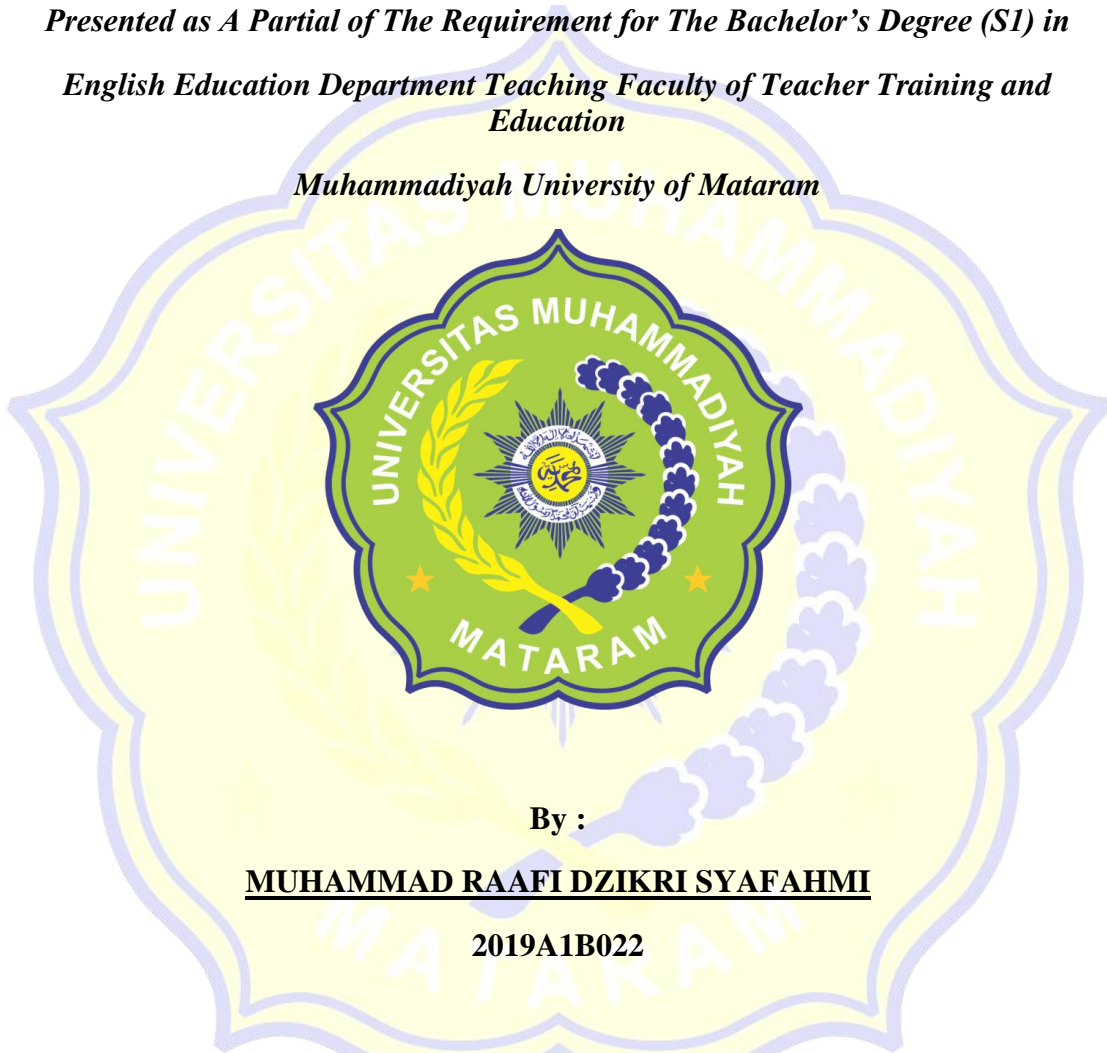


A THESIS
AN ANALYSIS OF ENGLISH INTERFERENCE USED BY ELT
LEARNERS IN SPEECH PRODUCTION

Presented as A Partial of The Requirement for The Bachelor's Degree (S1) in
English Education Department Teaching Faculty of Teacher Training and
Education

Muhammadiyah University of Mataram



By :

MUHAMMAD RAAFI DZIKRI SYAFAHMI

2019A1B022

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MATARAM

2023

APPROVAL SHEET

AN ANALYSIS OF ENGLISH INTERFERENCE USED BY ELT LEARNERS IN SPEECH PRODUCTION

A Thesis by : Muhammad Raafi' Dzikri Syafahmi
Student's ID : 2019A1B022
Approved on : 8 Agustus 2023

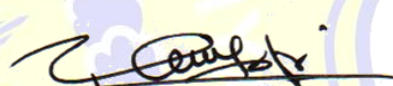
First Consultan,



Hidayati. M, Hum
NIDN. 0820047301

By

Second Consultant,



M. Hudri, S.pd. M. Pd
NIDN. 0810058301

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MATARAM

Head of Program,



Hidayati. M, Hum
NIDN. 0820047301

APPROVAL OF EXAMINER
**AN ANALYSIS OF ENGLISH INTERFERENCE USED BY ELT LEARNERS IN
SPEECH PRODUCTION**

A Thesis by : **Muhammad Raafi' Dzikri Syafahmi**
Student's ID : **2019A1B022**
Approved on : **8 Agustus 2023**

This is to certify that the thesis has been approved by the Board of Examiners as the requirement of the degree S.Pd in English Education

Board of Examiners Committee

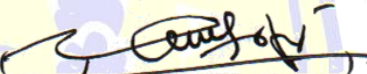
1. **Hidayati, M.Hum**
NIDN. 0820047301

(chairman)



2. **M. Hudri, S.Pd. M.Pd**
NIDN. 0810058301

(member)



3. **Irwandi, S.Pd. M.Pd**
NIDN. 0816038701

(member)



MUHAMMADIYAH UNIVERSITY OF MATARAM
FACULTY OF TEACHER TRAINING AND EDUCATION

Dean,



Dr. Muhammad Nizaar, M.Pd.Si
NIDN. 0821078501

DECLARATION

The autographed, the researcher as students of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram state that:

Name: Muhammad Raafi' Dzikri Syafahmi

NIM: 2019A1B022

Address: Mataram, West Nusa Tenggara

The researcher certifies that the thesis entitled "AN ANALYSIS OF ENGLISH INTERFERENCE USED BY ELT LEARNERS IN SPEECH PRODUCTION" presented as a fulfillment for the requirement in Bachelor of Degree in English language teaching is my own work. Except where otherwise acknowledge, and this thesis has not been submitted for the other institution or university.

