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INVESTIGATING THE EXISTENCE OF LANGUAGE INTERFERENCE IN STUDENTS'S SPEAKING AT ENGLISH DEPARTMENT

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Abstract
This paper aims to describe the analysis of the existence of interference in student's speaking at English department at IAIN Imam Bonjol Padang. There are three focus issues in this research. First, the student's comprehension of language interference, then the existence of level language interference and the last student's speaking process in English class. The type of this research is descriptive research with purposive sampling. Data were collected through observation, interviews and video recording. The results of this research showed there are three levels of interference existed, namely, grammatical level, cultural level and sound level. From the phenomenon in the class explain that the student generalizes the language pattern and misplaced word. It should be repaired by changing the position of word but the students did not have ability to discriminate the language pattern that is used in first language and target language. Then, students used this level of interference with unconsciously they did not know about the level of interference, so that they can not detect their mistake. And these mistakes occur also because they have lack of ability in understanding linguistic features sufficiently. Therefore, the study about language interference level is necessary for students speaking learning process as additional source about how to speak in target language appropriately without the deviation of language structure and the use of language.

Keywords*: Interference, student, speaking*

1. INTRODUCTION

Speaking subject at English Department plays an important role in order to make the students have ability to speak up in a correct way. In this subject, the students learn how to convey their ideas, opinions, and feelings. Then, they also learn how to ensure that what is delivered can be understood by others. Moreover, speaking subject facilitates the students to master some components of speaking. First, they learn how to choose the appropriate dictions that will affect the quality of their speaking. Second, they learn grammar that is useful to control the construction of the language. Third, the students learn how to pronounce word and the degree of influence of native language phonological features in order to have ability to communicate fluently. Therefore, by considering the components, the students are expected to be able to speak appropriately in target language.

Unfortunately, the writer found that the fourth semester of English Department students tend to produce a sentence that is not appropriate with the target language structure. In this case, most of the students generalize their first language pattern into target language pattern. For example, in their first language the adverb of place should be put at the beginning of the sentence like "Di ruang tamu ada meja bulat". Then, when that sentence is delivered into target language the pattern will be changed. The adverb of place should be put at the end of the sentence as "There is a round table in the room". In fact, it is found that the students deny the different language pattern becomes "in the room is a round table".

Based on the fact above, the writer assumes that there is no special treatment conducted by the lecturer in order to minimize the language interference that face by the students. Then, it is also assumed that the students have inability to detect their language interference since there is no appropriate sources that can inform them how to avoid the language interference. Therefore, the study about language interference is necessary for speaking learning process as additional source about how to speak in target language appropriately without the deviation of language structure and the use of language. Besides, available information about language interference will improve the quality of teaching speaking.

2. REVIEW OF RELATED THEORIES
a. Language interference

In learning speaking process the role of interference as an error originating L2 transfer in term of "translation" from the L2 it is because the students transfer the sentence structure by doing over-literal or word per word translation. Besides, interference also causes some errors in acquiring target language since it is the result of contact with another language which the mother tongue interferes the target. Mother tongue could both inhibit and facilitate the acquisition of the second language. Then, interference occurs as the result of negative transfer from mother tongue.

According to Dulay (1982) interference is an error which occurs due to negative transfer from mother tongue or native language. He uses the term "interference" refers to two linguistic phenomena, there are psychological and sociolinguistic. The psychological interference refers to the influence of old habits when new ones are being learned, whereas the sociolinguistics refers to language interactions such as linguistic borrowing and language switching that occur when two language communities are in contact. Besides, it also can be stated that interference is the result of language transfer from native –language pattern to target language which can caused some errors.

Jendra (2010) states that there are several types of interference in any aspect of language as follows: Interference to the cultural, Interference to the sound/phonetic, Interference in the field of grammar, and interference in the field of Semantics. The type above gives explanation about the distinction between codes mixing with interference. Mix is used to explain the pieces of the code refers to the use of other languages in a language, whereas interference refers to irregularities in the use of a language to include other language systems. But the pieces of other languages in the form of clauses in a sentence other languages can still be regarded as a mixed event code, and also interferences. Considering the level of interference it is appropriate in term of language development

3. DISCUSSION

The researcher has done observation and research in English department, the researcher found there was interference phenomenon occurs when the researcher is doing research. The interference occurs when two or more languages in different system occur into contact in social setting in which communicative practice and meaningful practice as the classroom activities happened during the research. Meaningful practice refers to an activity where language control is still provided but where students are required to make meaningful choice when carrying out practice. For example, in order to practice the use of prepositions to describe location of places, students might be given a street map with various buildings identified in different location. Whereas, communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. For

example, students might have to draw a map of their neighborhood and answer questions about the location of different places, such as the nearest bus stop, the nearest cafe, etc (Richards, 2006, p. 16).

