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SURAT KETERANGAN
No : 494/MAS/PP.MASA/SK.6/VIII/2021

Kepala Madrasah Aliyah Pondok Pesantren Mawaridussalam Deli Serdang, yang bertanda tangan di bawah ini:

Nama : Arief Persada Angkat, S.Pd.I, MM
Jabatan : Kepala Madrasah Aliyah
Alamat : Jl. Peringgian Desa Tumpatan Nibung
Kec. Batang Kuis Kab. Deli Serdang 20372

Dengan ini menerangkan bahwa :

Nama : Muhammad Hanafi
NIM : 0304172106
Program Studi : Pendidikan Bahasa Inggris

Adalah benar melakukan penelitian di Madrasah Aliyah Pondok Pesantren Modern Mawaridussalam Kabupaten Deli Serdang dengan judul Disertasi "*An Analysis Of First Language Interference On Students' Speaking Of English As Foreign Language At MAS PP Mawaridussalam, Batang Kuis, Deli Serdang*".

Demikian surat ini diperbuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Batang Kuis, 23 Agustus 2021

Kepala Madrasah Aliyah



Arief Persada Angkat, S.Pd.I, MM
NIP. 2051 SUMATERA

APPENDIX

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

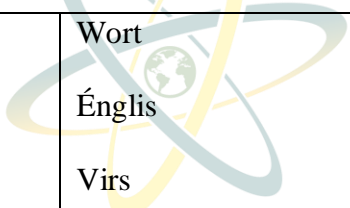
4.1. Table of Language Interference

After analyzing the data, the researcher found that there are three types of interference that occurred at during the interview at MAs PP Mawaridussalam, Batang Kuis, Deli Serdang. The interferences that occurred are phonological interference, grammatical interference and lexical interference. For the first discussion, the researcher analyzed phonological interference.

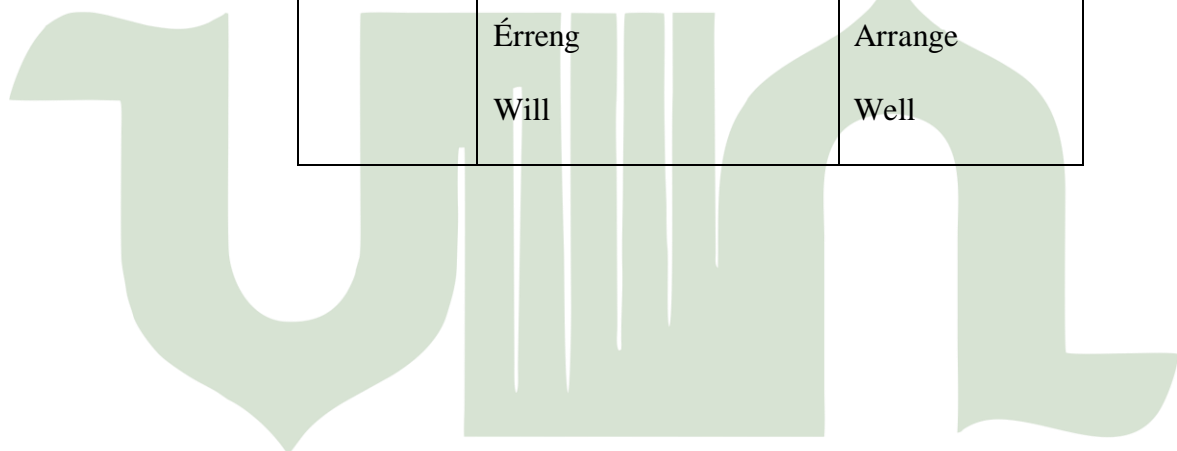
4.2. Table of Phonological Interference

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



	Wort	Word
	Énglis	English
	Virs	First
	Diffikult	Difficult
	Érreng	Arrange
	Will	Well



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S2	<p>Énglis</p> <p>Bikaus</p> <p>Lengwic</p> <p>Also</p> <p>É wik</p> <p>Ebot</p> <p>Gramar</p> <p>Struktur</p> <p>Sentêns</p> <p>Into</p> <p>Erring</p> <p>Sêken</p> <p>Ting</p>	<p>English</p> <p>Because</p> <p>Language</p> <p>Also</p> <p>A week</p> <p>About</p> <p>Grammar</p> <p>Structure</p> <p>Sentence</p> <p>Into</p> <p>Arrange</p> <p>Second</p> <p>Thing</p>
S3	<p>Énglis</p> <p>Lengwis</p> <p>For</p> <p>Hors</p> <p>Ebot</p>	<p>English</p> <p>Language</p> <p>Four</p> <p>Hours</p> <p>About</p>

