

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provides a summary of the conclusion and recommendations drawn from the study. The conclusion is formulated based on the analysis of research findings and following discussions. The second part involves suggestions that come from the proposed conclusion.

5.1 CONCLUSION

Language interference occurs when two languages of different families come into contact, and it occurs when a person's habits from their mother tongue or original language (L1) interfere with their ability to utilize the language they later learnt, which is the target language (L2). First language interference usually occurs when the speaker uses a second language, such as in grammatical, lexical, or phonological contexts. According to this study, presentations and discussions in the classroom can cause first language interference with English speaking.

In conclusion, this study has shown that students still produce their speech in their mother tongue. Since that the students are found to be unskilled in English as well as a few other contributing factors, it is likely that the interference of their mother tongue still present. Furthermore, it was found that students use mother tongue translation in addition to producing utterances to help them understand clear

directions. Speaking ability appears to be the most difficult skill among the respondents, and they all feel that English is very important, especially as a communication medium according to this study's final conclusion. As opposed to learning a foreign or even a second language, this is due to the mother tongue's level of proficiency and in-depth knowledge of its subject matter. Even though the language will still show in the intended language, it won't be automated any longer.

5.2 SUGGESTION

Based on the current research findings, the researcher proposes the following suggestions to consider:

1. In the process of acquiring English language proficiency, it is essential for students to initially develop a strong attraction towards participating in English conversation. Additionally, it is crucial for them to recognise the potential obstacle caused by the influence of the native Sasak language on their English speaking abilities. Furthermore, students should prioritise developing clear pronunciation skills in order to effectively articulate English words.
2. In the process of learning, it is essential for the lecturer to provide a dynamic and engaging atmosphere. This is crucial as it improves students' attention during the learning process. When students find the situation enjoyable, they are more likely to be responsive to the

material being taught, facilitating their ability to comprehend and effectively communicate their thoughts verbally.

3. In the context of the social environment, it is essential for students to acquire proficiency in the English language by active engagement with their surroundings. Students have the opportunity to improve their learning experience by engaging in collaborative learning with peers, participating in educational clubs focused on language acquisition, and applying various forms of media beyond traditional textbooks and instructional materials.
4. In educational institutions such as colleges and schools, lecturers play a crucial role in facilitating meaningful opportunities for students to participate in communication during the learning process. This is particularly important for students who experience difficulties in effectively expressing themselves in the language they are currently studying.