The data were several contain phenomenon of grammatical interferences and cultural interferences. There were two types of grammatical intereference. They were morphological and syntactical errors. The researcher have found what were the factors influencing the L1 interference occur in classroom activities at English Department.

The data was taken from five students in A class. The names are: EL,YS, MSA, MSI, and EM. The data was taken by recording,interview, and field note. The researcher have gotten the data through some process such as collected data and reduction data. As the result of that the researcher categorized the the data as follow:

1. Data description of Indonesian Grammatical interference spoken by participants
a. Morphology
1) Agreement

Table. 1.1
Subject- Verb Agreement

No	Name of Speaker	Speaker sentence	Correct Sentence
1	EM	**Shehave** *big house*	She has big house
2	YS	**Tamar have** *newHp*	Tamar has new HP
3	YS	**Ningsi don't** *know*	**Ningsi doesnt** know
4	MSI	**We examination** *in end of may*	**We are** examination in the end of may
5	YS	**If we not yet** *we put on your table*	**If we are not yet** we put on your table

Table 1.2
Singular-Plural Agreement

NO	Name of Speaker	Speaker sentence	Correct sentence
1	YS	**This books** *can use to next semester*	**These books** can use for the next semester
2	EL	**Many student** *go to IAIN to follow scout*	**Many students** go to IAIN to follow scout

Table 1.3.
Form of Adjective

No	Name of speaker	Speaker sentence	Correct sentence
1	MS	*who sit in front of seharusnya* **lebih short** *Mr*	Who sit in front of seharusnya **shorter** mr
2	EM	*Class A must* **get high score than Class B**	A class must **get higher score than B class**
3	MSI	*Oh ya why now your body is* **big than me**	Oh ya why your body is bigger than me

b. Syntax

Tabel 2.1
Preposition

No	Name of Speaker	Speaker sentence	Correct sentence
1	EL	*We are **holiday in Juny nanti***	We are holiday **on June**
2	MSA	*I have memorize 100 the vocabulary about tool **on this week***	*I have memorize 100 the vocabulary about tool **in** this week*

Table 2.2.
Misplaced word

No	Name of Speaker	Speaker sentence	Correct Sentence
1	MSI	*O ya **why now your body is big than me***	O ya **why your body is bigger than me now**
2	YS	**You next read paragraph two**	**Next you read paragraph two**
3	EL	**You then go to masjid** *and in front of masjid there is penjual jilbab*	**Then you go to Masjid** and in front of Masjid there is penjual jilbab

2. Data description of indonesian cultural interference spoken by participants

Table 3.1
Cultural Interference

No	Name of Speaker	Speaker sentence	Cultural interference	Correct sentence
1	EL	*I **read now** miss*	Saya baca sekarang bu	I **am reading now** miss
2	MSA	***True miss****?*	Benar miss?	**Is it true miss?**
3	MSA	*We **reading** and **writingz** class miss*	We **reading** and **writing** class miss	We have **reading** and **speaking** class miss
4	EL	*By **motor ketek***	By **motor ketek**	By **motor ketek**
5	EM	*If **bakso bakar** so delicius*	If **bakso bakar** so delicius	If **bakso bakar** so delicius
6	EM	*I like watch **TBNH***	I like watch **TBNH**	I like watch **tukang bubur naek haji**

Table 3.1
Continued

No	Name of Speaker	Speaker sentence	Cultural interference	Correct sentence

7	EM	*Most of them wear* **Jilbab and Sholat Berjama'ah**	Most of them wear **Jilbab** and **Sholat Berjama'ah**	Most of them wear **Jilbab** and **Sholat Berjama'ah**
8	MSI	*Some traditional dance like* **Banyuwangi** *dance,***kuningan** *dance dll*	Some traditional dance like **Banyuwangi** dance,**kuningan** dance dll	Some traditional dances like **Banyuwangi** dance,**kuningan** dance dll
9	YS	*There are* **SCTV,Indosiar and RCTI**	There are **SCTV,Indosiar** and **RCTI**	There are **SCTV,Indosiar** and **RCTI**
10	MSA	*We are* **holiday in Juny nanti**	We are **holiday** in Juny nanti	We are **holiday** on Juny

