCTION

A. Background of the Study

The human being is the most complicated creature of God in this word. There is a system that makes them different from other creations. The system is language. Language is basic in our existence that life without language is difficult to envision because language is a fundamental aspect of our life. Language is the systematic, conventional use of sound, sign, or written symbols in human society for communication and self-expression.[1] The human being is related to language, both of them are entities in society. The use of language is essential in human life. People can convey their minds, opinion, and make interacting with others.

Human activities can be separated from the use of language, even though when people are sleeping and they unconsciously use language. Language follows us to express our idea, describe our event, tell the story, communicate everything, and what we want to do, and also another activity in our life. Language is an integral part of our daily life, we use to convey wants, needs, thought, and plans. The use of language seems as natural as breathing or walking. People have much reason to use language in the daily life of them to activity-based their needed. The language also

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[1] Sholihatul Hamidah Daulay, (2019), *Language And Society,* Medan: LPPPI, p. 86.

guides to social reality. Language consists of words, idioms, and syntax. It is through language that we think, feel judge, and express.

Therefore language is one of the most important and characteristic of human behavior. We use words and idioms as a tool to perform and share experience among people possible. Language is succinctly defined in our glossary as a "human system of communication that uses arbitrary, such as voice sounds, gestures, and sign or symbol". [2] Every language has a different structure or grammar. Language is used to deliver messages or communicate a message by speaking.

Indonesia has many ethnic, each of them has its language, such as in Mandailing Natal. Everyone knows, Mandailing Natal is a part of North Sumatera, where the is ethnic of that spot has a particular language namely " Bahasa Mandailing" (Mandailing Language). Mandailing language is one of many languages that used in Mandailing Natal. Generally, this language is used as the communication means for Mandailing ethnic itself. On the other hand, this language doesn't display as a tool of communication, but the Mandailing language is established as the local identity.

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[2] Sholihatul Hamidah Daulay, (2011), *Introduce To General Language*, Medan: La Tansaa, p. 12.

Besides the Mandailing language, there are the Malay language, Javanese language, and the other language. Mandailingnese can use them, however, Mandailing language is predominantly used by Mandailing people. So, Mandailing language is the first language used by Mandailingnese in Mandailing Natal.

The first language is the language first that the human mastery after they gave birth, So it is called first language, native language, child language, and mother tongue. The first language is a language that is learned firstly by a person for communication with others.[3] According to Ashworth first language is the language which the child or person acquires in the early years and which naturally becomes his or her and of thought and communication.[4] Mandailing language is the first language or mother tongue for Mandailingnese.

Students learn the language for the first time is absolutely from their parents and also their family. After they understand their language they continue to study foreign languages, such as English, Jerman, Japanese, Franchise, etc. Many countries facilitate citizens to learn a foreign language through education and courses. The English language has a high position in this world, so students need to master it.

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[4] Sulaiman Mahmud, (2017), *The Influence Of Mother Tongue On Learning English Language By Arab Learners*, Internasional Journal And Scientific Research Publication. India. p. 31.

English language is one of the main subjects, especially in school. However, most prefer to learn English than other languages, because English is an international language. English as a foreign language is though from kindergarten up to senior high school and even university studies.

In learning English, learners have to master four language skills. Those are speaking, reading, writing, and listening. Listening and reading are regarded as a receptive skill while speaking and listening are considered as a productive skill. All of the skill is important. Order state that in learning a foreign language, the ability to speak is the most essential skill since it is the basis of communication.[5] Speaking is an activity used by someone to communicate with others. It takes place everywhere and as become part of our daily activity.

When someone speaks, they interact and use the language to express their ideas, feeling, and thought. They also share information with the other through communication. In some situations, speaking is used to give instructions or to get things done, for example, to describe things or someone to complain about people's behavior, asking and giving services and others. When people communicate with others they use language to understand each other.

In the process of learning English students will face some difficulties or problems in spoken mastery. When the students learning, they make mistake whether in speaking. The mistake is caused by first language interference in speaking English as a foreign language. This differentiation may cause interference in speaking English as a foreign language. In learning foreign

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[5] T,Oradee , (2012) , *Developing Speaking Skill Using Three Communicative Activity*, Internasional journal of Social Science and Humanity.vol 2.no 6.p.533.

language learners usually interfered with the elements of the first language or native language. Interference happens most of the time. It has a big role in English foreign language learning. So, from the problem above the researcher hoped this research, Mandailingness know how to speak well when speaking English as a foreign language without interference.

From the description above, the researcher is interested in conducting "**An Analysis of First Language Interference on Students' Speaking of English as Foreign Language at Man 4 Mandailing Natal**".

B. Formulation of the Study

1. What are the types of interference to the first language on students' speaking of English as a foreign language in the second grade of MAN 4 Mandailing Natal?

2. How the first language interference occur on students' speaking English as a foreign language at the second grade of MAN 4 Mandailing Natal?

3. Why the first language interference on students speaking English as a foreign language at the second grade of MAN 4 Mandailing Natal?

C. The objective of the Study

1. To describe the types of interference to the first language on students' speaking English as a foreign language at the second grade of MAN 4 Mandailing Natal.

2. To find out the process of first language interference on students' speaking English as a foreign language at the second grade of MAN 4 Mandailing Natal.

3. To find out the reason for first language interference on students speaking English as a foreign language at the second grade of MAN 4 Mandailing Natal.

D. Significance of the Study

The study is expected to have both academic and practical contributions.

1. Theoretically, it is expected that the research can be used as a future reference for the next similar research and to help the teacher.

2. Practically, the findings can be useful for teachers in the classroom, and students can help their speaking English without the interference of the first language in their daily life.

E. Limitation of the Study

The researcher wants to give a specific explanation about first language interference on students' speaking in English learning. Researcher focus on Bahasa Mandailing as first language acquisition. This research analyzes the interference of the first language when speaking English as a foreign language. The researcher will research MAN 4 Mandailing Natal, particularly second-grade class.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting research, theories are needed to explain some concepts applied in the research concerned. This chapter presents theories of the study in order to give some clearer concepts being applied in this study dealing with first language interference in speaking of English as a foreign language. The following terms are used to explain some basic theories related to the study.

1. Language Acquisition

The term acquisition comes from the verb to acquire which originally means to come into possession or control often by unspecified means.[6] The term "acquisition" is used for the equivalent of the English term acquisition, which is the process of language acquisition done by the child naturally when he learns his native language (native language). The language obtained can be in the form of vowels in spoken language or speech sounds and can be in the form of cues. The normal language skills of children are the same as those of children with disabilities. Language skills are closely related to human anatomy and physiology, such as certain parts of the brain that underlie language and cortex topography that is specific to language.

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[6]Meriam Webster, (2000), *Meriam Webster CollegiateDictionary,* Springfield: Massachusetts, USA, p.30.

Language acquisition is one of the most important and very interesting aspects of human development. There are various developments in the unconscious aspects, namely metalinguistic, conscious formal language teaching, and mastery of writing a language. There are various variables involved in the structure of the language process, namely phonology, morphology, syntax, paralinguistic pragmatics and discourse. What makes an individual able to communicate with each other in cognitive function. language mastery of an individual must develop so that he can master a second language or foreign language.[7]

Language acquisition is the process of humans gaining the ability to capture, produce, and use words for understanding and communication. Language acquisition is based on neuro-psychological processes. Language acquisition is one of the developmental processes that occur in a human being since he was born.[8] Language acquisition is a process that takes place in a child's brain when he or she gets his or her first language or mother tongue.[9] Language acquisition is a process used by children to adjust a set of increasingly complex hypotheses or theories that are still hidden, with the words of his parents until he or she chose, based on a measure or measure of grammar as well as the simplest of the language.[10]

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[7] Christine Dimroth, (2017), Focusing Functional Elements: Affirmative Particles and Verum Focus in First Language Acquisition of German: routladge (taylor & francis group), p. 3

[8] Kushartati, (2005), *Language Charm; The First Step To Understanding Linguistic,* Jakarta: Gramedia Pustaka Utama, p.52.

[9] Abdul Chaer, (2009), *Psycholinguistic: Theoretical Study* , Second Printing , Jakarta: PT Rineka Cipta, p. 34.

[10] Maksan, Marjusman, (1993), *Psycholinguistik*, Padang: Ikip Padang Pres, p.46.

Young children look with a bright view of the realities of the language they learn by looking at the original grammar of their parents, as well as the updates they have made, as a single grammar. Then, he composed or built a new and simplified grammar with the innovations he made himself. The process of language acquisition is the process that apply in the brain of a child (baby) when obtaining his mother tongue. Simanjuntak added that the process took place unnoticed by the children themselves. [11]

Clark stated that within the acquisition , researcher needs to account for both continuity and change in what children know about their language.[12] Karashen made a distinction between "acquisition" turned as language knowledge that develops incidentally as learners focus on meaning incomprehensible input and "learning" termed as knowledge about language gained through formal instruction. Language acquisition is a sequential process of children's language acquisition.[13] Each baby will undergo the process of the one-word stage to the one-word stage then the two-word stage and next to the stage of three-word and complex utterance like the adult utterance.

Language acquisition is a process acquiring language in a naturalistic way by children since they were born and finally master the language. Language acquisition is sequential. Language Acquisition has a close connection with the human ability to create perception and understanding the speech of others.

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[11]Kushartati, (2005), *Pesona Bahasa Langkah Awal Memahami Linguistik,* Jakarta: Gramedia Pustaka Utama,P.24

[12]Clark,(2003), *First Language Acquisition,*United Kingdom,University Press, p.409.

[13] Siahaan,(2008), *Isuue In Linguistic,*Yogyakarta:Karya Ilmu,p. 12.

Moreover, a child can produce speech or speech if he knows the rules derived from childhood. [14]Acquiring a language is a subconscious process.