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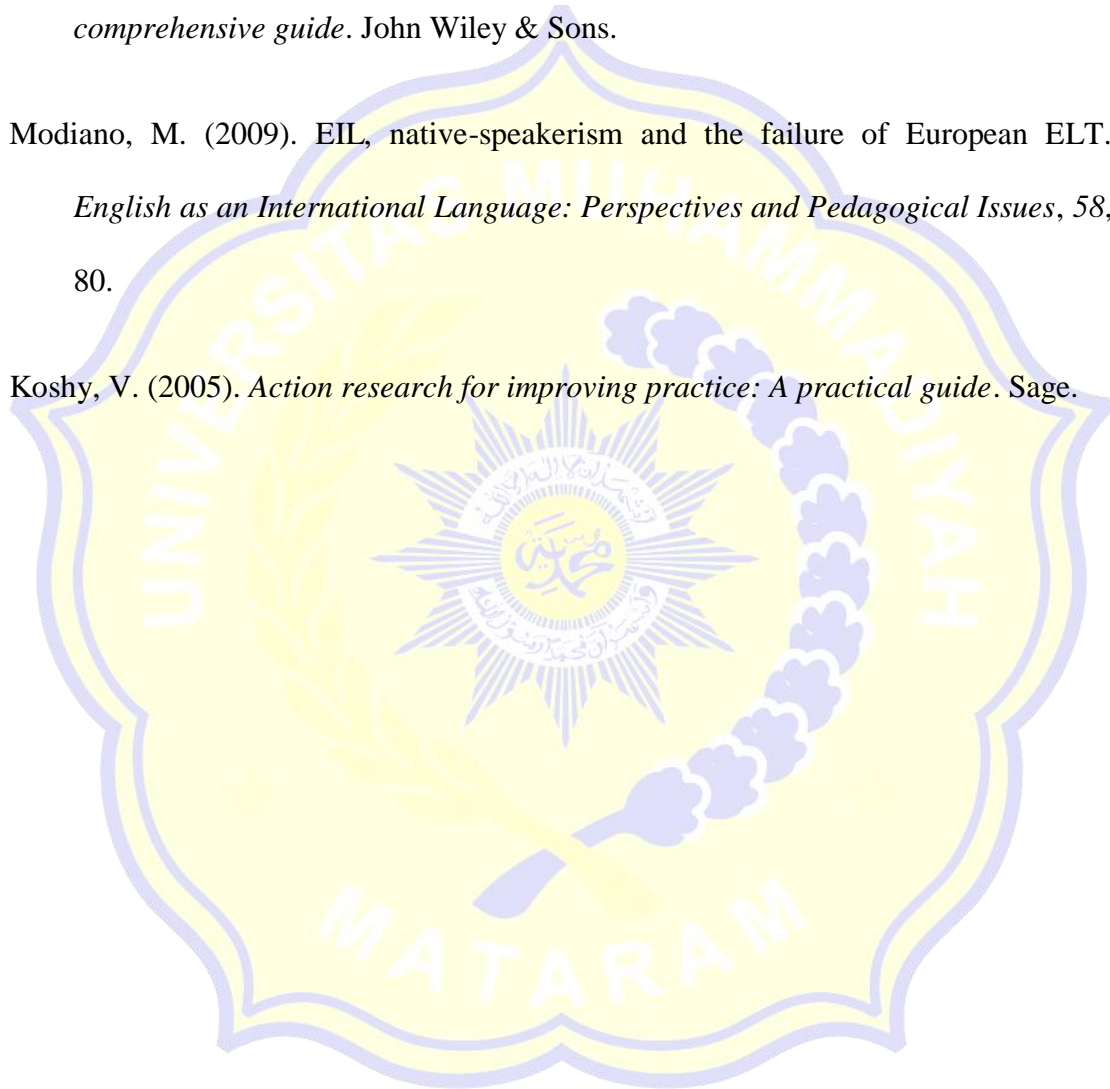
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APPENDIX

Appendix 1: Dialogue 1 Text

Two Students (at University)

Nadia: Hello, my name is Nadia. Welcome to our university.

Alicia: Hi, I am Alicia.

Nadia: Nice to meet you.

Alicia: Nice to meet you too.

Nadia: Where are you from Alicia?

Alicia: I am from Nicaragua, how about you?

Nadia: I'm from France.

Alicia: Is this your first time in London?

Nadia: No, I have been living in London for about three years now.

Alicia: I see, have you been studying here for all that time?

Nadia: Yes, this is my third year here, I have got one more year to go.

Alicia: What are you studying?

Nadia: I'm studying English Literature. I want to be a linguist. How about you?

Alicia: Sounds cool. I want to be a school teacher.

Nadia: That's great!

Alicia: I have always wanted to study abroad, so I came to London.

Nadia: Nice! Yeah I love it here, I am actually planing to live here even after I graduate.

Alicia: Perfect, you are already from Europe, so it shouldn't be that difficult for you.