The collected data would be analyzed through descriptive-comparative analysis method. The researcher rewrites the statements from the students of English Department. Then, the researcher categorizes the statements into several categories of grammatical interference and cultural interference.The next step was analyzing the statements of five female students, from the data in tables ,they could be analyzed as follows :
1. Data description of Indonesia Grammatical interference
a. Morphology
1) Agreement
      English grammar has given some categories such as number,person,voice and gender in rule. The structure of language would be clearer when the researcher consider that these sentences in terms of agreement for example "She has big house" which is *"has "*agree with *"she"*.
a)   Subject-Verb Agreement
      Subject and verb must agree in number such as both must be singular or both must be plural . Problems occur in the present tense because must add *s* or *es* in the end of the verb when the subject entity performing the action was singular third person such as she,he,it or words for which these pronouns could subtitutes.
Data in Table 1.1 no 1
"She have big house"
      In the sentence above, the third person singular *"She"* should be followed by the verb which added by *suffix-s*. The appropriate phrase is*"She has"*.Therefore, the appropriate following the subject was*"has"*. The correct sentence is she has big house **not** she have big house. The analysis has shown us that unappropriate or discorrect sentence occur because in Indonesia language or Bahasa has not rules about this agreement. Thus, the correct sentence is"She has big house".
Data in table 1.1 no 2
"Tamar have new HP"
      The sentence above actually the same with the sentence in table 1.1 no 1, but in this research the researcher want to enrich English. Therefore, the researcher described with other words. "Tamar have new HP", based on the meaning the sentence above is good but based on structure is not good due to the English *"have"* without following the subject verb agreement. Tamar refers to singular third person *"he"* and it should be followed by third singular verb *"has"* not *"have"* while *"have"*is used to second person. Therefore, the correct sentence is"Tamar has new HP".
Data in table 1.1 no 3

"Ningsih don't know"

The sentence is discorrect because the subject *"Ningsih"*is not equal with verb *"Don't"*. Ningsih refers to she, and *"She"* is singular third person. Every singular third person in the present must ad *s or es*. Therefore, "Do" added "es" become "Does". The appropriate sentence is " Ningsih doesn't know".

Data in table 1. 1 no 4 and 5

" We examination in end of May"

" If we not yet we put on your table"

The researcher has combined two data in one analysis because both of them were the same. Subject–Verb Agreement mean every subject must be matching with the verb. The correct sentence has subject and verb. Thus, two sentences above were discorrect due to both of them have not verb. The correct sentences are *" We are examination in the end of may and if we are not yet we put on your table"*.

b) Singular-Plural Agreement

English and Bahasa were different. In English there is a term that indicates whether the number of noun and pronoun is one or more than one. A form of words that indicate one called the singular. Whereas more than one is plural. Bahasa does not distinguish singular and plural form. To denote plurality, a reduplicated form is used.

Data in table 1.2 no 1

"This books can use to next semester"

In English must be harmony between pronoun and its reference. The pronoun must be concord with its reference. In the sentence above, *"This"*means singular whereas books is plural because more than one and plural from books. Its mean the sentence above is unappropriate. Both of pronoun and its reference must be the same such as singular and singular,plural and plural. To make the same pronoun must be plural from *"This"* become *"These"*. The right sentence is "These books can use to next semester".

Data in table 1.2 no 2

"Many student go to IAIN to follow scout"

The previous sample,pronoun and its reference must be in harmony, the sentence above *"Many"* and *"Student"* must take plural agreement. Therefore, word *"Student"* becomes *"Students"* in order to be concord with the previous word " *Many"*. Thus, the correct sentence is "Many students go to IAIN to follow scout".

The statement of researcher relates with the explanation in Understanding And Using English Grammar. Noun + S and Noun + ES a final *s-es* is added to a noun to make a noun plural for examples *friend* = a singular noun and friends = a plural noun. Verb + S and Verb ES a final *s* or *es* is added to a simple present verb when the subject is singular noun or third person singular pronoun for example Jhon works = Singular he works = singular (Azar,2002, p. 198).

2) Form of Adjective

English in form of adjective exhibit three forms, for example the word *"Big"*. The grammatical words big,bigger and biggest are the positive, comparative and superlative of *"Big"*. Contrasting on the dimension of comparison. All these exhibit, such as happy,tidy and pure are regular form of suffixion with er and est except for better and best which are suppletive.

Data in table 1.3 no 1

"Who sit in front of seharusnya lebih short miss"

The word *"Lebih"* is show that in the sentence above is comparative. The word "short" becomes "shorter" because short is one syllable its mean word short must be add er and est to show " *Lebih"*. Thus , The right sentence is "Who sit in front of must shorter miss".

Data in table 1.3 no 2

"A class must get high score than B class"

The sentence above show us the comparative form because using *" Than"* as we know that use comparative if the sentence has adjective "high" with one syllable. It must be added with er for comparative and est for superlative. The adjective " *High"* becomes higher or highest. Thus, the right sentence is "A class must get higher score than B class"

Data in table 1.3 no 3

"O ya why now your body is big than me"

The sentence above actually the same with the sentence before, because the sentence in table 1.3 no 1 also use "Than" its show us that the adjective *"Big"* becomes *"Bigger"* the because of "Than". The correct sentence is "Now your body is bigger than me".

a) Syntax Errors

1) Preposition

Preposition is a word which links a following noun phrase to the rest of a clause ,telling what the relationship of that noun phrase to the clause.