Mataram, 8 Agustus 2023

The Researcher



Muhammad Raafi' Dzikri Syafahmi

2019A1B022



**MAJELIS PENDIDIKAN TINGGI PENELITIAN DAN
PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MATARAM
UPT. PERPUSTAKAAN H. LALU MUDJITAHID UMMAT**

Jl. K.H.A. Dahlan No.1 Telp.(0370)633723 Fax. (0370) 641906 Kotak Pos No. 108 Mataram
Website : <http://www.lib.ummat.ac.id> E-mail : perpustakaan@ummat.ac.id

**SURAT PERNYATAAN BEBAS
PLAGIARISME**

Sebagai sivitas akademika Universitas Muhammadiyah Mataram, saya yang bertanda tangan di bawah ini:

Nama : MUHAMMAD RAAFI DZIKRI SYAFAHMI
NIM : 2019A1B022
Tempat/Tgl Lahir : MATARAM, 23 NOVEMBER 1999
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
No. Hp : 0821 4526 4595
Email : mraafi.dz99@gmail.com

Dengan ini menyatakan dengan sesungguhnya bahwa Skripsi/KTI/Tesis* saya yang berjudul :

AN ANALYSIS OF ENGLISH INTERFERENCE USED
BY ELT LEARNERS IN SPEECH PRODUCTION

Bebas dari Plagiarisme dan bukan hasil karya orang lain. 22 %

Apabila dikemudian hari ditemukan seluruh atau sebagian dari Skripsi/KTI/Tesis* tersebut terdapat indikasi plagiarisme atau bagian dari karya ilmiah milik orang lain, kecuali yang secara tertulis disitasi dan disebutkan sumber secara lengkap dalam daftar pustaka, saya **bersedia menerima sanksi akademik dan/atau sanksi hukum** sesuai dengan peraturan yang berlaku di Universitas Muhammadiyah Mataram.

Demikian surat pernyataan ini saya buat dengan sesungguhnya tanpa ada paksaan dari siapapun dan untuk dipergunakan sebagai mana mestinya.

Mataram, 31 Juli 2023
Penulis



M. RAAFI DZIKRI SYAFAHMI
NIM. 2019A1B022

Mengetahui,
Kepala UPT. Perpustakaan UMMAT



Iskandar, S.Sos.,M.A. dy
NIDN. 0802048904

*pilih salah satu yang sesuai



MAJELIS PENDIDIKAN TINGGI PENELITIAN DAN
PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MATARAM
UPT. PERPUSTAKAAN H. LALU MUDJITAHID UMMAT

Jl. K.H.A. Dahlan No.1 Telp.(0370)633723 Fax. (0370) 641906 Kotak Pos No. 108 Mataram
Website : <http://www.lib.ummat.ac.id> E-mail : perpustakaan@ummat.ac.id

SURAT PERNYATAAN PERSETUJUAN
PUBLIKASI KARYA ILMIAH

Sebagai sivitas akademika Universitas Muhammadiyah Mataram, saya yang bertanda tangan di bawah ini:

Nama : MUHAMMAD RAAFI DZAKRI SYAFAHMI
NIM : 2019A1B022
Tempat/Tgl Lahir : MATARAM, 28 November 1999
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
No. Hp/Email : 0821 4526 4595 / mraafidz99@gmail.com
Jenis Penelitian : ☒ Skripsi ☐ KTI ☐ Tesis ☐

Menyatakan bahwa demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada UPT Perpustakaan Universitas Muhammadiyah Mataram hak menyimpan, mengalih-media/format, mengelolanya dalam bentuk pangkalan data (*database*), mendistribusikannya, dan menampilkan/mempublikasikannya di Repository atau media lain untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama *tetap mencantumkan nama saya sebagai penulis/pencipta dan sebagai pemilik Hak Cipta* atas karya ilmiah saya berjudul:

AN ANALYSIS OF ENGLISH INTERFERENCE USED
BY ELT LEARNERS IN SPEECH PRODUCTION

Pernyataan ini saya buat dengan sungguh-sungguh. Apabila dikemudian hari terbukti ada pelanggaran Hak Cipta dalam karya ilmiah ini menjadi tanggungjawab saya pribadi.
Demikian pernyataan ini saya buat dengan sebenar-benarnya tanpa ada unsur paksaan dari pihak manapun.

Mataram, 31 Juli 2023
Penulis

Mengetahui,
Kepala UPT. Perpustakaan UMMAT



M. RAAFI DZAKRI S.
NIM. 2019A1B022



Iskandar, S.Sos., M.A.
NIDN. 0802048904

MOTTO

"This world in comparison with the Hereafter is like the amount of water one of you gets when he dips his finger in the sea. Let him see what his finger returns with."

— Prophet Muhammad ﷺ

"No amount of worrying can change the future. Go easy on yourself, for the outcome of all affairs is determined by God's decree. If something is meant to go elsewhere, it will never come your way, but if it is yours by destiny, from you it cannot flee."