Language is conscious and the result of either a formal language learning situation or a self-study program. Language is a set of rules used by its speakers as the tool of communicative interaction in society. Goodluck criticizes that it is partially correct to suggest that acquisition is easier for younger children in fact pronunciation is the only area where the younger start.[15] In addition, Goodluck suggests while the age does not alter the route acquisition. It does have a marked effect on the rate and the ultimate success.

From several definitions above it can conclude that in language acquisition:

1. Taking place in an informal situation, children learn without burdens taking place outside of school.

2. Language ownership is not through formal learning in educational institutions such as schools or courses.

3. Done involuntarily or spontaneously.

4. Experienced directly by children and occurs in the context of the language that is meaningful to children.

So, from the explanation above, the researcher can conclude that language acquisition is the process of how people get or acquire the language to communicate with other people as well.

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[14]Soendjono Dardjowidjojo, (2010), *Psikolinguistik,*Yayasan Obor, Indonesia, p.225.
[15]Goodluck, (1996), *Language Acquisition: A Linguistic Introduction*. UK: Blackwell, p.193.

1.1 First Language Acquisition

Troike and Saville stated that first language acquisition is a language that is acquired during early childhood and it normally begins before the age of about three years old. [16] Children are acquiring the language as long as they grow up. First language acquisition is the process of a child acquiring their first language. The process takes place naturally in a child. Parents and the environment a very important and influential in the process of child language acquisition. Children usually listen and respond to the utterance produce by people around them, especially their parents. A mother is a person that allows an opportunity for the baby to participate in communication with her.

The first language is defined as a language that is often used in daily activities. Humans learn their first language from their parents, family, and caretakers. In the process of learning language, children could build preexisting notions of what to represent with language as well as prior notions of communication. Children have not been able to speak clearly, so they communicated by crying or babbling. In addition, first language acquisition is also influenced by children's' cognitive development and social interaction. [17] Children come into the world are completed with a *tabula rasa,* a clean slate bearing no preconceived notions about the world or language. Children are shaped by the environment in acquiring language. The environment has a high influence contributed to the language development of children. They will get a stimulus from their surroundings to comprehend language.

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[16]Saville & Troike, (2006), *Introducing Second Language Acquisition*. New York: Cambridge university press. p. 4.
[17] Tarigan, Henry Guntur, (1988), *Pengajaran Pemerolehan Bahasa*, Bandung. Angkasa, p.85.

Two processes occur when a child is acquiring their first language, competence, and performance. Chomsky made a distinction between language competence and language performance. Competence is the knowledge that the speakers master the grammar of a language. Performance is considered the ability to produce utterance through the use of competence.[18]

Three approaches used by linguists to explain the process of acquire first language; there are behaviorist approach, natives approach, functional approach:

a. Behaviorist

This theory was proposed by Skinner. He asserts that first language acquisition is gained from the environment. The environment gives a stimulus for humans in their process of acquiring language. Children are regarded as passive receivers from the environment; they did not have an important role in the process of behavior‟s development. Behaviorist theory does not admit that children have the capability from their innate in acquiring language.

Language rules are verbal behavior which makes a person can answer or say something. However, when people speak, it is not because they know about "rule-governed" (language rules), their abilities are shaped by the outside factors of themselves. [19] People are born with a tabula rasa; they are like a blank paper who knows nothing. After that, people are shaped by the environment and slowly conditioned through various schedules of reinforcement. The environment

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[18]Rangkuty and Muchtar, (2014), *Understanding General Linguistic Book* II, Medan, p. 40.

[19] Abdul Chaer, (2003), *Psikolinguistik Kajian Teoretik*. Jakarta. PT. Rineka Cipta.p. 223.

stimulates people to understand and comprehend a language. The language acquisitions are through imitation, practice, reinforcement, and habituation.

b. Nativist

Humans are born with a genetic capacity that predisposes us to a systematic perception of language around us, resulting in the construction of an internalized system of language. Human has faculties of the mind; it is intellectual parts in their brain. One of the faculties of mind is called a Language Acquisition Device (LAD). It is abstract components that facilitate and also obstruct on the process of acquiring language. Nativist asserts that in the process of acquiring language, humans use their genetic ability. Nativist theory claims that the environment does not give influence the process of acquiring language. Language is complex, so it impossible to learn in a short time through imitation. It means that humans have the specific genetic capability to comprehend the language system.

c. Functional

Overall development as the result of people's interaction with their environment, with an interaction between their developing perceptual-cognitive capacities and their linguistic experience. The ability to acquire languages comes from the combination of the environment's role and people's innate.[20]

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[20] Ibid. p 38

2.1 Mandailing Language

Mandailing language is the identity of the Mandailingnese which is maintained and developed as the bearer of culture and social governance. Mandailing is a development of the Proto-Malayo- Polynesian and is classified into sub-Malayo Polynesian (Western Malayo-Polynesian). Based on the use of the situation, Nasution as classified Mandailing language into the following varieties[21] :

1. *Hata Somal*: namely Mandailings variety of language used by people Mandailing in daily conversations at this time. For example Mangan olo au (first I meal).

2. *Hata Andung*: is a kind of literary language, which was used in the old days by the people during different ceremonies. It was also used by a girl while facing her parents at the time of the beginning of her new family life.

 For example Mangido doa salamat-salamat berkeluarga (prayer for asking, prayer for the survival of the family).

3. *Hata Teas Dohot Jampolak*: it's a variety of language used in vulgarities.

For example Sip babamu! (Shut your mouth!).

4. *Hata Sibaso*: a variety of language used exclusively by prominent Sibaso in a state of the spell.

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[21]P.Nasution, (2005), *Adat Budaya Mandailing dalam Tantangan Zaman*, Medan: Forkala, p. 14.

5. *Hata parkapur*: It's a variety of language- sirkomlokasi- specifically used when the person is in the jungle.

That are the variety of Mandiling language in the situation. Mandailing people highly uphold their language. Because wherever they are they will surely speak Mandailing language. But most of them who live in cities but he or she has a marga are not good at using Mandailing language caused by their environment around them.

2. Interference

The term interference was first used by Weinreich   refer to a change in the system of a language in connection with the contact of the language with other language elements carried out by bilingual speakers.[22] Bilingual speakers are speakers who use two languages in a manner, whereas multilingual speakers are speakers who can use many languages interchangeably. According to Weinrich in Aslinda and Syafyahya interference is those instances of deviation from the norm of either language which occurs in the speaks bilingual as a result of their familiarity with more than one language,i.e. as a result of language contact.[23]

Interference or language transfer is close to behaviorist theories of L2 (second language) learning. Commonly it is widely accepted that occurs because of the influence of the learner's native language (L1). The use of the first language has influenced the speaker to conduct interactions using L2 or L3 in the

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[22] Abdul Chaer and Leoni Agustin, (2010), Sosiolinguistik Perkenalan Awal, Jakarta: Rineka Cipta, p.120.
[23] Aslinda and Shafyahya, (2010), *Pengantar Sosiolinguistik*, Bandung : PT Refika Utama, p. 66.

classroom. [24] Language interference is one of the current problems in a foreign language. Interference can take a place at all levels of the linguistic system, i.e. in phonology, morphology, syntax, semantic, pragmatic, and lexicon. Hayi in

Komariah stated Interference is barriers as a result of the habit of using mother tongue or first language in mastering the second language or language learned.[25] As a consequence, there is a transfer or transfer of negative elements from the mother language or the first language into the target language. The interference has been so strong that some have viewed second language learning as exclusively involving the overcoming the effects of native language. People will use their experience that they have with language to facilitate the target language learning process. Alwasliyah in Irmayani also stated that interference is a mistake caused by the carrying habits of spoken language or dialect into the target language. interference is considered as a speech symptom that occurs only in bilingual and the event is considered a deviation.[26]

The use of language patterns of a language into another language is called as an interruption. Interference is difficulties that appear in the process of mastery second language in the case of sounds or language constructions as the effect of old habit on the first language. In a bilingual or multilingual society, interference often happens when the other language elements come into the language which is used so that there will be a deviation of language norms that are used.

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[24] Nurhayati, (2017), Learner Perseption on Indoniseia Morphology-Syntactic Interference Done By Englis Lecturer, vol.3, issue 2, p. 1752

[25] Siti Komariah, (2008), *Interferensi Bahasa Inggris Dalam Bahasa Indonesia Pada Surat Kabar Di Surabaya,Surabaya,* Balai Bahasa, p. 26 .

[26] Wayan, (2017), Avodance and Overuse Of Indonesia Language Among Balinese Children, Volume 5, Issue 4, p.1.

Furthermore, interference can come into the level of phonology, morphology, lexical, and syntax.[27]

Based on the explanation of the definition above the researcher can conclude that that interference is a mistake or deviation from the use of elements from one language to another, both verbally and in writing.

2.1 Types of Interferences

Interference can occur in all components of the language. Weinreich in Aslinda and Shafyahya divide the interference forms into three parts, there are Phonological interference grammatical interference, and lexical interference. [28]

2.1.1 Phonological Interference

Phonological awareness is a very important aspect of speaking and reading.[29]

The problem of phonological interference concerns the manner in which a speaker perceives and reproduces the sounds of one language, which may be designated secondary, in terms of another, to be called primary. Interference occurs when bilingual identifies the sound of the first language system then applies it in the target language. It affects the incorrect pronunciation of phonetic sounds in the second language caused by the existence of different phonetic structures from the mother tongue. A mother tongue may assist in learning the target language when

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[27] Chaer. Abdul, (2003), *Psikolinguistik Kajian Teoretik*. Jakarta. PT. Rineka Cipta.p.21

[28] Aslinda and Shafyahya, (2010*), Pengantar Sosiolinguistik*, Bnadung : PT Refika Utama, p.66-67.