	Strktur Mèk Wrait Translit Arreng Dipikultis Adop Fris How	Structure Make Write Translate Arrange Difficulties Adopt First How
S4	Bekos Englis Lof Ors É wik Ebot Studi Tens Ési Mabi Prononsioin	Because English Love Hours A week About Study Sentence Easy Maybe 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,,kəz”**/

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 /**gramər**/

4. Little

The students pronounced “litêl” for the word “little” in phonological interference. The appropriate pronunciation is /**lɪdl**/

5. Write

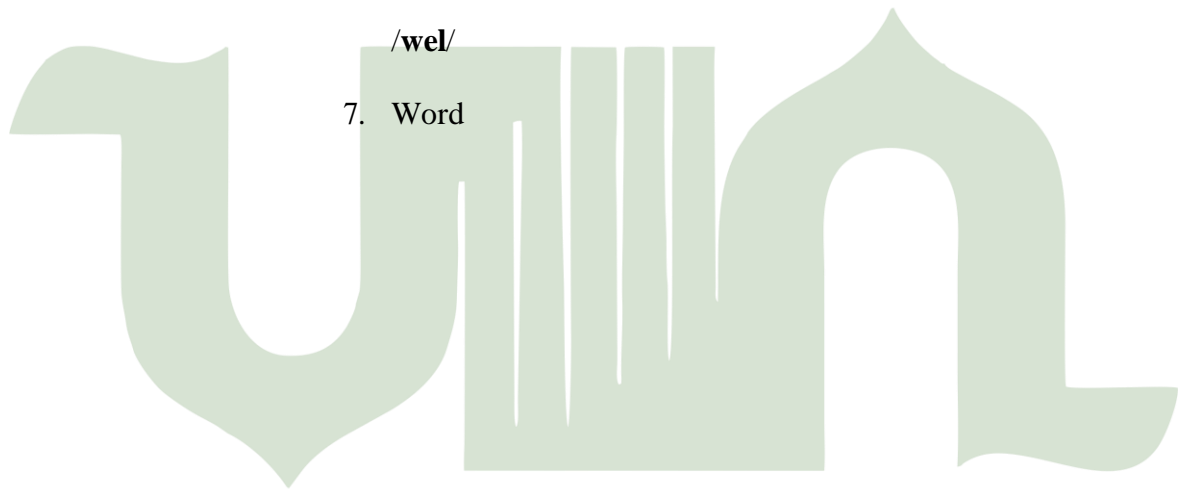
The students pronounced “rait”, “writ” for the word “write”. This indicated phonological interference, because in speaking English, the students tends to speak “rait”, writ” for English “write” as the written form. The appropriate pronunciation of it is /'raɪt /

6. Well

The students pronounced “will”, “wêl” for the word “well”. This indicated phonological interference. The appropriate pronunciation of this is

/wel/

7. Word



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

8. English

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

9. First

The students pronounced "pirs", "fris" for the word "first". This indicated phonological interference. The appropriate pronunciation is /**fɜːst**/

10. Difficulties

The students pronounced "diffikul", "dipikultis" for the word "difficult". This indicated phonological interference. The

appropriate pronunciation is /**ˈdɪfɪkəlt**/ /**ˈdɪfɪkəltɪz**/.

11. Arrange

The students pronounced "errenɡ", "arrenɡ", "renɡ" for the word "arrange". This indicated phonological interference. The appropriate pronunciation is /**əˈræŋjə**/ **ˈreɪndʒ**/

12. Language

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

13. Also

The students pronounced “also” for the word “also This indicated phonological interference. The appropriate pronunciation is/“**ɔːlsəʊ**”/

14. A week

The students pronounced “ê wik” for the word “a week”. This indicated phonological interference. The appropriate pronunciation is/“**ə wɪ:k**”/