— Umar ibn Khattab—

"We only die once, we live everyday"

—M. Raafi D.S—

DEDICATION

I dedicated this thesis to:

- *My Dear parents*

Ir. H. Mohammad Rum M.T & Hj. Dewi Wahyuni S.E

and my brothers and sisters.

- *The entire academic community of English Education at faculty of teacher training, Muhammadiyah University of Mataram.*
- *All the elements that involved in the writing of this thesis, especially 2019A1B012, which has become a second opinion for the writer in writing this thesis.*

ACKNOWLEDGMENT

Alhamdulillah, all praises to Allah SWT for His grace so that the writer can complete the thesis with the title "AN ANALYSIS OF ENGLISH INTERFERENCE USED BY ELT LEARNERS IN SPEECH PRODUCTION" This work was created as one of the requirements for obtaining a bachelor's degree in the English Language Education Study Program at the Muhammadiyah University of Mataram.

The writer realizes that this thesis could not have been completed without the help and support of various parties. For that, on this occasion, the author would like to thank these parties.

1. Drs. Abdul Wahab, MA as Rector of Muhammadiyah University of Mataram.
2. Dr. Muhammad Nizaar, M.Pd. Si as Dean of Faculty of Teacher Training and Education Muhammadiyah University of Mataram.
3. Hidayati, M.Hum as Head of the English Department and also as the first consultant who has been willing to take the time to guide and provide input for the improvement of this thesis.
4. M. Hudri, S.Pd. M.Pd as the second consultant, who has provided input and guidance during the writing of this thesis.
5. All lecturers of the English Department at Muhammadiyah University of Mataram who have been willing to share knowledge.

Mataram, 22 July 2023

Muhammad Raafi Dzikri Syafahmi

Raafi, Muhammad. 2023: **An Analysis Of English Interference Used By ELT Learners In Speech Production.** Thesis. Mataram. Muhammadiyah University of Mataram.

Advisor 1: Hidayati, M. Hum

Advisor 2: M. Hudri, S.pd. M. Pd

ABSTRACT

The difference between two languages, such as English and Indonesian, is called as interference. Errors in L2 are impacted on by L1 habits. Based on the issue, the researcher was decided to look into the the effect of native language on students' speech production and to investigate whether student competency level impacts speech production. at PBI UMMAT in the academic year 2022–2023 especially in students' speech production in second language, focusing on the students of Sasakness. The researcher employed a descriptive qualitative methodology. The discussion of the problems in the classroom conversation served as the primary method for collecting data. The study's results revealed that there were English-language expression throughout the conversation themes. Positive interference made up 75%, and negative interference made up 25% of them. According to data analysis, ELT students' speaker habits most typically produce English interference when they include grammatically structure of the source language into the target language.

Keywords: analysis, interference, ELT learners

Raafi, Muhammad. 2023: **An Analysis Of English Interference Used By ELT Learners In Speech Production**. Skripsi. Mataram. Universitas Muhammadiyah Mataram.

Pembimbing 1: Hidayati, M. Hum

Pembimbing 2: M. Hudri, S.pd. M. Pd

ABSTRAK

Perbedaan antara dua bahasa, seperti bahasa Inggris dan bahasa Indonesia, disebut interferensi. Kesalahan dalam L2 dipengaruhi oleh kebiasaan L1. Berdasarkan masalah tersebut, peneliti memutuskan untuk melihat pengaruh bahasa asli pada produksi ucapan siswa dan untuk menyelidiki apakah tingkat kompetensi siswa mempengaruhi produksi ucapan. di PBI UMMAT tahun akademik 2022–2023 khususnya dalam produksi pidato mahasiswa dalam bahasa kedua, dengan fokus pada mahasiswa Sasakness. Peneliti menggunakan metodologi kualitatif deskriptif. Pembahasan masalah dalam percakapan kelas menjadi metode utama untuk mengumpulkan data. Hasil penelitian mengungkapkan bahwa terdapat ekspresi berbahasa Inggris di seluruh tema percakapan. Interferensi positif terdiri dari 75%, dan interferensi negatif terdiri dari 25%. Menurut analisis data, kebiasaan pembicara siswa ELT biasanya menghasilkan interferensi bahasa Inggris ketika mereka memasukkan struktur tata bahasa dari bahasa sumber ke dalam bahasa target.

Kata kunci: analisis, interferensi, pembelajar ELT

TABLE OF CONTENT

TITLE PAGE	i
APPROVAL SHEET	ii
ACCEPTANCE	iii
DECLARATIONS	iv
PLAGIARISM FREE LETTER.....	v
STATEMENT OF APPROVAL PUBLICATION.....	vi
MOTTO	vii
DEDICATION.....	viii
ACKNOWLEDGMENT.....	ix
ABSTRACT	x
ABSTRAK	xi
TABLE OF CONTENTS.....	xii
CHAPTER I INTRODUCTION.....	1
1.1 Background	1
1.2 Research Question.....	4
1.3 Objectives of Research.....	4
1.4 Scope of Research	4
1.5 Significance of the Research	5
1.6 The Definition of Key Term.....	6
CHAPTER II REVIEW OF RELATED LITERATURE.....	8
2.1 Previous studies	8
2.2 Theoretical Framework	11
2.2.1 Interferences	11

CHAPTER III RESEARCH METHOD	25
3.1 Research Design	26
3.2 Research Variable and Indicator	26
3.3 Population and Sample.....	26
3.4 Research Instrument	27
3.5 Data Collection.....	29
3.6 Technique of Data Analysis	30
CHAPTER IV FINDINGS AND DISCUSSION	32
4.1 Findings	33
4.2 Discussion	38
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	40
5.1 Conclusion.....	40
5.2 Suggestion	41
Bibliography	43
APPENDIX	51

CHAPTER I

INTRODUCTION

1.1 Background

Language is the systematic, conventional use of sound, sign, or written symbols in human society for communication and self-expression (Rahmi, 2020). Everyone can communicate effectively using their own language. But occasionally communication problems arise because one group of people speaks a different language than another. This case is take place all over the world, particularly in Indonesia. Indonesia has a wide variety of languages (Gunawan et al., 2022). Indonesians communicate locally by speaking in their native tongue. This language is known by its regional name such as Sasak language. In almost every region in Indonesia, there is a regional language. However, Indonesia has a common language that allows Indonesians to speak with one another. The national language of Indonesia is Bahasa Indonesia. It implies that Indonesian society as a whole speaks multiple languages.