[29] Karen Emmorey & Megan Mott,(2020), *Lexical selection in bimodal bilinguals: ERP evidence from picture-word interference*, Language, Cognition and Neuroscience: Routladge Taylor & Frances Group, P. 5

both languages have similar patterns, to make them easily transferrable and hence able to apply the patterns into the target language.

Justice asserts " there is no perfect correspondence between spelling and sounds in English". In reality, Indonesia students often imitate the practice when they pronounce or read English words. One of the most important elements is the segmental sounds of English, which for many Indonesia students are complicated to pronounce well. Phonological interference happens when bilingual speaker perceives and reproduce a phoneme of language terms of another language, in most cases, both languages have difference either in the sound system or in the grammatical system.

Different elements in the sound system between both languages may be of several kinds. First, it is the existence of a given sound in the latter, which is not found in the former. Second, both languages have the same phonetic features but they are different in their distribution. Third, both have similar sounds that have different variants of orb allophones.

Interferences arise when a bilingual speaker identifies a phoneme of one language with that in another. Example In Mandailing speaking English may pronounce *bag* as *bek.*

2.1.2 Grammatical Interference

Grammatical interference occurs when the learners use the pattern of the first language and apply it in the target language. Grammatical interference concerns changes in the structure and the structural elements in the foreign language. It is caused by semantic and formal resemblances and distinctions between the native and the foreign language system. Every language has its own distinct grammar.

Grammatical interference occurs when bilingualism identifies morphemes, morpheme classes, or grammatical relationships in the first language system and uses them in second language speech and vice versa. in accordance with the opinion of Weinreich in Aslinda and Leny, the symptoms of interference in the form of phonology, grammatical, and lexical. So interference occurs in the field of morphology and syntaxis is included in the grammatical plane.

2.1.2.1 Morphological interference

Morphological interference is a language deviation that occurs in the process of word-formation or language recipient which is absorbed from the source language. In the process of forming words there will a process of changing words because of the importation of affixes, but it still has a meaning. Affixes consist of prefix, suffix, and infix. Example: *tarpangan* becomes *termakan.*

2.1.2.2 Syntaxis interference

It occurs when the structure of the first language is used in the target language. This interference usually happens between the Indonesia structure and the English structure. Interference can be seen in the use of words phrases and clauses in sentences. Example: *Andi bernyanyi dengan bagus* become *Andy sings with beautiful* , it should be *Andy sings beautifully*.

2.1.3 Lexical Interference

Lexical interference can be various, it occurs as the transfer of morphemes of first language into target language. It can be a combination of both languages to create new words. Interference occur as the transfer of morpheme or word of first language into target language or it can also occur as the expand of first language's

simple word, this expand existing the meaning to make a new word or it can occur as combination of both.

The examples of lexical interference are: the wrong use of words, narrowing or expansion of the word meaning, formation of non-existing lexical items using foreign suffixes. Example: *hari ini kita mengadakan meeting*. It has lexical interference from English to Indonesia language.

3. Speaking

Speaking derives from the word "speak". In Oxford dictionary, "speak" means say things; talk, be able to use language, make a speech, express ideas, feelings, etc.[30] Speaking is the verbal use of language to communicate with others. [31]In addition Hughes explain that speaking interactive and according to accomplish pragmatic goals through interactive discourse with other speakers of the language.[32] Speaking is a productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning.

According to Clark speaking is fundamentally an instrument act.[33] When the people do speak, share intention, feeling, information, or opinion the meaning in which in this case is the purpose of the speaking. Speaking can be thought of as a mirror image of listening skill and one for which the same linguistic and cultural knowledge is required. Speakers talk in order to have some influence on their

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[30] Martin h. Manser, (1995). *Oxford Lerner's Pockets Dictionary*, New York: Oxford University Press.p 398.
[31]Fulcher, G. (2003) testing language second language speaking , Sydney:longman .p 79.
[32] Dewi hughes, (2007), Public speaking , Jakarta: Gramedia Widiasarana. p. 57.
[33] Clark, (2003) , *First Language Acquisition*, United Kingdom, Cambridge University Press, p.25

listeners. They assert to change their state of knowledge. They ask something, to give the information and share anything that they gave.

According to Chaney, speaking is the process building and sharing meaning through the use of verbal and non-verbal symbols in a variety of context [34] Speaking also explain in the Qur'an which in Q.S Ar-Rahman: 3-4

خَلَقَ ٱلْإِنسَـٰنَ ۝ عَلَّمَهُ ٱلْبَيَانَ ۝

The meaning: Created man, (and) thought his eloquence.[35]

Based on pieces of the verses of the Qur'an above says that Allah SWT who created man and thought the humans are good at talking. It means that, our speaking ability comes from God Almighty.

We as humans can only dig our potentialin speaking. Allah SWT also says in Q.S Al-mujaadilah: 9

يَـٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓا۟ إِذَا تَنَـٰجَيْتُمْ فَلَا تَتَنَـٰجَوْا۟ بِٱلْإِثْمِ وَٱلْعُدْوَٰنِ وَمَعْصِيَتِ ٱلرَّسُولِ

وَتَنَـٰجَوْا۟ بِٱلْبِرِّ وَٱلتَّقْوَىٰ ۖ وَٱتَّقُوا۟ ٱللَّهَ ٱلَّذِىٓ إِلَيْهِ تُحْشَرُونَ ۝

The meaning: All of you who have believed, when you converse privately, don't converse about sin and aggression and also disobedience to the messenger

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[34] AL Chaney, (1998), Teaching Oral Communication, Boston: Allyn and Bacon, p.13.

[35]Muhammad Taqi Uddin Al Hilali And Muhammad Mukhsin Khan,(1993) *The Noble In The English Language,* India: Maktaba Darul Quran, p 833

but converse about righteousness and piety. Ans fear Allah SWT, to whom you will be gathered.[36]

In this verse, Allah SWT exhorts and disobedience to the Messenger. Allah SWT told us to told about making virtue and piety. Then it can be inferred that, according to the teachings of Islam, speaking is to deliver a message to someone. With a good road, with a gentle word, don't talk about sin and always talks about the good things. That's the attributes of the believer if seen from the way he speaks.

Speaking is the central part of all processes of social interaction. It is either good or the bad how we speak to others. One of them is influenced by how we speak our words. At the same time, it is a warning for us to be careful for all before we go ahead and speak so that it does not become a boomerang for ourselves. It can be more harmful for other people both in this world and in the Hereafter. We should think carefully in speaking. Being careful means we concern well that we should not speak if we have nothing beneficial to say such as giving knowledge or advice or support a good cause. It means, if we don't understand what we are saying then we better think first.

In one hadith, the Prophet sallahu 'alayhi wasallam said:[37]

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللهُ عَنْهُ قَالَ رَسُوْلُ اللهِ صَلى الله عليه و سلم اِنَّ الْعَبْدَ لَيَتَكَلَّمُ بِا لْكَلِمَةِ مَا يَتَبَيَّنُ مَا فِيْهَا يَهْوِي بِهَا فِي النَّا رُ أَبْعَدَ مَا بَيْنَ الْمُشْرِ قِ وَالْمَغْرِبِ

[36] Ibid,

[37] Sohih Bukhari (2018) juz 8, Bab: barangsiapa beriman pada hari akhir. No hadith 6477

The meaning : From Abu Hurairah RA, Rasulallah SAW said, "Person utters a word thoughtlessly (i.e., without thinking about its being good or not) and, as a result of this, he will fall down into the fire of Hell deeper than the distance between the east and the west." (Sahih al Bukhari Sahih al Muslim).

Another hadith records the prophet Muhmmad SAW as saying:[38]

عَنْ أَبِي هُرَيْرَة رَضِيَ اللهُ عَنْه ، قَالَ: قَالَ رَسُولُ اللَّهِ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ: «مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الآخِرِ رِ فَلْيَقُلْ خَيْرًا أَوْ لِيَصْمُتْ

The meaning : From Abu Hurairah RA, Rasulallah SAW said: Let whosoever believes in Allah and in the Last Day either speak good or be silent (Sahih al Bukhari, Sahih al Muslim)[39]

So, speaking is the essential aspects in our lives. Speaking with evidence or knowledge and saying something on behalf our faith to Allah is one of the greatest blessings and pleasure from Allah SWT. From the discussion above, the researcher can conclude that speaking is an ability of a human being to deliver the message to the listener in a good way in some context, and the listener understands the message.

3.1 Function of Speaking

Richard states the function of speaking into three categories which are quite distinct interns of form and function and requires different teacing approahches. Those function are:[40]

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[38] Muhyiddin Yahya, (2010), Hadits Arbai'n Nawawiyah, no.15, Islamhouse, p. 46
[39] Sohih Bukhari (2018) juz 8, Bab: barangsiapa beriman pada hari akhir. No hadith 6018, p.11

1. Talk as interaction

   This refers to what we normally mean by "conversation" and describes an interaction that serves a primarily social function. People do the speaking activity in order to be friendly and establish a comfortable zone of interaction with others. The focus of this category is more on the speakers and how they wish to present themselves to each other than on the message.

2. Talk as transaction

   Refers to a situation that focuses on what is we said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participant and how they interact socially with each other. So speaking English can be concluded as a skill for revealing ideas, feeling, and thoughts.[41]

3. Talk as performance

   Refer to public talk that transmits information before an audience, such as classroom presentation, public enouncement, and speeches. This category of talking tends to be in the form of monolog rather that dialog. This category is close to written language than conversational language, and often evaluated, according to its effectiveness on the listener which is different from

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[40] Jack C Richard, (2008), Teaching Learning And Speaking From Theory To Practice , Cambridge: Cambrige University Press, p. 22-24.

[41] Farida, Repelita Waty,(2018),Advanced Speaking, Repository uinsu.ac.id: p. 7.

the talk as interaction or transaction. Example of talk as performace is debate, welcoming speech, story telling etc.