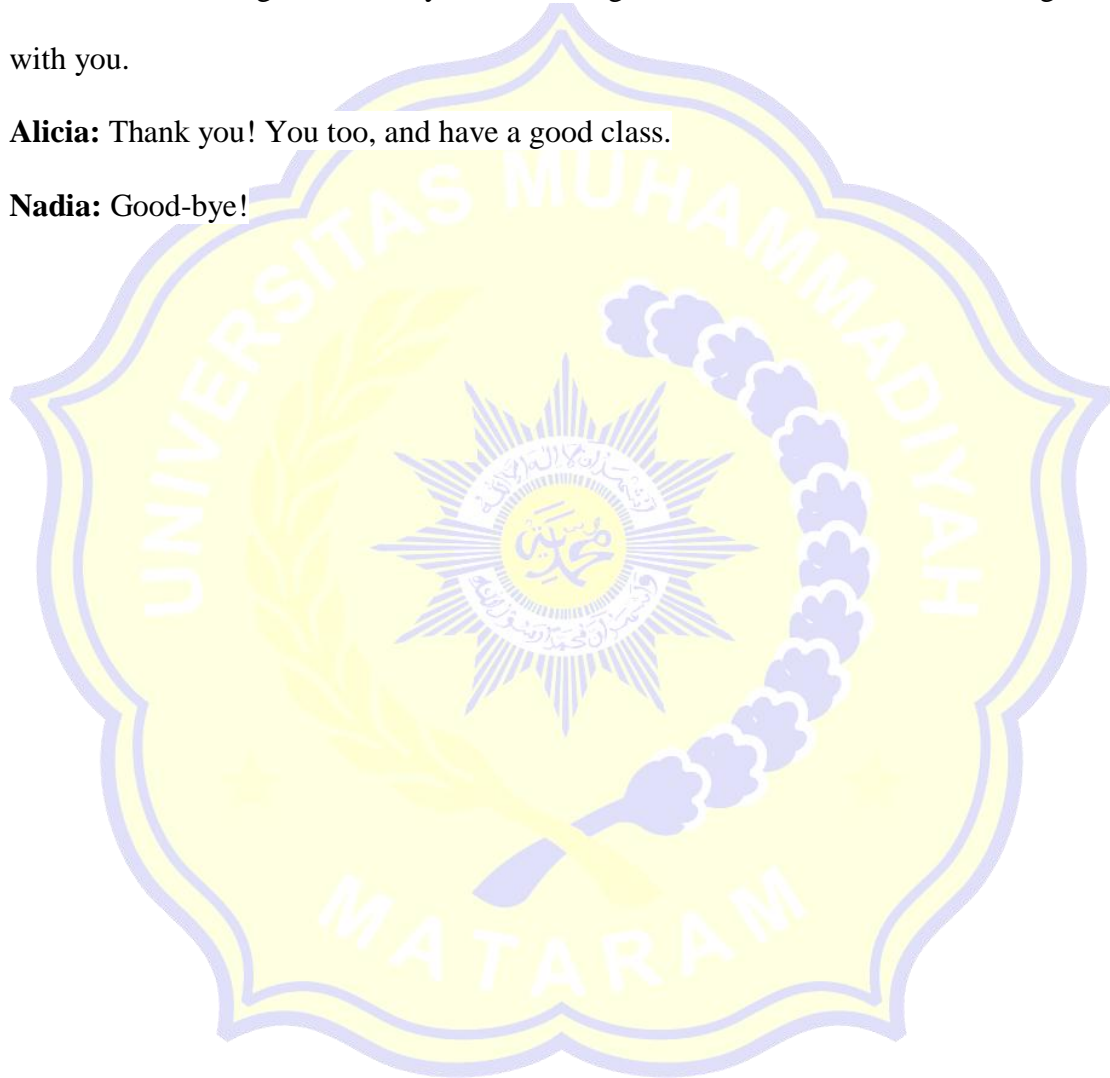
Nadia: Yeah, I will just need to convince my parents, what about you?

Alicia: I love London, but I am just here for school, I will need to go back once I graduate anyway.

Nadia: I see, well, good luck to you, I have to go to class now, it was nice talking with you.

Alicia: Thank you! You too, and have a good class.

Nadia: Good-bye!



Appendix 2: Dialogue 2: Formal

(The conversation takes place in between coffee breaks of a business meeting in Jakarta).

Sumarna: Hello. I am Sumarna.

Andi: Andi! Nice to meet you.

Sumarna: Nice to meet you, too. Where do you stay?

Andi: I stay at Hotel Indonesia Kempinski in Jalan Thamrin,

Sumarna: Our hotel are across the street from each other. I stay at Grant Hyatt Hotel.

Andi: How will you go to the meeting tomorrow?

Sumarna: I will take a taxi.

Andi: I drive my car. We can go together to tomorrow's meeting.

Andi: That is a good idea. I will wait for you in front of the hotel at 08:00 am.

Sumarna: Great. See you tomorrow.

Appendix 1: Documentation