Indonesian students typically spoke two languages: their regional language and their national language. The student's ability to learn a foreign language is impacted by this condition. Students from Indonesia attempting to learn English are the subject

of this case study. It is difficult for non-native speakers to learn English (Uktolseja & Gaspersz, 2019). Many students had trouble grasping linguistic shifts.

Garrett (2005) defines interference as a typical contact-induced phenomenon that entails the direct transfer and inculcation of linguistic elements of one language into the other and potential changes to fit the user objectives. Language contact, according to Garrett (2005) is "the use of more than one language in the same place at the same time," referring to the scenario in which bilingual speakers are commuting for critical functions. Language interaction provided the linguistics-based process of language switching. Globalization's impact on language contact forces people to learn other languages in order to communicate with one another.

The phrase "interference" is used to describe the differences between two languages, such as English and Indonesian. Interference is considered as an anomaly that happened during the second language learning stage of deep bilingualism (Zuña Zambrano & Haz Olives, 2022). The dominance of the first language system to impact communication events, emotions, sensitivity, and speaker attitude also causes interference. Events involving language interaction won't interfere with the first language's current linguistic structure because it is similar to that of the second.

First language interference is recognized to be a significant factor effecting English language ability and proficiency. Thus, one smart course of action on the part of the researcher would be to study the language barriers to learning the English

language that are geared toward different cultural groups in depth, intensively, effectively, meaningfully, and intelligently in order to develop an authentic and functional language plan for learning, using, and comprehending this target language, the English language.

However, when system differences occur the first and second language, then there will be chaos that will because irregularities or errors known as interference. Errors in L2 arise from L1 habits especially in their conversation based on positive and negative interference. A few researchers like Sari & Fauziati (2015); Suliman (2014); Agustia (2018); R. P. Sari & Gaho (2020); Basuki (2021); Laksana (2022); focused on English interference. There have been limited studies concerned on analysis first language (f1) interference used by the students and society towards English as their second language/target language (f2). Speaking is a crucial language ability that facilitates interaction and communication within a discourse group especially for indoneian students As known, Indonesian students study English, a long-established foreign language. However, it turns out that the learners in Indonesia have not been able to acquire and apply the English language in daily life correctly in accordance with that language's rules. For example, when they speak or write, they frequently use Indonesian language structures first in English conversation.

The primary method of data collection was classroom discussion regarding problems. This research will examine the effects of native language on students' speech production to determine if student competency level influences speech

production during the academic year 2022–2023 at PBI UMMAT, specifically in the speech production in second language of Sasaknesse students.

1.2 Research Question

In consideration of the preceding context, the researcher develops the following research question:

1. What is the effect of native language on students' speech production and to investigate student competency level impacts speech production at PBI UMMAT in the academic year 2022–2023?

1.3 Objectives of Research

Based on the research question above, the objectives of the research are:

1. To find out the effect of native language on students' speech production and to investigate student competency level impacts speech production at PBI UMMAT in the academic year 2022–2023.

1.4 Scope of Research

The focus of this research is limited to Sasaknesse students' interference using the English Speaking Skill. The researcher explains the interference that learners encounter when speaking English while using Sasak Language, as well as the factors that interfere with the students' speech production while using Sasak Language.

1.5 Significance of the Research

This research is planned to provide benefits and value to various theoretical frameworks, students, lecturers, and researchers:

1. Theoretical

This research is significant from a theoretical standpoint because it identifies the effect of interference encountered by Sasaknesse students and the factors that limit their English speaking ability. To analyse the type of interference encountered by Sasak language students and to identify the factors that limit the speech production of Sasaknesse students.

2. Students

This research aims to provide valuable insights for students, specifically by investigating the impact of interference on the learning of English and speech production among first-semester Sasaknesse students participating in the english department at Muhammadiyah University of Mataram.

3. Lecturers

The findings of this study have the potential to benefit English lecturers in understanding and actively dealing with situations of interference that limit students' English language acquisition. By doing so, lecturers are able to reduce the negative impact of interference on EFL students, particularly those of us from the Sasaknesse community.

4. Researcher

The benefit of this research for further researchers is to help them find out the better understanding of basic interference that effect Sasaknesse students at PBI UMMAT. With the objective to go deeper into the issue of interference that arises in various situations in the following research.

1.6 The Definition of Key Term

In this study, the next three terms that are important are highlighted:

1. Interference

Arifin, (2011) stated “Interference as the automatic transfer, due to habit, of the surface structure of the first language into the surface of the target language”.

2. Contrastive Analysis

Multiple definitions of contrastive analysis have been put forth by various specialists in the field. Andhika et al. (2020) conducted a contrastive study to examine two distinct differences and afterwards analysed these differences. According to Uktolseja et al. (2019), contrastive analysis is a linguistic endeavour that aims to examine and compare the structural aspects of a native language (L1) and a target language (L2) in order to discern the disparities between the two linguistic systems.

Whitman (1970) presents contrastive analysis as a method of comparing two languages. Whitman (1970) presents the concept of contrastive analysis, which involves examining and comparing the structures of two languages in order to identify the specific points at which they diverge. These differences are then identified as potential sources of difficulty in the process of acquiring the target language.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this part is consists of two parts, that's previous studies and theoretical framework.