3.2 Difficulties in Speaking

Mastering speaking is not easy. In learning speaking peaking, the students are usually faced with problems during the teaching-learning process. There are many factors that cause of difficulty in speaking, there are:[42]

1. Inhibition: students are worried to make a mistake fearful of criticism or simply shy.

2. Nothing to say: students have no motivation to express themselves.

3. Low or uneven participation : only one participant can talk at time because of large class es and tendency of some learners to dominate, while others speak very little or not at all.

4. Mother tongue use : students that who share the same mother tongue tent to use it, because it easier and also students feel less exposed if they are speaking their mother tongue .

3.3 Teaching Speaking

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. In teaching oral communication, micro skill are very improtante, one implication is the importance of focusing on both the forms of language and the

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[42] Penny, Ur (1996),*A Course In Language Teaching,Cambridge University, UK*, p.121.

function of the language.. language English regard speaking ability as the measure of knowing the language. These learners state fluency as the ability to converse with others, much more than the ability to write, read, or comprehend oral language.

According to Bashir, language learners need to identify speaking involves three areas of knowledge:

1. Mechanic (pronunciation, grammar, and vocabulary)

Using the right words in the right order with the correct pronunciation.

2. Functions (transaction and interaction)

Knowing when clarity of message is essential (transaction/ information exchange) and when precise understanding is not required (interaction/ relationship building).

3. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participant)

Understanding how to take into account who is speaking to whom in what circumstance, about what, and for what reason. In the communicative model of language teaching, instructors help the students develop this body of knowledge by providing authentic practice that prepares the student for rill-life correct, logically connected sentences that

are appropriate to a specific context, and to do so using acceptable (that is comprehensible) pronunciation.[43]

In holy Qur'an speaking explain in Q.S An-Nisaa 4:164. [44]

وَرُسُلًا قَدْ قَصَصْنَٰهُمْ عَلَيْكَ مِن قَبْلُ وَرُسُلًا لَّمْ نَقْصُصْهُمْ عَلَيْكَ ۚ وَكَلَّمَ ٱللَّهُ مُوسَىٰ

تَكْلِيمًا ﴿١٦٤﴾

The meaning: And we sent messengers about whom we have related their story to you before, and messengers about whom we have not related to you. And Allah spoke to Moses with direct speech.

Speaking has often been dealt with similarly in language teaching. It is sometimes thought of as something which is covered sufficiently by virtue of being so bound up in the teaching of everything else. Although many learners feel that being able to communicate effectively through speech in their main priority, when speaking is the main purpose of the lesson the researcher can be sometimes lead to dissatisfaction. some learners can't quite see the point of doing something in the classroom that they could quite easily do o over a coffee, and the teachers can feel a sense of guilt because they have not thought something with a clear learning outcome that can help us justification for the lesson.

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[43] Muhammad Fadlan Annazari Siregar,(2019), *Developing English Listeing Media By Using Audio Book,* p.11.

[44]Abdullah Yusuf Ali, The Holy Qur'an, (London: Kitab Bhavan, 2006)

4. English as a Foreign Language

Harmer defines EFL as teaching English when the students are studying English in their studying in their own country or are engaged in short courses conducted in English-speaking countries.[45] EFL students may live in a country where their language is primary spoken for communication and that these students may be required to learn English for their academic studies, for traveling activities to an English-speaking country, or for business purposes.[46]

He also explains that EFL students only spend a few week hours per week studying English, have little exposure to English outside the classroom, have little opportunity to practice their newly-acquired language skills, and have a native language background in the classroom. English is taught as a foreign language in Indonesia. It is taught in schools, often widely, but it does not play an essential role in national or social life.[47]

In learning e new language, the main points are not just about how to master vocabulary items. The first thing that should be mastered by students is the sound system of language, understand the stream of speech to hear the distinctive sound features, and to approximate their production. The second point, mastery of the features of arrangement that constitute the structure of the language.

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[46] Camenson. B, (2007), *Opoprtunies in Teaching English to Speakers of Other Languages* (Rev. Ed.). New York: McGraw Hill.p. 2.3
[47] Broughton et al, (2008) , *Teaching English as Foreign Language* (2th Edition). London and New York. Rouledge. p.8.

In one hadith, the Prophet Muhammad SAW said: [48]

عَنْ أَبِيْهِ زَيْدِ بْنِ ثَابِتٍ قَالَ أَمَرَنِيْ رَسُوْلُ اللهِ صَلَى اللهِ عليه و سلم اَنْ أَتَعَلَّمَ لَهُ كَلِمَاتِ كِتَابِ يَهُوْدَ. قَالَ اِنِّيْ وَ

اللهِ مَا اَمَنُ يَهُوْدَ عَلَى كِتَابٍ. قَالَ فَمَا مَرَّ بِى نِصْفُ شَهْرٍ حَتَّى تَعَلَّمْتُهُ لَهُ قَالَ فَلَمَّا تَعَلَّمْتُهُ كَانَ اِذَا كَتَبَ اِلَى يَهُوْدَ

كَتَبْتُ اِلَيْهِمْ وَ اِذَا كَتَبُوْا اِلَيْهِ قَرَأْ تُ لَهُ كِتَا بَهُمْ. قَالَ أَبُوْ عِيْسَى هَذَا حَدِ يْثٌ حَسَنٌ صَحِيْحٌ

The meaning: From Zaid bin Thabit, Rasulallah saw ordered me to learn the Hebrew language, he said, I do not believe the Jews for my letter. Zaid bin Thabit said that after half a month I learned the Hebrew language I can master it and understand it, and if he wants to send a letter to the Jews, then I will write it for them, and if they send a letter to him then I will read the letter to Rasullallah.

(HR. At-Tirmizi)

The relation of the hadith with this discussion is: using foreign languages for learning and da'wah purposes if deemed necessary constitutes all technology and various tools for learning that have followed the instructions of the Prophet, and that is one of the methods of teaching the Prophet in learning. The connection with the present is, as we already know, English is an international language. The language is used by all humans in communicating with one another. Various technologies and tools for learning using English. So English is a tool for deepening science for today. This also includes the progress of the Islamic ummah itself, so let's learn foreign languages including English to improve our knowledge.

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[48] HR. At-Tirmizi, *Kitabul Isti'dzan Wal Adab* no. 2933

B. Conceptual Framework

The conceptual framework in this research is as follow :
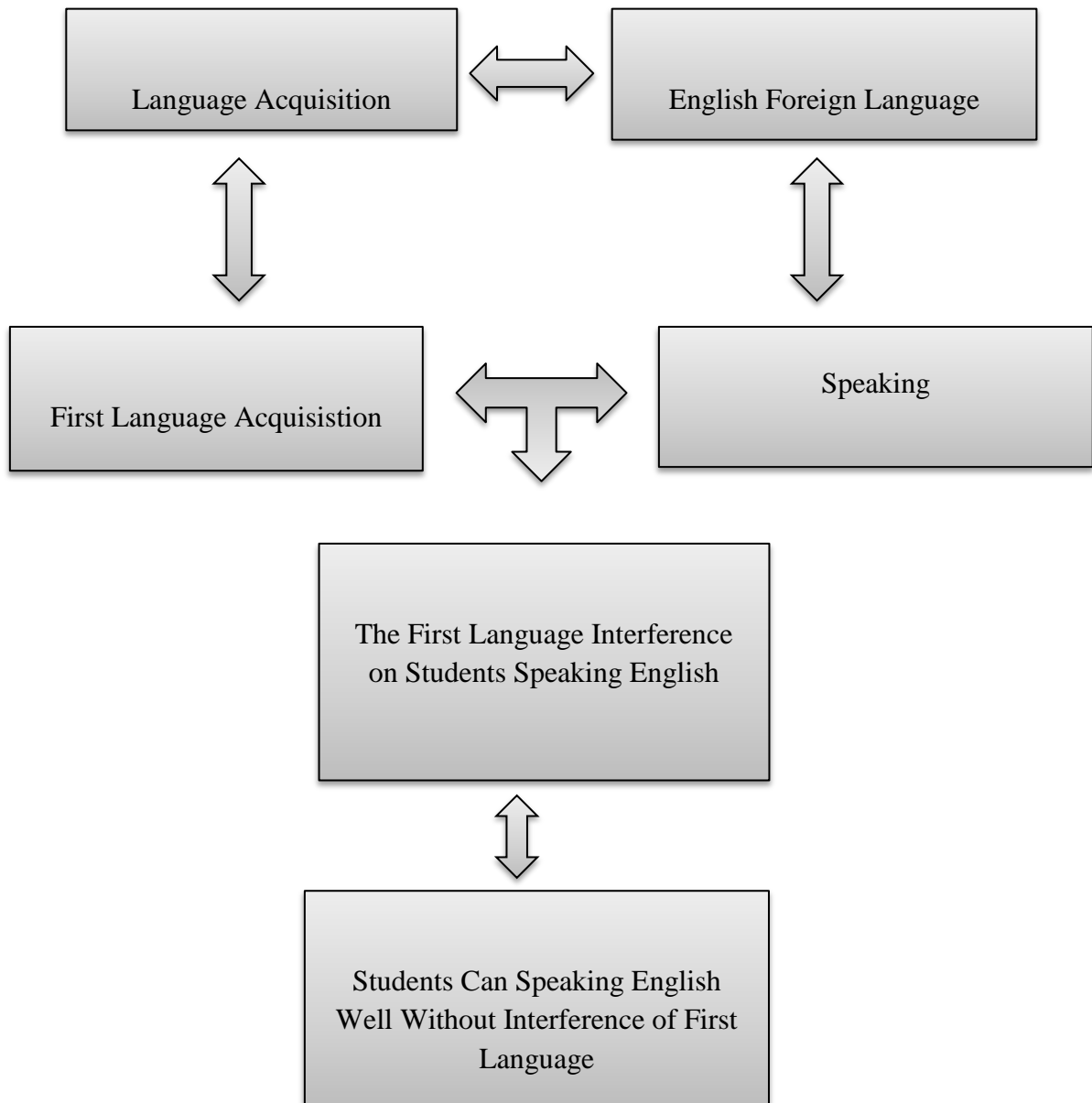
Figure 2.The Conceptual Framework

The first language is when you were still a very young child, you began acquiring at least one language, what linguists call your first language, probably without thinking much about it, and with very little conscious effort or awareness. The first language causes interference in speaking. Included when speaking English as a foreign language for Indonesia people. Speaking is the verbal use of language to communicate with others, and also a uniquely human act or process of sharing and exchanging information, ideas and emotions using oral language, says fisher and free.