15. About

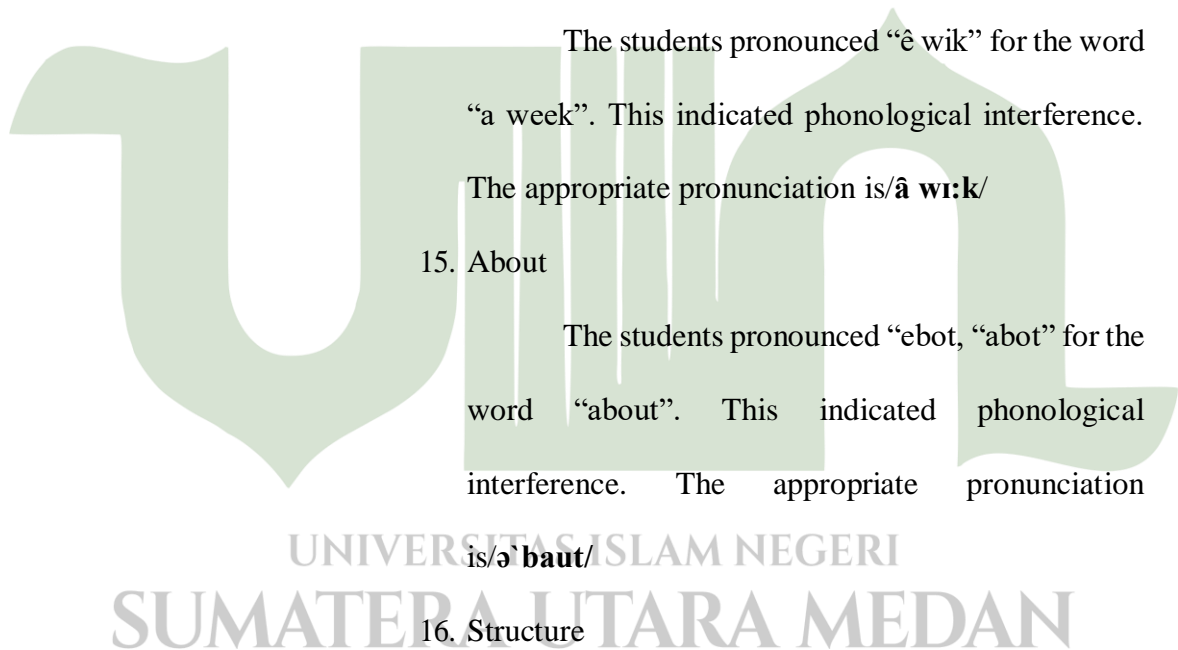
The students pronounced “ebot, “abot” for the word “about”. This indicated phonological interference. The appropriate pronunciation

is/“**ə baʊt**”/

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

/stræk(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 **/intu/**

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 **/trænzleɪt/**

25. Adopt

The students pronounced “adop” for the word “adopt”. This indicated phonological interference.

The correct pronunciation of this word is **/ədɒpt/**

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 **/hao/**

27. Love

The student pronounced “lof” for the word “love”. This indicated phonological interference. The correct pronunciation is

/lav/

28. Study

The students pronounced “studi” for the word “study”. This indicated phonological interference.

The correct pronunciation is

/*stʌdi/

29. Easy

The students pronounced “êsi” for the word “easy”. This indicated phonological interference. The correct pronunciation is

/*i: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

/“**kɒmpeərd**/

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

/**ənərstand**/.

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

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".
2. This sentence is incorrect. The correct sentence is **I understand about**
3. **English grammar**. The position of word is incorrect.
4. 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.
5. 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".
6. 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"

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.

7. Student answered "I write first in Indonesia". This sentence is incorrect. The

correct sentence is first, **I wrote in Indonesia.**

8. 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.

10. 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.

11. Student answered “Four hour in a week I study English”. The correct sentence is **I study English four hours in a week.**

12. 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.**

13. Student answered “I have trouble in pronunciation” is incorrect. The correct one is **I have trouble in pronounciatin.**

14. Student answered “I can more understand be compered with another language” is wrong. The correct one is **I can understand more than another language.**

15. 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.**

16. 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 Melayu
S2	-
S3	-
S4	-
S5	Orang luar negeri

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 Melayu 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 Malayan 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 Melayu language in their daily life. Thus causing influenced in their speaking English as foreign language.

Transcript of students interview

In this part, the researcher interviewed five students at Mas PP Mawaridussalam, 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 : Muhammad Al Farizi

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?

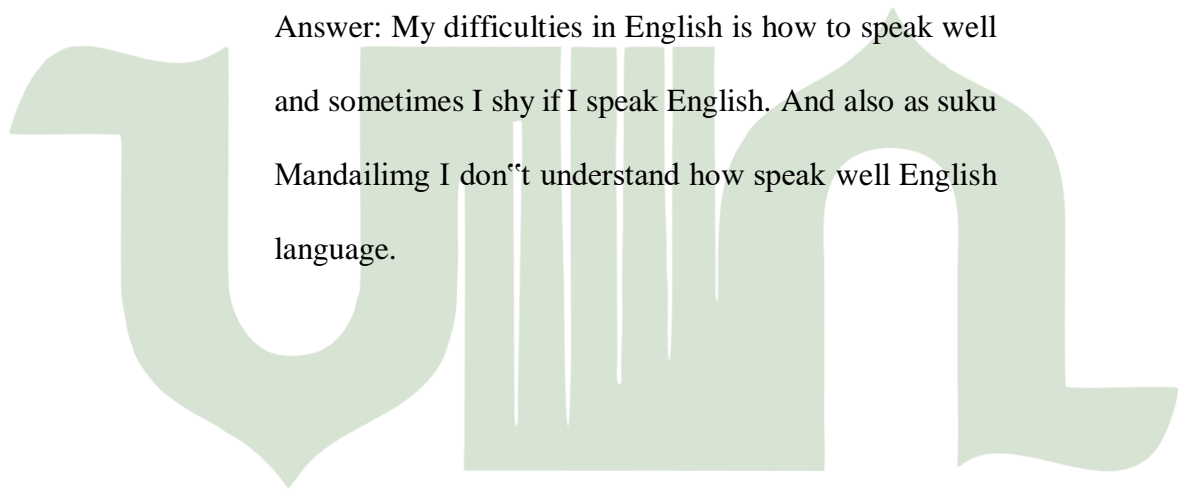
Answer: First I write in Indonesia, because if I directly write in English I don't understand and difficult to make a sentence.