2.1 Previous studies

The study related of this research as follow:

The first research was conducted by Sugianto & Kamarudin, (2021) with the title “The Interferences of *Sasak* Language On English Vocabulary Mastery”. This study purposed to show some key linguistic interference that happened to Sasak students who were learning English. The study was used a qualitative method with the descriptive qualitative design. The object of this research are five student from English Education of Mandalika university, Moreover, a writing test of vocabulary was also conducted to confirm the exist of language interferences when they are producing English words. The data collected in this research used interview sheet. The interview sheet provided the researcher with instructions on how to conduct interviews with the research participants, including advice on what data should and should not be collected for the study. This indicates that the data acquired for the study linked to the questions on the interview sheet. The data in this research was analyzed and processed by transcribing all of the data that was gathered from conducting interviews into text format. Listening to and analyzed the whole tape of the interviews was done before duplicating it. This allowed for time estimates to be

determined, as well as the selection of appropriate tools and the development of copy draughts. The next phase is the presentation of data, in this study tables are used to present data. The final step in the analysis process is coming to some kind of conclusion. Through this research, the result was that some morphemes that existed in Sasak were quite similar to morphemes that existed in English. This knowledge had a positive impact on kids who were studying English. Unfortunately, the accent used to pronounce those words was radically different, making it difficult for the children to acquire the English vocabularies. In this journal, interference research focuses on vocabulary acquired or owned by students. In this research, researchers focus on speech production performed by Sasak students.

The second research was conducted by Suadiyatno (2020), the title is “The Interference of Native Language Into English Pronunciation”. This research was aimed at finding out how the native language interfere the English pronunciation and to identify the native language sounds that interfere the English pronunciation. This study was conducted in the qualitative format. Students of IKIP Mataram's English Department in the third semester of the 2013/2014 school year were chosen at random for this study. The data was acquired through direct observation and processed through the following procedures: (1) transcription; (2) reduction; (3) display of reduced data; and (4) conclusion drafting and verification. According to the findings of an examination of the collected data, one can draw the following conclusion: the students' native language will naturally interfere with their English

pronunciation whenever the sounds that make up English words that they generate do not appear in their mother tongue. In this research also show some native language sound that interfere their English pronunciation, such as: vowel sound: /E/ for /æ/, /a/ for /ɑ:/, /I/ for /i:/, /æ/ for /TM:/, /Y/ for /u:/, /a/ and /æ/, for /ɑ/. Where as in consonant are: /p/ for /f/, /t/ for /T/ and /Δ/, and /s/ for /ʃ/. In this article the populations were English Department students in third semester, but in the researcher research were used 39 students in first semester of English Language Education at FKIP of Muhammadiyah University of Mataram.

The third researcher was conducted by Septianasari (2019), with the title “Mother Tongue Issues and Challenge in Learning English as Foreign Language”. The study's goals are twofold: (1) to identify the extent to which students' native languages get in the way of their English language learning, and (2) to identify the specific difficulties that EFL students confront. This study used qualitative method with purposive sampling to collect the data. Instrument in this research used triangulation, that's consists of observation, test item and interview. The population of this studies were 21 students in intermediate level of Telkom University. When conducted the analyzed, relevant theories are utilized. According to the findings, the grammatical rule and phonological component of a learner's first language have an impact on the learner's ability to produce language. It might be difficult for students learning English as a foreign language to produce natural-sounding speech since Bahasa Indonesia and English use different sound systems. It has been established

that the influence of a native language can be heard in both the vowels and consonants of English. In this journal used purposive sampling to collected the data. But in this study, researchers pay attention to the discussion of problems in class conversations to be the main method for collecting data.

2.2 Theoretical Framework

2.2.1 Interferences

In research on second language acquisition and language contact, the term interference refers to the influence of one language (or variety) on another in the speech of bilinguals who use both languages. "Those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language, i.e. as a result of language contact, will be referred to as interference phenomena" Zamora (1978).

2.2.1.1 The Definition of Interference

Researchers at the Prague Linguistics Circle are credited for coining the term "interference" as a result of their work. However, after Weinreich (1957) publication of the book "Language Contact", which was the first publication of the New York Linguistic Circle (Llama et al., 2010), this concept received wider applicability and became more widely utilized. In the context of bilingual communication, the term "interference" refers to instances of speech in L2 that deviates from the norm as a result of the effect of L1.

When learners incorporate their own syntactic knowledge into the use of the TL, a phenomenon known as L1 interference can occur. According to AKINTE, (2020), this phenomenon can be viewed from the perspective of psycholinguistics as a transfer of communication patterns and skills from the first language of the learners to the target language that is undesirable. Furthermore, Rodríguez (2010) defines the term "first language intervention" as "cross-linguistic" and "language transition," which refers to the interference of students' L1 when performing their language competency and quality either in spoken or written form. This interference can take place in either spoken or written form. It suggests that L1 interference has become a big problem for those who are learning a new language during the past few decades, and it tends to occur in productive abilities such as speaking and writing. Specifically, it is a difficulty for those who are learning a new language. Subandowo (2017) provides another explanation that is supportive with the idea that L1 interference may be observed in practically every area of English skills; nonetheless, it affects speaking as a language skill and grammar as a language field the most.

The ability to understand a language is hindered when interference occurs (Rachmawati et al., 2020). Interruptions occur when one language's linguistic patterns are used in another. The structural integrity of a language is disrupted as a result of interference. Interference is the term used to describe instances in which a bilingual person's native language shows signs of being influenced by their second language (Gomez-Ruiz & Aguilar-Alonso, 2011). According to Piper (1985), Interference is the

unconscious, habitual transfer of the surface structure of the first language to the surface structure of the target language.