EFL is very important at school because English is the International language, but teaching EFL gives less impact on society because teaching EFL only gets in the schools. Many students are just getting this lesson at school. Only some students take an English course outside of school. Students use English while learning English in the class, it was not all students can communicate using English in the class. Outside the classroom, the students rarely use English when communicating with the teacher, friends, and others.

When the students speaking English, there is a problem that they get. Because of their native language or first language interference in speaking they have a problem when speaking English. So to solve this problem the researcher informs the students what the solution to them. The solution is the students must know the type of interference that often occurs when speaking English

C. Related of Study

To support this study the researcher did a previous research review with the previous research. There are ten previous researches as follow:

1. Hamjah (2012) Department of Language Studies Graduate Program Muhammadiyah Universitas of Surakarta, Error Analysis In Mother Tongue (Bima Language) Interference In Writing Skill: A Case Study In The Third Semester Of Stkip Taman Siswa Bima In Academic Year 2011-2012). The objectives of the study are to describe the types of an error made by the students in third-semester students of STKIP Taman Ssiwa Bima in the academic year 2011-2012, what are the dominances of error and what are the pedagogical consequence in language teaching of writing skill. The method used by the writer in this thesis is a case study. The writer used a case study because the writer observes activities by students of STKIP Taman Siswa Bima when they conducted the teaching-learning process. In this study, the researcher does not take all of the students of STKIP Taman Siswa Bima but the researcher only takes the students of STKIP Taman Siswa Bima especially the English department at the third semester in academic year 2011-2012. The techniques of collecting the data are observation, interview, record and transcription. The data collected in this research are the form recording and transcription of students conversation conducted by the students' and lecturer, and students' and other. The processes in data analysis are reduction of data, discussion of findings, and conclusion. The results of this study show three types

of an error made by the students' of STKIP Taman Siswa Bima at third semester in the academic year 2011-2012, it contains morphological level, lexical level, and syntax level. Morphological level consists of omit of prefix {-un}, omit of suffix {-d} or {-ed}, {-s} or {es} and omit of {-ly}. The lexical level contains verbs, articles, pronouns, adverbs, nouns, and conjunction. And syntactical level includes of tenses and To Be. In this level, the students omit To Be in the sentence.

2. Saptia Fahrina (2014) The State Islamic College Of Palangka Raya Department Of Education The Study Program Of English Education. the influence of mother tongue in speaking english of the third semester students of english education study program of stain palangkaraya. The main purpose of the study are (a) to describe the influence of mother tongue in speaking English, (b) to describe and analyze clearly about the problems of English students in speaking English and (c) to describe the students' ways in solving their problems in speaking English. This study was done by doing at the study program of English Education (TBI) of STAIN Palangka Raya. Qualitative approach with a case study method was used by the researcher in this study. The subjects of the study were the banjarnese, dayaknese and Javanese students at the Study Program of English Education (TBI), the students are chosen based on the characteristics, as follows: (1) The students are the third-semester students at the Study Program English Education (TBI) of; The State Islamic College

Palangkaraya; (2) The students are an original Banjar ethnic, Dayak ethnic and java ethnic; (3) they always use their mother tongue every day in their daily life and in their environment to communicate. It meant the purposive sampling was used by the researcher. The result of the study, as follows:

1. In general, the Banjarnese, Dayaknese, and Javanese students have a negative influence on speaking English. The different nature especially in Suprasegmental features. Banjarnese, Dayaknese, Javanese, and Native Speaker have significant differences especially in Supra-segmental features (Stress, Intonation, features of connected speech, and voice quality).

2. The students have a problem pronouncing English words. The student's problems in pronouncing English have little vocabulary, when the students find new vocabulary that they don't know they will difficult to pronounce the word, mother tongue, or L1 and seldom to practice their listening and speaking English.

3. One of the ways to solve the students' problems in pronouncing English words is to practice listen to English and open oxford dictionary. In general all of the subjects showed they solve their problem by practice their listening and speaking English.

3. Ahmad Samingan (2015) Magister of language study muhammadiyah University of Surakarta. First language interference in efl students' composition of IAIN Salatiga. This study aimed at analyzing interference error caused by first language interference made by EFL

students of IAIN Salatiga in their English composition. The objectives are to find out the type of interference, frequency of each type, the most dominant type, and the factors contribute to language interference in EFL students' composition. This is descriptive-qualitative research. The data were taken through elicitation technique and documentation and then analyzed by using the theory of language interference. The findings of this study showed that EFL students made two types of interference; lexical interference and syntactical interference. Lexical interference fell into five categories: loanwords, literal translation at the level of the word, the literal translation of L1 preposition, the literal translation of L1 adverb of manner, and literal translation of L1 comparative degree of the adjective. Syntactical interference also fell into five categories: the use of L1 structure in the target language, the use of L1 structure in an English noun phrase, literal translation in the negation of verbal sentence, literal translation in the negation of nominal sentence, and literal translation in nominal sentence of affirmative form.

4. Marwah Wahyuni (2016) English and Literature Department Adab and Humanity Faculty Alauddin State Islamic University of Makassar, "First Language Interference in Speaking English at The Sixth Semester Astudents At English And Literature Department. This research discusses interference. The writer discussed first language interference in speaking English at the sixth semester students at English and Literature Department. It is one of bilingualism aspects

that occur when someone is learning his/her English. In this case, the interference of Indonesian into English. It is chosen because the students sometimes use their Indonesian that often contains errors when they are speaking English. The purpose of the study is to find out the types of interference and the factors that cause interference. The writer focused on speaking English in the classroom discussion. The writer used descriptive qualitative method. Data were collected from observation and interviews. The writer selected some sentences that included interference by using Weinreich theory and analyzed them. As a result of the research, the writer found that most of the students do the interference in words pronunciation that they didn't know how to mention the correct vocabulary in English, then in grammatical patterns form which the students tend to use their Indonesian grammatical patterns and the vocabulary use that they applied their Indonesian when the student doesn't get the appropriate word to express her mind. So, the writer concluded that interference occurs at linguistic aspects, such as: phonological, grammatical, and lexical interference and the causes of interference are the lack of knowledge, Indonesian transfer, and the limited vocabularies of target language mastered by the learners. It shows that there are many errors due to language interference that influence bilingual's speech. In other words, their sentences are interfered by their first language, namely Indonesian and those caused by the students who did not master English well.

5. Aridem Vintoni (2016) Institut Agama Islam Negeri (IAIN) Kerinci. Paper presented in the 4th ELITE International Conference, UIN Jakarta. Language interference is one of the major problems in ESL/EFL teaching and learning. The phenomenon sometimes makes the learners find difficulties in having a "good" performance in the target language. For example, some of the learners are quite difficult to avoid the interference of their mother tongues habits when they are speaking English. This sometimes leads them into the "foreign accent" and even "errors" when pronouncing certain English sounds. The interference does not only lead the learner into difficulties in pronouncing the segmental sounds of English (vowels and consonants), but also the supra-segmental ones as well. The interference is not only in terms of the phonetic/Phonological aspects of the language but also in lexical and grammatical aspects. In this short paper, the writer describes language interference in ESL/EFL learning.

6. Lutfi Masulah (2017) English Education Department Teacher Training and Education Faculty State Institute For Islamic Students of Salatiga, An Analysis of First Language Interference Toward Students' Mastery Of English As Foreign Language At Diponegoro Vocational High School Salatiga. Interference happens in the process of learning the language. Interference can come into the level of phonology, morphology, lexical, and syntax. The writer took Diponegoro Vocational High School Salatiga especially second-grade students of

Accounting Class as the object of research. Here, the writer conducted further research about what types of interference in EFL students" essay of the second-grade students in Diponegoro Vocational High School Salatiga. Also what factors contribute to first language interference in EFL students" essay of the second-grade students in Diponegoro Vocational High School Salatiga. The purpose of this research is to find out what types of interference in EFL students" essay, also to know what factors support this interference in EFL students" essay. To get the data deeper, the writer did documentation and interview. Documentation is taken from the English students" essay. The writer did documentation to know the types of interference in the EFL students" essay. Next, the interview was done to identify the factors that contribute to first language interference in EFL students" essay. Those methods were used to get and to find the types of interference in EFL students" essay and factors contribute to first language interference in EFL students" essay. The result of this research showed that there are two types of interference namely lexical interference and syntactical interference in EFL students" essay. Lexical interference is a literal translation of the L1 comparative degree of the adjective. Syntactical interference is divided into five categories: the use of L1 structure in the target language, literal translation in a verbal sentence, literal translation in using the pronoun, literal translation in the negation of verbal sentence, and literal translation in the nominal sentence of affirmative form.

7. Endah Ratnaningsih (2017) Tidar University, Magelang. An Analysis of the First Language Acquisition: A Two Years Girl. As a natural process, human innateness is understood as the ability in acquiring the first language since birth. First language acquisition is related to this field of study. This study will focus on the language acquisition of a two years girl who becomes the object of observation. However, the understanding of language acquisition and learning, then what factors are associated with language acquisition is regarded to be necessary to explain. Furthermore, on the discussion part, the analysis of the language acquisition on the object observed, both in terms of phonology, lexical, pragmatic, and the factors that influence the process of first language acquisition for the object observed are discussed.