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 Mandailing I don't understand how speak well English language.



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Name : Muhammad Farel Al Farez

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.

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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 : Muhammad Rizal

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 then 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.



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Name : Anugrah Pratama

1. 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.

2. 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.

3. What are your difficulties in speaking English?

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

4. 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.

5. 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.

6. What are your difficulties in speaking English?

Answer: I have trouble in how to speak well and

also because I as Malaynese my dialect its so bad.



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Name : Azzam Athailah

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?



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Name : **Khairul Azzam**

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.

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The Teacher explaining the lesson



The teacher is correcting the test



The teacher asking the question as a pre test



The teacher asking the question as a post test



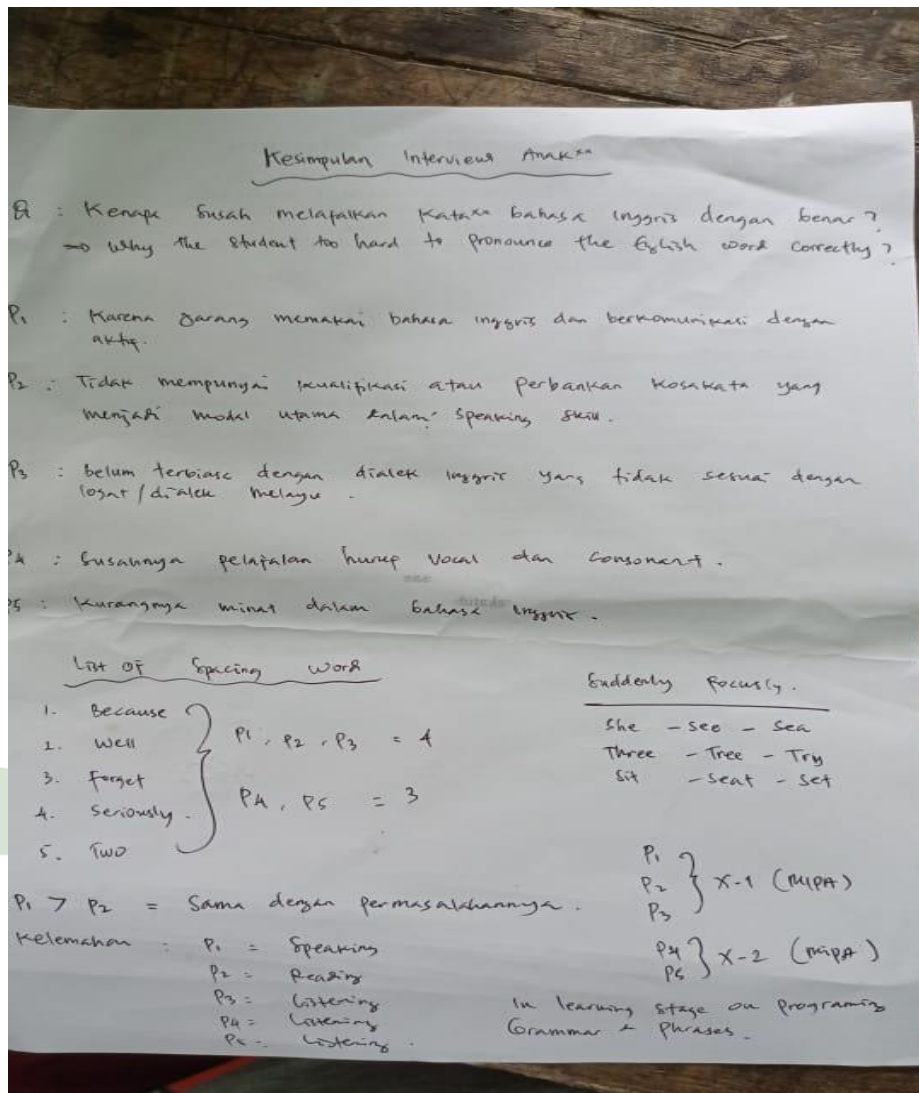
The teacher is explaining material of lesson in first meeting

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The teacher give explanation in second meeting

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The result of interview