Interference is a linguistic error that results from the practice of speaking one's native language or dialect into a second language or dialect (ANGRIANI, 2018). Interference also as a barrier to bilinguals language system. In accordance with this idea, Varra (2013) argue that interference is the norm for the divergence of two or more languages. According to a different opinion of thought, interference is something that happens naturally throughout the process of learning a new language due to the learner's native language (Subandowo, 2017). Interference brought on by the introduction of target-language forms that follow the patterns and rules of the L1 (Annisah et al., 2021).

Additionally, Ritonga et al. (2020) suggested that students still rely on their L1 while producing speech, and he found that this was the case. There is still evidence of the students' first language (L1) due to the fact that English and a number of other contributing elements frequently prove to be insufficient for the students. Additionally, it has been discovered that pupils utilize the L1 interpretation system in order to comprehend particular instructions. Students are more likely to speak in L1 rather than L2 for a number of different reasons. According to Puspita et al. (2017), these explanations include a lack of interest in learning the L2 language, low proficiency in the L2, the naturalness of using the L2 to accomplish particular tasks, shyness while using the L2, and low competence levels in the L2.

Based on the definition above, Interference is a symptom of the largest, most significant, and predominate change in language development, particularly L1 and L2 acquisition. Interference is an error caused by the influence of L2 or foreign language learners when first language materials are used to facilitate learning of the target language. Consequently, interference is challenging to avoid for speakers of the language.

2.2.1.2 Type of Interference

Interference is something that frequently occurs in both oral and written communication, and it can occur in any of the world's languages. It is possible for it to show up in a number of areas of linguistics, including phonology, syntax, morphology, and the lexicon. Weinrich (1968) identifies three categories of language interference. There are phonological interference, grammatical interference, and lexical interference.

1. Phonological Interferences

Phonological awareness is an extremely essential component of both reading and speaking Caselli et al. (2021).

The issue of phonological interference relates to the method in which a speaker perceives and reproduces the sounds of a language. These sounds, which are sometimes referred to as secondary, are more properly referred to as primary. Phonological interference is a phenomenon that can occur when a

speaker is bilingual or multilingual and identifies and imitates phonemes from their L1 into their L2. The existence of a different phonetic structure in first language leads to improper pronunciation of phonetic sounds in second language, which in turn has an effect on the accurate pronunciation of phonetic sounds in first language.

Additionally, this interference category happens when a bilingual or multilingual speaker conveys words from L2 by introducing sounds from their L1 language. This can happen both intentionally and unintentionally. For students learning Indonesian, the word for flag, for example, is pronounced "flaek" rather than "flg." It seems as though the sound /g/ has never been used at the conclusion of an Indonesian word before. Therefore, Indonesian students of English as a foreign language have a tendency to pronounce /g/ as /k/ in that circumstance. The interruption in the level of phonological aspect has been established as this phenomenon.

2. Grammatical Interference

Grammatical interference happens when a student applies a pattern from their first pattern language to their target language. Alterations to the structure and the components of the structure are brought about by grammatical interference in foreign languages. This phenomenon is referred to as interference on both the morphological and syntactical levels. When a bilingual person attempts to identify morphemes, morpheme classes, or

grammatical relationships in both the first and second language systems, a phenomenon known as grammatical interference develops.

Grammatical interference occurs when bilingualism identifies morphemes, morpheme classes, or grammatical relationships in the first and second language systems and used it in second language speech and vice versa. This statement is also supported by Jafarova (2017), this interference can be caused by the involvement of parties elements of L1 in L2. So interference occurs in the field morphology and syntax are included in grammar.

a) Morphological Interference

Morphological interference is a sort of language variation that can take place during the process of word production or language reception and is absorbed from the source language. Morphological interference can also take place when words are translated. Affixes are added to the beginning or end of a word, which might result in the term's meaning shifting slightly, but the word as a whole still retains its original significance. Prefixes, suffixes, and infixes are the three components that make up affixes. Example: *tarpangan* becomes *termakan*.

b) Syntaxis Interference

It is the use of the structure of the source language in the target language. Typically, this interference occurs between the Indonesian

and English structures. Interference is evident in the usage of words, phrases, and clauses. Instead of Andi bernyanyi dengan bagus becoming Andy sings with beauty, the correct expression is Andy sings gorgeously.

3. Lexical Interference

There are many different types of lexical interference; one kind of it involves the transfer of morphemes from the first language into the target language. It's possible that new words will emerge from a blending of the two languages. Interference can take the form of the transfer of a morpheme or word from the first language into the target language; it can also take the form of the expansion of a basic term in the first language, with the expansion of that word's meaning giving rise to a new word; or it can take the form of a combination of the two.

Lexical interference can manifest itself in a variety of ways, including the incorrect use of words, the contraction or extension of a word's meaning, and the creation of nonexistent lexical items through the addition of foreign suffixes. Example: *hari ini kita mengadakan meeting*. It causes lexical interference in the Bahasa from the English language.

2.2.1.3 Factors Causing Language Interferences

Interference is defined by Lott (1985) as defects in the learner's use of the second or foreign language that can be traced back to the native language or first

language. In other words, language learners utilize the structure of their native tongue in the target tongue.

Lott (1985) identifies the following three factors as causes of language interference:

1. The Interlingual Factor

The ability to transfer knowledge from one language to another is an important tool for language students. The contrastive analysis that is central to the behaviourist school of learning is where the idea of interlingual transfer can be traced back to. It was asserted that the only reasons for mistakes were the poor interference of the rules of the first language with the system of the target language (the differences between the first language and the target language).

According to Richard (1967, p.19), the interference of the rules of the first language during the acquisition of a target language leads in a significant number of errors.

2. The over extension of Analogy

In most cases, a student has used a vocabulary incorrectly because of the resemblance of an element between their original language and their second language. For example, the use of cognate terms, which are the same form of word in two languages with distinct purposes or meanings, is a common cause of this error. The use of the month and the moon is used as an

illustration. It's possible that students learning Indonesian will confuse the word for moon in space with month.