8. Hilda Mutia Sari (2017) English Language Education Study Program Teacher Training and Education Faculty Tanjungpura University Pontianak. A grammatical interference from Indonesian into English translation. This research aims to investigate the type and the frequency of grammatical interference of Indonesian into English translation. This research is descriptive. The tool of data collecting is a written test. The participants are 12 students selected randomly. The research findings show that the research subject made grammatical interference of their Indonesian into English translation. The interference is classified into four types namely, interference of addition, omission, disordering, and misinformation. There are two

factors that cause interference in translation including interlingual and intralingual. The inter - lingual errors include the interference of Indonesian rules and the intra - lingual includes the application of rules in the target language, overgeneralization, ignorance of rule restriction, and false concept of hypothesis.

9. Sulaiman Mahmoud Sulaiman Alja'arat (2017) Aligarh Muslim University, Aligarh (India). The Influence of Mother Tongue on Learning English Language by Arab Learners. This description is a record of literature review whereby the finder explored previous studies and art objects of research conducted to analyze the negative effects of Arabic language interference to learning English. It discusses the definitions and classification of errors committed by Arabic speakers in using English. The errors are explained on the basis of 'principles of unassertive dialect language transfer'. It also aims at pinpointing the differences between Arabic and English and how these differences make Arab learners commit mistakes at different linguistic levels. The writer explains the types of syntactic, lexical, and morphological errors made by the Arab learners of English as quoted from previous literature. A mistake in forming tenses, relative clauses, adverbs, adjectives, nouns, and articles was listed. A batch of object lessons was applied to illustrate these errors. At the conclusion of the current report, the researcher listed recommendations as a contribution to guide the English as a second language instructor on what might be

regarded as good pedagogical strategies and techniques to share with their students' mistakes.

10. Herni (2017). Antasari State Islamic University Banjarmasin. An analysis of grammatical interference in the English students' bulletins of Iain Antasari Banjarmasin. In this research, the researcher discusses language interference from the grammatical aspect of the English students' bulletins. It is one of the bilingualism aspects that occur on the level of the structure and cultural sense whether oral or written, especially when somebody is learning his/her second language. The purpose of the research is to find out the types of grammatical interference and the factors that cause grammatical interference in the English students' bulletins of IAIN Antasari Banjarmasin. In this research, the researcher uses a qualitative method of discourse analysis, explains some theories that are related to grammatical interference, and then collects the data from the bulletins. Based on the theories, the researcher selects some sentences included grammatical interference, and analyzes them one by one. As a result of the research, the researcher concludes that not all sentences have been written in the bulletins are fulfill the English Standard. It shows that there are many grammatical errors such as morphology and syntax errors and the errors are caused by the structural factors, such as an error in using agreement and errors in syntactic patterns.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher would like to describe the method of the research, the subject of the research, data collection, and data analysis..

A. Method of the research

Method of the research is the main factor in conducting research. Research can be described as an investigation in order to discover a new fact or information.[49] Qualitative research is concerned with a qualitative phenomenon relating to or involving quality or kind. For instance, when we are interested in investigating the reason for human behavior.[50] Qualitative research is research using methods such as participant observation or case studies which result in a narrative, descriptive account of sitting practice.[51] Considering the purposes of this research, the researcher used a qualitative method in this research.

B. The subject of the research

The research will interview five students in second-grade students at MAN 4 Mandailing Natal. The reason why the researcher choose second-grade students because there are many students that have interference when speaking English as a foreign language. MAN 4 is located at Lobung-Simpanggambir street, sub-district of Lingga Bayu, Mandailing Natal.

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[49] Hornby.*Oxford Advanced Learners's Dictionary.*oxford: Oxford University Press.p.34.

[50] Salim,(2018), *Metodologi Penelitian Qualitatif,* Medan: Cipta Pustaka Media, p.46

[51] Gregory,(2012), *Collecting Qualitative Data: A Field Manual For Applied Research Paperback.USA.Sage publicatio*, p.2.

C. Data Collection

To get the data the researcher did some ways ,there are:

1. Observation

The researcher observed the subject. And orally see the real subject with media that used to be observed.

2. Interview

Moleong state interview is a conversation with a specific purpose.[52]Interview the subject one by one and with face to face and the researcher gives the question and the subject answers the question that the researcher gives.

In this section to identify the research, the researcher needed supporting instruments such as a voice recorder, a list of questions, a pen, and a notebook to collect the data. A Voice recorder used to record the students' utterance when the researcher does the interview process, pen and notebook used to write down the field note. So, supporting instruments is used to make the researcher easier to collect the data.[53]

D. Data Analysis

Regarding Cohen and Manion, qualitative data analysis includes organizing, reporting, and explaining data into the pattern, and participants" situation. Qualitative analysis is generally concerned with identifying patterns in

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[52] Lexy Moleong,(2014),Metodologi Penelitian Kualitative: Remaja Rosda Karya, p. 186.

[53] Ibrahim, (2015), *Metodologi Penelitian Kualitatif*, Bandung:ALVABETA, p.135.

the data, different ways in which the data relate to each other. The kinds of patterns identified depend very much on the focus of the study. [54]

1. Data Collection

The first step of data analysis is data collection. Data collection in this research used students" documentary and interview. Students' documentary is used to find some types of interferences which appear in students' speaking, while the interview has a purpose to find some factors which contribute first language interference in students' speaking English.

2. Data Reduction

After collecting data from the interview, the researcher needs to make data reduction. In data reduction, the researcher has to make a brief summary of data that is gotten from many sources.

3. Data Display

Having the entire data have been collected, the researcher displays all the data found in English Foreign Language (EFL) students" essay and then analyzes them by identifying and criticizing the mistakes of the interference. After that, the researcher explains and classifies the type of interference. The researcher then corrects the mistakes based on English rules commonly used in detail.

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[54] Cohen, L., & Manion, L. (2007). *Research Methods in Education. (4th Edition).* New York: Routledge .p.461.

4. **Conclusion and Drawing Verification**

After the data displayed, the researcher would be able to interpret the data and draws conclusions and verification. the researcher explains and describes the type of interference that appears in students' speaking interference of the first language.

CHAPTER IV

DATA ANALYSIS

In this chapter, the researcher discussed the findings that were found during four times of observation and interview. This chapter is divided into four main parts, there is the general theme, the specific theme, research finding, and research discussion.

A. General Theme

This research was conducted at MAN 4 Mandailing Natal, which is located on Jalan Lobung Simpang Gambir, Mandailing Natal, North Sumatra. This research is aimed at eighth-grade students of MIPA. The number of participants being as many as 5 students. It consisted of two boys and three girls. The researcher provided seven questions with no specified time duration. These interviews were conducted from the 18th of August to the 21st of August. The researcher met with the participants four times. The seven questions that the researcher asked are:

1. Do you like speak English? Give your reason!
2. How many times in a week do you study English?
3. Do you understand English grammar?
4. Do you understand about English structure?
5. When you make English sentence, do you write in first Indonesia or directly translate in English?

6. When you arrange Indonesian sentence into English, do you arrange it word by word?

7. What are your difficulties in speaking English?

In this study, the researcher found that majority of the students disliked English lessons and also disliked using English in their daily lives. However, a small portion of the students liked English but are hesitant in applying it to conversations. Based on interviews that the researcher had with the students, there are multiple reasons as to why the students are hesitant in using English. One reason being is that English is a naturally difficult language to learn for many students at the school. For one week, the eighth-grade class studied for a total of four hours. Each of the hours only being 30 minutes.

For the students, English is a foreign language because English is not their first language. For these five students, the Mandailing language is their first language. The Mandailing language is still being taught and used by the Mandailingnese as an important part of their communication with each other. So for the students, the use of English is strange and unfamiliar. The students' first language greatly affects the use of English as well as other languages in the school including Indonesian which is rarely spoken as well even with the fact that the Indonesian language is known as the united language for community.

Based on the research, it has been found that the students have made multiple errors in their use of English. The students' first language has influenced how the students speak English resulting in a lack of clear communication with other

English speakers from around the world. English is becoming an international language that is useful for people to learn and communicate in the future. However, as a result of students' first language, there is an interference in their English speaking ability.

The interference from the students' first language is clearly visible when the students are answering questions in the interview process. Errors can be seen in their pronunciation, language structure, and grammar. Based on that reason, the researcher analyzed the first language interference and provided several solutions and suggestions. Hopefully, this research is useful for students, teachers, and society.

B. Specific Theme

The ability to completely and coherently understand and speak two languages is difficult and can cause interference with one another. While mastering a foreign language, a student cannot be separated from the influence or impact that their first language or mother tongue has. English as a foreign language in Indonesia has been taught to students from elementary school to university level, especially for those who major in English which are taught from their first semester until graduation. Language is the most important part of human life. Without language, people cannot communicate with one another.

A local language is a tool for communication among Mandailingnese that needs to be maintained. It becomes an identity for Mandailingnese. Local languages are still taught to their children from generation to generation.

Among the many regional languages, the researcher examined the local language from Mandailing Natal which is called Mandailing. Mandailing language is used by people in everyday life as a means of communication in Mandailing Natal.

Local languages are also called the first language or mother tongue. It is the first language learned by an individual since childhood. The students' first language greatly affects the process of mastering English in school. So that it causes errors while using English. The students' first language in that school is Mandailing which affects the ability to master English. We already know that English is one of the subjects studied in school. When the students use English to communicate, there will be multiple distractions or deviations which are called interferences.