The overextension divided into three category, they are as follow:

a. Orthographic

It is caused by word similarities between the native language and the foreign language. There may be similarities in meaning, orthography, and pronunciation. For example, the English term *coin* and the Indonesian term *koin*. There is a similarity in their spelling contexts. Additionally, both terms have orthographic similarity in their context of meaning. Typically, it is associated with cognates and loanwords.

b. Semantic

It interferes with language on the level of the semantic field. For example, the English word *earth* can be used as a synonym for *terra*, but both terms are used differently depending on the situation and context. It is due to the terms' expansive semantic references. In contrast, the Indonesian word *bumi* is applicable in all situations and contexts.

c. Syntactic

It causes language interference on the level of word category or word class. For instance, English word *dream* can be used either as a verb or a noun, while Indonesian word *mimpi* can only be used as a noun

3. Transfer of Structure

According to Skoog (2006), there are two different kinds of transfer: positive transfer and negative transfer. The term "negative transfer" refers to instances of transfer that lead to errors because the previously learned habitual behavior is not the same as the new behavior that is being learned. Positive transfer, on the other hand, is the expression that should be used because both the original language and the second language have the same structure. Interference, on the other hand, is the term that should be used to describe negative transfer from the native language.

Antoniadis et al. (1987) defines that factors of interference may deal with the constraints of producing its language:

- a. When transfer is more obvious at the level of the sound system than at the level of syntax, this indicates that a higher level of language is being used.
- b. The term "social factor" alludes to the notion that transfer will be hampered when students, as they are expected to do in educational contexts, pay attention to external norms.
- c. When we talk about markedness, we imply dealing with the students' perspective that they apply in the target language, and that notion is that students cannot differentiate between words that have the same meaning.
- d. Students' judgements of transferability play a role in what they end up transferring, hence the prototypicality of a given structure has value.

- e. Language distance and prototypicality means there is close similarity from source language and target language, and the students possess a perception that this is transferable.

2.2.2 Contrastive Analysis

The study of English, often undertaken by students inside a school environment, may bring challenges to learners. The main cause that leads to this issue is the nature of the language as a foreign language within the country. The Contrastive Analysis Approach was developed by the linguist with the aim of assisting students in acquiring proficiency in a foreign language. This methodology helps students to do a comparative analysis of two languages, facilitating a clear description of both their similarities and differences. According to McGreavy (2013), contrastive analysis is an instructional strategy that involves the analysis of language, where a native language and a target language are compared. The objective of this analysis is to identify and clarify the places of difference between the two languages, which may potentially offer challenges for learners. In the process of learning, learners may find it easier when they are exposed to their native language as the target language. This scenario will result in a combination of both languages that the individuals have acquired, leading to the development of a common target language. The perception of the foreign language will change. The language is concern may be considered familiar rather than unknown, given it shares a connection with the local

language of the speakers. According to Jannah (2019), endorsed the idea that contrastive analysis is occasionally referred to as contrastive linguistics.

The concept of a systematic comparative study that analyzes the variations and similarities of languages at the component level developed prominently in the late 19th and early 20th centuries, particularly in Europe. The term "Contrastive linguistics" was proposed by Whorf to refer to a comparative approach that focuses on analyzing linguistic variations. Contrastive linguistics has gone through a redefinition within the field of linguistics, now being recognized as a sub-disciplinary that focuses on the comparative analysis of two or more languages or language subsystems. The primary objective of this field of study is to identify and examine both the distinctions and similarities that exist between these languages or subsystems. This definition is supported by (Geethakumary et al., 2012).

The contrastive analysis focuses on the impact of the native language on the acquisition of a second language, especially in terms of phonological, morphological, and syntactic aspects. The analysis of disparities between the primary and secondary languages serves in anticipating potential errors that may be committed by L2 learners.

Contrastive analysis offers a systematic and empirical base for the pedagogy of second language teaching. When acquiring a second language, if the native language of the learner and the target language share similar linguistic traits across

all levels of their structures, the process of learning the new language within a restricted time will likely encounter minimal difficulty. In order to identify the structurally similar aspects of two languages, it is important to initially undertake an independent analysis of each language. Following the conclusion of an independent study, it becomes necessary to carry out a comparative examination of the two languages in order to identify and distinguish their respective aspects. Based on this research, it is obvious there are both similarities and dissimilarities in the structural characteristics of these two languages at various levels.

According to the current understanding of contrastive analysis, it is believed that when there are structural similarities across languages, this will result in facilitation during second or foreign language learning settings. However, when there are disparities in structure, it is expected that interferences may arise. However, it is important to note that the previous statement is only an assumption and represents a limited comprehension of the challenges and potentialities associated with a second or foreign language context. The challenges faced by learners are not always limited to the anticipated outcomes of a contrastive analysis. The characteristics that can have a substantial impact on second/foreign language teaching include teachers' competency, motivation, and attitude, as well as the teaching methods and instructional materials applied. Nevertheless, a contrastive grammar can prove to be highly advantageous for both a motivated teacher and a learner, facilitating a more efficient teaching and learning experience.

In this case, the impact of a word's transfer from one language (L1) to another language (L2) is investigated in terms of its linguistic significance. Assimilation has a significant role in this context. This phenomenon is defined as a phonological process. According to Kreidler (2008), there are four different phonological processes identified, including vowel reduction, vowel loss, consonant loss, and assimilation. Assimilation refers to a linguistic phenomenon in which a speaker articulates two closest sounds in a way that makes them increasingly similar to each other. According to Salmani-Nodoushan (2003), assimilation refers to the process in which a sound is altered and influenced by a closest sound. This phenomenon occurs due to the tendency of speakers to seek simplified methods of communication. According to McMahon (2002), the phenomenon of assimilation involves the combination of two closest sounds within a word, resulting in a reduction of the distance between them in terms of pronunciation. This process occurs unconsciously and facilitates ease of speaking for the speaker. This phenomenon may arise due to a significant disparity between the style or position of articulation of a particular sound and the subsequent sound in a linguistic process. The phonetic phenomenon referred to as assimilation involves the alteration of a speech sound to one that shares a comparable position or method of articulation with a subsequent sound.

CHAPTER III

RESEARCH METHOD

This chapter will address the research design, sources of data, data collection methods, data collection procedures, research instrument, and data analysis techniques.

3.1 Research Design

This research used a descriptive qualitative research design. The application of a descriptive qualitative research design would be considered suitable considering the issues conveyed within this specific research. This type of research has the capacity to identify what phenomenon happened and offer a comprehensive explanation of it, using language operating as the primary focus of investigation. In this study, purposive sampling was used, in which the researcher purposefully chose participants who belonged to a particular group (Suliman, 2014).

The current research adopted a qualitative descriptive method, which is well recognised as a suitable way for acquiring a complete understanding of an area of study. Qualitative methods, such as the descriptive method used during this study, are usually committed to principles of naturalistic exploration. This methodology

highlights the significance of investigating a phenomenon in its original form, to make it possible within the parameters of the research settings.

3.2 Research Variable and Indicator

This study used a independent variable. The independent variable in this study consisted of a sample of 39 students participating in the first semester of the English language education department at FKIP Muhammadiyah University of Mataram. The study focused on a specific feature related to the local dialect, specifically the pronunciation or accent. The research was limited in scope, specifically examining the many types of interference and the factors that influenced language production.

3.3 Population and Sample

1. Population

In this research, the collection of samples is dependent on the size of the population or the limits caused by available resources such as labor and time. Thus, it is essential that the sample collected is representational of the general population.(Nursoleh, 2022). The population of this research is consisted 39 students of the first semester of English language education at FKIP University of Mataram, but there are 12 students from Sasak who use Sasak Language who were learning English participated.

2. Sample

According to Notoatmojo, (2018), the definition of sampling is based on specific factors, such as population characteristics or previously known characteristics. Similarly according to Marshall (1996), the definition is a technique for determining research samples with certain considerations that seek to produce more representative data later on.

As a result, the researcher employed purposive sampling as the methodology for selecting samples, as it is widely recognised as one of the primary sampling strategies. This approach involves grouping participants based on predetermined criteria that are considered relevant to the specific research instrument being used. In line with the principle of purposive sampling, the researcher selected a sample of 39 students from the first semester of English language education at FKIP University of Muhammadiyah Mataram. However, it is important to note that 12 students who are native speakers of Sasak Language and are learning English as a foreign language were also included in the study. The selection of subjects for these 12 students is based on the condition that they originate from the Sasak community and use the Sasak language as their primary form of communication in their daily lives.

3.4 Research Instrument

The researcher applied the following instruments in this study:

1. Observation

Observation is a basic method for obtaining data in Classroom Action Research. Observation plays an important part in any kind of data-gathering and most action research project use this as an instrument (Koshy, 2005).

Observation can serve as a legitimate research methodology, as long as it follows to systematic procedures, addresses a specific research questioning, and receives severe evaluation to verify the credibility and dependability of the obtained findings (Merriam & Baumgartner, 2020). In addition, it is important for field notes to possess a high level of descriptive detail in order to effectively clarify the results of an observation.

2. Recording

The researcher applies an audio-visual recording device to ensure that there is no loss of essential data while gathering information from the participants. The researcher documented the process of recording, creating a scientific record of the experience for future reference.

3. Describing

The act of describing involves providing an explanation or elucidation of many entities, including but not limited to locations, objects, and other phenomena. The purpose of this study is to investigate the language difficulties

faced by students, particularly those who are native speakers of the Sasak language, when learning English as a foreign language (EFL). Specifically, this research aims to identify the challenges encountered by Sasaknesse students who utilise their native language, Sasak, and the potential interference of local dialects when speaking English in the classroom. Prior to providing a description of the study, it is imperative for the researcher to be adequately informed on the specific facts of the study and be provided with assurances regarding the adherence to ethical principles. The researcher use five subjects, which are described by the student, as a research instrument.

3.5 Data Collection

Data refers to the empirical material or factual evidence that has been collected from samples or participants, serving as valuable sources of information. Qualitative data encompass various linguistic units such as words, phrases, clauses, sentences, expressions, texts, and other similar forms. A non-statistical approach is required for analysing these data kinds. This study employs qualitative data as the primary method for data collection. Additionally, internal data serve as a valuable source of research as they are derived from within the organisation, institution, or individual. The primary data collection approach employed in this research was cross-sectional, which involved gathering data at a certain point in time. The qualitative research approach places significant emphasis on the utilisation of observations, documentation, and interviews. The

researcher employed a combination of observation and interviews as the primary methods of data collection in this study. The strategies undertaken to accomplish this are outlined below:

1. The study makes use of observation of students' three-minute speeches, which were delivered and audio-taped. This serves as the primary data,
2. Face-to-face, semi-structured interview would be served as the secondary data, validating the knowledge obtained from the observation.
3. The questions were taken from the prior research questions.
4. The answers from the interview would confirm the information obtained from the observation in the classroom on November until December 2022 in the odd semester in the academic year 2022-2023.

3.6 Technique of Data Analysis

The researcher is required to convert the data from the audio recordings into written format in order to facilitate analysis. The conventional approach involves the identification of participants and the transcription of data, which is regarded as the initial stage in the process of analysis. The data was acquired by semi-structured interviews and recorded, with descriptions analysed using contrastive analysis through an interlingual method. The findings indicate that the pronunciation of Sasaknesse students when speaking English is affected by

phonological interference. In order to examine the research data, the researcher adopts the contrastive analysis techniques to assess several aspects of the Sasak language, specifically speech production.