According to Weinreich, interference is a language deviation that occurs as a result of mastering two or more languages. This condition occurs because students use the first language in developing their language skills. Interference appears in the form of words, sentences, or paragraphs. During the interviews conducted, there were many interferences observed from the students. Weinreich also classifies these interferences into three types; phonology interference, grammatical interference, and lexical interference.

Phonological interference is an error in the pronunciation of speech. The proper pronunciation will lead to a clear understanding between speakers and listeners. The accuracy of pronunciation is very important because it can affect the meaning intended by the speaker.

Grammatical interference is an error in structuring proper words into cohesive sentences. The use of correct word structure can be used to form a sentence and be developed into phrases that will become clear and understandable paragraphs. Lexical interference is an error in choosing the right word. The use of the right words for a sentence will help develop a clear understanding of what is being communicated about. Lexical interference occurs when students speak English that includes another language.

Those are the three types of language interference according to Weinreich. So the researcher examined the interference contained in the interview process of the five students. Then, after being investigated, the next step is to classify the interference into the three types that have been studied.

C. Research Finding and Discussion

The collected data were analyzed through qualitative method of content analysis. It was collected by interviewing five students at MAN 4 Mandailing Natal, Lobung street, Simpang Gambir. The researcher rewrote sentence that got by students' speaking. They are phonological interference, grammatical interference, and lexical interference. Then the researcher analyzed and categorized the language interferences and corrected them into good words or sentences. From the data described above, it could be analyzed as follow:

4.1. Table of Language Interference

Participant	Correct answer	Language Interference		
		Phonological	Grammatical	Lexical
S1	3	12	4	1
S2	5	13	3	-
S3	3	14	2	-
S4	4	11	3	-
S5	4	15	4	1

After analyzing the data, the researcher found that there are three types of interference that occurred at during the interview at MAN 4 Mandailing Natal. The interferences that occurred are phonological interference, grammatical interference and lexical interference. For the first discussion, the researcher analyzed phonological interference.

4.2. Table of Phonological Interference

Participant	Phonological interference	Word
S1	Bikaus	Because
	Ting	Think
	Gramar	Grammar
	Litel	Little
	Wrait	Write
	Wêl	Well

	Wort	Word
	Énglis	English
	Virs	First
	Diffikult	Difficult
	Érreng	Arrange
	Will	Well
S2	Énglis	English
	Bikaus	Because
	Lengwic	Language
	Also	Also
	É wik	A week
	Ebot	About
	Gramar	Grammar
	Struktur	Structure
	Sentêns	Sentence
	Into	Into
	Erring	Arrange
	Sêken	Second
	Ting	Thing
S3	Énglis	English
	Lengwis	Language
	For	Four
	Hors	Hours
	Ebot	About

	Strktur	Structure
	Mêk	Make
	Wrait	Write
	Translit	Translate
	Arreng	Arrange
	Dipikultis	Difficulties
	Adop	Adopt
	Fris	First
	How	How
S4	Bekos	Because
	Englis	English
	Lof	Love
	Ors	Hours
	É wik	A week
	Ebot	About
	Studi	Study
	Tens	Sentence
	Ési	Easy
	Mabi	Maybe
	Prononsioin	Pronunciation
S5	Bikos	Because
	Kompired	Compered
	Usepul	Useful
	For	Four

	Studi	Study
	Anderstand	Understand
	Ebot	About
	Gramer	Grammar
	Struktur	Structure
	Pirst	First
	Wrait	Write
	Rengs	Arrange
	Englis	English
	Dipikultis	Difficulties
	Prononkation	Pronunciation

From the table above, there are multiple interferences that occurred in phonological. First student, he had twelve phonological interferences. Second student, she had thirteen phonological interferences. Third student, she had fourteen phonological interferences. Fourth student, she had sixteen phonological interferences. The last student, he had eleven phonological interferences. From the data above, the researcher can conclude that there are sixty five word phonological interferences that students have by interviewing. The researcher will discuss the phonological interference one by one and correct them into good sentences.

1. Because

They pronounced "because" in phonological interference with "bikause", "bikos". So that the students tends to speak "bikaus",

"bikos" for English, "because" as the written form. The appropriate pronunciation of it is /**"bê'kɘz"**/

2. Think

They pronounced "ting" for "think" in phonological interference. So that the students tend to speak "ting" as the written form. The appropriate pronunciation is /**θɪŋk**/

3. Grammar

The students pronounced "gramar", "gremer" for "grammar" in phonological interference, The appropriate pronunciation is /**gramɘr**/

4. Little

The students pronounced "litêl" for the word "little" in phonological interference. The appropriate pronunciation is /**lidl**/

5. Write

The students pronounced "rait", "writ" for the word "write". This indicated phonological interference, because in speaking English, the students tends to speak "rait", writ" for English "write" as the written form. The appropriate pronunciation of it is /ˈ**rait** /

6. Well

The students pronounced "will", "wêl" for the word "well". This indicated phonological interference. The appropriate pronunciation of this is /**wel**/

7. Word

The students pronounced" wrot",”wort” for the word “word”. This indicated phonological interference. The appropriate pronunciation is / **wȝrd**/

8. English

The students pronounced “inglis”,”englis” for the word “English”. This indicated phonological interference. The appropriate pronunciation is /**ɪŋlɪʃ/**

9. First

The students pronounced “pirs”, “fris” for the word “first”. This indicated phonological interference. The appropriate pronunciation is /**fȝ;st/**

10. Difficulties

The students pronounced “diffikul”,dipikultis” for the word “difficult”. This indicated to phonological interference. The appropriate pronunciation is/**’dɪfɪkəlt/ /’dɪfɪkəlties/.**

11. Arrange

The students pronounced “erreng”,arreng”,” reng” for the word “arrange”. This indicated phonological interference. The appropriate pronunciation is/**ə;rãnj/ə’reɪndȝ/**

12. Language

The students pronounced “lengwis” for the word “language”, This indicated of phonological interference. The appropriate pronunciation is/**’læŋgwɪdȝ/**

13. Also

The students pronounced "also" for the word "also This indicated phonological interference. The appropriate pronunciation is/**ôlsō**/

14. A week

The students pronounced "ê wik" for the word "a week". This indicated phonological interference. The appropriate pronunciation is/**â wɪːk**/

15. About

The students pronounced "ebot, "abot" for the word "about". This indicated phonological interference. The appropriate pronunciation is/**ə`baut/**

16. Structure

The students pronounced "struktur" for the word "structure" , The correct pronunciation is / **'strʌktʃər**/.

17. Sentence

The students pronounced "sêntêns" for the word "sentence". This indicated phonological interference. The correct pronunciation is **/strək(t)shər/**

18. Into

The students pronounced "into" for the word "into", This indicated phonological interference, as we know that Indonesian, the

way we pronounce word is same as the written form. It is different from English. The correct pronunciation of this is /**ɪntu/**

19. Second

The students pronounced "sêkon" for the word "second". This indicated phonological interference. The correct one is /**ˈsecənd**/

20. Thing

The students pronounced "ting" for the word "thing". The correct pronunciation is/ **θɪŋ/**

21. Four

The students pronounced with "for" for the word "four". This indicated phonological interference. The correct pronunciation is /**fôr**/

22. Hour

The students pronounced "hor","ors" for the word "hour". This indicated phonological interference. The correct pronunciation is /**aʊər**/

23. Make

The students pronounced "mêk" for the word "make". This indicated phonological interference. The appropriate of this is/ **meɪk**/

24. Translate

       The students pronounced "translit" for the word "translate", This indicated phonological interference. The correct pronunciation is /**trênslãt**/

25. Adopt

       The students pronounced "adop" for the word "adopt". This indicated phonological interference. The correct pronunciation of this word is /**ədäpt**/

26. How

       The students pronounced "how" for the word "how" This indicated phonological interference, as we know that Indonesian, the way we pronounce word is same as the written form. It is different from English. English pronunciation sometimes can be different from the written form. The correct pronunciation is /**haʊ**/

27. Love

       The student pronounced "lof" for the word "love". This indicated phonological interference. The correct pronunciation is /**ləv**/

28. Study

       The students pronounced "studi" for the word "study". This indicated phonological interference. The correct pronunciation is /**ˈstʌdi**/

29. Easy

The students pronounced "êsi" for the word "easy". This indicated phonological interference. The correct pronunciation is /ˈi:zi/

30. Maybe

The students pronounced "mabi" for the word "maybe". This indicated of phonological interference. The correct one is /meɪbi/

31. Pronunciation

The students pronounced "prononkation", "prononsion" for the word "pronunciation". This indicated phonological interference. The correct pronunciation is /prənəsê'āshən/

32. Compered

The student pronounced "kompired" for the word "compered". This indicated phonological interference. The correct pronunciation is /ˈkɒmpeərd/

33. Useful

The students pronounced "usepul" for the word "useful". This indicated phonological interference. The correct one is /yōōsfəl/

34. Understand

The student pronounced "andersten" for the word "understand". This indicated phonological interference. The correct pronunciation is /əndərstand/.

Second, the researcher found grammatical interference from five students during the interview. We can see in the table below:

4.3.Table of Grammatical Interference

Participant	Grammatical interference
S1	About English grammar I understand First, I write in Indonesia Sometimes I arrange it word by word sometimes no I don't understand how to speak well English language
S2	When I make English sentence I write first in Indonesia And than translate into English
S3	Because language English is international language Four hours in a week I study English
S4	Four hours in a week I study English When I make English sentence, I directly translate to English I have trouble in pronouncing
S5	I can more understand be compered with another language Four times in a week I study English First I write in Indonesia and than to English and than to English My difficulties in speaking English is about pronunciation

From the table above, there are sixteen grammatical interferences. The data can be analyzed when students were trying to answer the interview questions. The first student, he had four grammatical interferences. Second student, she had three grammatical interferences. Third student, she had two grammatical interferences. Fourth student, she had three grammatical interferences. For the last student, he had three grammatical interferences.

Researcher will discuss grammatical interference into correct grammar.

1. Student answered "About English grammar I understand". This sentence is incorrect. The correct sentence is **I understand about English grammar**. The position of word is incorrect.

2. Student answered "First I write in Indonesia". This sentence is incorrect, the correct sentence is **first, I wrote in Indonesia**. The word "write" is V1 so we can change into V3 become wrote.

3. Student answered "Sometimes I arrange it word by word sometimes no". This sentence is incorrect. The correct sentence is **Sometimes, I arrange word by word but sometimes I don't.** The word "no" in here change became "I don't".

4. Student answered "I don't understand how to speak well English language". This sentence is incorrect. The correct

sentence is **I don't understand how to speak English well.** It should be "speak English well".

5. Student answered "When I make English sentence, this sentence is incorrect, the correct sentence is **when I made English sentence**. The word "make" change to made.

6. Student answered "I write first in Indonesia". This sentence is incorrect. The correct sentence is first, **I wrote in Indonesia**.

7. Student answered "And then translate into English". In this sentence we just change the word "translate" become translated, because the student was trying to tell in the past.

8. Student answered "Because language English is international language". This sentence is wrong. The correct one is **because English is international language**. There is an error in arranging the structure of the words.

9. Student answered "Four hour in a week I study English". The correct sentence is **I study English four hours in a week.**

10. Student answered "When I make English sentence I directly translate into English". This sentence is incorrect. We can change the word make into V3, **When I made English sentence , I directly translate to English**.

11. Student answered "I have trouble in pronunciation" is incorrect. The correct one is **I have trouble in pronunciation.**

12. Student answered "I can more understand be compered with another language" is wrong. The correct one **is I can understand more than another language.**

13. Student answered "First I write in Indonesia and than to English and than to English". This sentence is wrong the correct one is **first I wrote in Indonesia then to English.**

14. Student answered "My difficulties in speaking English is about pronunciation" This sentence is wrong the correct one is **My difficulty in speaking English is pronunciation**.

The last the researcher found about lexical interference that occur when students spoke English.

4.4. Table of Lexical Interference

Participant	Lexical interference
S1	Suku Mandailing
S2	-
S3	-
S4	-
S5	Orang luar negri

From the table above, there are two lexical interferences that happened when students spoke English during the interview. The researcher found only two students that do lexical interference.

First, students answered "and also as suku Mandailimg I don't understand how speak well in English language". This sentence indicated lexical interference. The student was speaking English that include Indonesia language. Thus, the correct sentence is **"and also, as Mandailingnese I don't understand how speak English well"**

Second, students answered "and also it so useful for me when I met orang luar negri." This sentence indicated lexical interference. The student spoke mixing between English and Indonesia language. Thus, the correct sentence is **"and also it so useful for me when I meet native speakers"**

From the findings and discussion above, interferences occurred when the students speaking English language. The interferences occurred because the students usually use their first language or Mandailing languge in their daily life. Thus causing influenced in their speaking English as foreign language.

CHAPTER V

CLOSING

In this chapter, the researcher would like to conclude the result of the research based on the data analysis that has been explained in previous chapter. There are three problems that the researcher stated. First, it is to describe of first language interference in English language as a foreign language. Second, it is to find out how the process of first language interference in speaking English as a foreign language and the last is to find out the reason of first language interference in speaking English.

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher can conclude that:

1. There are three types of interference that occurred at the second grade students in MAN 4 Mandailing Natal because English as a foreign language (EFL) for them.

2. The types of interferences are: phonological interference, grammatical l interference and lexical interference.

3. The dominant interference that occurred among those five students is phonological interference. The second is grammatical interference and the last is lexical interference.

4. Interference occurred when students don't know how to speak English well.

5. First language or mother tongue of students influenced their English speaking ability as foreign language.

B. Implication

Based on the findings above, the researcher wanted to state the implication for school to help the teacher to teach the students especially in speaking skill. Then, this research can help and give new knowledge to improve their ability in speaking skill and make a good relationship between teacher, students, and knowledge. For the students, the research is implied to help them by acknowledging how to speak English well. It is expected they can minimalize any interferences happen in the future

C. Suggestion

Based on the findings above, the researcher wanted to give suggestion to any aspect based on problem in this thesis. Here are some suggestions:

1. For the teacher

   a. The teacher should give more practice of English structure so that the students will be able to compose sentence in the right grammar structure.

   b. The teacher should give more practice or memorize to increase students' mastery on vocabulary.

c. The teacher should build student's motivation and recognize the students' difficulties in English learning.

d. In English learning process, the teacher should use English language in class to suggest students to speak the proper English.

2. For the students

a. The students should learn English language with paying attention more.

b. The students need to do more practice in speaking English.

c. The student should practice English language without teachers' guidance.

d. The students need to enlarge and memorize their English vocabulary to master English as good as possible.

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APPENDIX

Transcript of students interview

In this part, the researcher interviewed five students at MAN 4 Mandailing Natal, the process of interview have done analyzed by researcher and transcript all of the answered by students as a participant. The transcript of the interview as follow:

Name: Reza Afrili (S1)

Class:XI MIPA

Question of Interview

1. Do you like speak English? Give your reason!

   Answer: I don't like speak English, because I think speak English difficult to me.

2. How many times in a week do you study English?

   Answer: Four times in a week

3. Do you understand about English grammar?

   Answer: About English grammar I understand, but just a little.

4. Do you understand about English structure?

   Answer: About English structure I understand, its about how to write well the structure of word or sentence in English study.

5. When you make English sentence, do you write in first Indonesia or directly translate in English?

   Answer: First I write in Indonesia, because if I directly write in English I don't understand and difficult to make a sentence.

6. When you arrange Indonesian sentence into English, do you arrange it word by word?

   Answer: Sometimes I arrange it word by word but sometimes no.

7. What are your difficulties in speaking English?

   Answer: My difficulties in English is how to speak well and sometimes I shy if I speak English. And also as suku Mandailimg I don't understand how speak well English language.

Name: Nurhayani Hasibuan (S2)

Class:XI MIPA

Question of Interview

1. Do you like speak English? Give your reason!

   Answer: Yes I like speak English, because English is a language that easy to understand and also international language.

2. How many times in a week do you study English?

   Answer: Four times in a week.

3. Do you understand about English grammar?

   Answer: No, I don't understand about English grammar.

4. Do you understand about English structure?

   Answer: Yes, I understand about English structure, English structure is study about how to write good structure of a sentence.

5. When you make English sentence, do you write in first Indonesia or directly translate in English?

   Answer: When I make English sentence , I write first in indonesiaand than translate into English.

6. When you arrange Indonesian sentence into English, do you arrange it word by word?
   Answer: Yes, I arrange it word by word, because its easy for me to arrange Indonesia sentence.

7. What are your difficulties in speaking English?

   Answer: My difficulties in speak English is first, English language is not my own language second, my knowledge is low about English language and the last I think English language difficult to use in daily life.

Name: Harinil Hidayah (S3)

Class:XI MIPA

Question of Interview

1. Do you like speak English? Give your reason!

   Answer: Yes I like speak English, because language English is an international language.

2. How many times in a week do you study English?

   Answer: Four hour in a week I study English.

3. Do you understand about English grammar?

   Answer: No, I don't understand about English grammar.

4. Do you understand about English structure?

   Answer: Yes I understand about English structure, study about ho to make a good sentence.

5. When you make English sentence, do you write in first Indonesia or directly translate in English?

Answer: Write Indonesia first and than translate to English.

6. When you arrange Indonesian sentence into English, do you arrange it word by word?

Answer: Yes, I arrange it word by word.

7. What are your difficulties in speaking English?

Answer: My difficulties when I speak English is how to pronounce and how to adapt in our daily life.

Name: Audia Ningsih (S4)

Class:XI MIPA

Question of Interview

1. Do you like speak English? Give your reason!

    Answer: Yes I like speak English because English is International

    language and I love it.

2. How many times in a week do you study English?

    Answer: Four times in a week.

3. Do you understand about English grammar?

    Answer: No, I don't understand about it.

4. Do you understand about English structure?

    Answer: No I don't understand about it , because I never study it.

5. When you make English sentence, do you write in first Indonesia or directly translate in English?

   Answer: When I make English sentence, I directly translate to English.

6. When you arrange Indonesian sentence into English, do you arrange it word by word?

   Answer: Yes, I arrange it word by word to make it easy.

7. What are your difficulties in speaking English?

   Answer: I have trouble in how to speak well and also because I as Mandailingnese my dialect its so bad.

Name: Muhammad Alfarizi Nasution (S5)

Class:XI MIPA

Question of Interview

1. Do you like speak English? Give your reason!

    Answer: Yes I like speak English, because I can more understand be

    compered with another language. And also it so useful for me when I met

    orang luar negri.

2. How many times in a week do you study English?

    Answer: Four times in a week I study English.

3. Do you understand about English grammar?

    Answer: No, I don't understand about English grammar.

4. Do you understand about English structure?

Answer: No, I don't understand about English structure.

5. When you make English sentence, do you write in first Indonesia or directly translate in English?

    Answer: Yes, for the first I write in Indonesia and than to English.

6. When you arrange Indonesian sentence into English, do you arrange it word by word?

    Answer: Yes, I arrange it word by word.

7. What are your difficulties in speaking English?

    Answer: My difficulties in speaking English is about pronounciation.

BIOGRAPHY

Name   : Aulia Rahmi Nasution

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Religion   : Islam

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Marital Status   : Single

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Education

    a. SDN 285 Simpang Gambir

    b. SMP IT Al-Husnayain Panyabungan

    c. SMA IT Al-Husnayain Panyabungan

    d. State Islamic University of North Sumatera, Department of English sEducation Faculty of Tarbiyah and Teacher Training