Preposition has been called the biggest little word in English. It is always followed by noun or pronouns and is connective word that shows relationship between the nouns following it and one of the basic sentence elements such as subjects,objects,or compliment. Its usually indicates relationships, such as position,place,direction, time, manner, agent, possession, and condition,between its object and other parts of the sentence (Azar, 2002, p. A.2).

Data in table 2.1 no 1

"We are holiday in 16ᵗʰ Juny"

Based on English Grammar,the appropriate preposition before date is on 16th Juny. in Bahasa does not know the different prepostition. Its the results of participant who speak english but influenced by the first language or bahasa. The right sentence is *"We are holiday on 16th Juny"*.

Data in table 2.1 no 2

"I have memorize 100 vocabularies on this week"

Based on English Grammar, the word before year above is "in" not on because the meaning is "selama" its mean the right sentence is "I have memorize five juz in this year".

2) Misplaced Word

Every language has own its grammar. Bahasa also has own grammar. Before writing and speaking a foreign language usually arranges the sentences in his or her mind in his or her native language and later changes into the unintended language. sometimes, the outcomes has the same word by word position with the original language.

The type of bilingual competence namely subcoordinate bilingualism where a bilingual in this type can not distinguish the term as separate thing. When he or she speaks tend to translate word by word a language that he or she meant or the same with their first language.

Data in table 2.2 no 1

"Why now your body is big than me?"

The previous sentence, the adverb of time in the sentence above is in appropriate place. Its comes for that sentence above should be written before subject and verb and after it should be given comma. Thus, the right sentence is "Now, why is your body bigger than me?".

Data in table 2.2 no 2

"You next read paraghraph two"
"You then go to Masjid"

Based on English Grammar, conjunction like *"Then and Next"* comes before the subject. In the sentence above, conjunction *"Then and Next "* inappropriate place, it comes between subject and verb. Conjunction for that sentence above should be written before subject and after it must be given comma(Herpinus,2009,p.115). Thus, the right sentences are *" Next, you read paraghraph two"* and *"Then, you go to Masjid"*.

2. Cultural Interferences

The data above show us that cultural interference occurs at English Department. The examples above show us that language is an integral part of culture, including Indonesian people can not be separated by the problems mentioned above. Interplaying between languages have happened, especially in other speech community have experienced which as called language contact as a result.

Data in table 3.1 no 1

"I read now miss"

The previous sentence affected by Indonesia language, actually Indonesia Language has own language whether grammar or structure " i read now miss" "saya baca sekarang miss" because in Indonesia language is the same, even in different time for examples " saya baca kemarin" "saya baca sekarang" dan "saya sedang baca". There is no change toward the verb even in different time. It is different case in English, In English verb depend on time and verb will be change based on the time.

The researcher statements relate with English Grammar, " i read now miss" is discorrect sentence because the adverb of time(now) show us the present continous tense. Its mean *" I am reading now miss"*.

Data in table 3.1 no 2

"True miss? "

True miss? In Bahasa *"Betul miss"?* because bahasa make it short and always say betul miss, betul pak and others due to when Indonesian speak English influenced by Indonesian Language, become "true miss?. Thus,the correct sentence is "Is it true miss?".

Data in table 3.1 no 3 -- 9

"We have reading and writing Class Miss"
"By motor ketek"
"If bakso bakar so delicious"
"I like watch TBNH"
"Most of the wear Jilbab and Sholat Berjama'ah"
" Some traditional dances like Banyuwangi dance and Kuningan dance"
"There are SCTV,RCTI and Indosiar"
" We are Holiday in Juny Nanti"

Based on the finding the researcher discussed the data that the students' L1 interference occur in English department. The result of the data finding show that the types of interference occur by participants were grammatical interference and cultural interference.

3. The types of interference
a. Grammatical Interference

The types of grammatical interference There are two types of grammatical interference. They are morphological errors and syntax errors. In this thesis, the researcher investigated the sentences into morphological errors and syntactic errors. Morphological errors are subject-verb agreement, singular-plural agreement,. As for, syntactic errors are preposition, misplaced word. The types of grammatical that stated earlier occured in English department. The researcher statements related to the Weinrich (1986) distinguishedGrammatical interference occurs when the elements of first language included

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step by step in second language and foreign language, word order, pronoun, conjunction, subject- verb agreement, tense and singular-plural agreement (p. 50).

The researcher found that grammatical interference as a type occured more than other due to English department is the one of Islamic universty. They have motto the most important the students want to speak and build communication even the students speak ungrammatically and unstructurally. Its better than silence.
b. Cultural Interference

Cultural Interference occurs because there are a lot of things in Indonesia there is not equivalent in English. That is the causes of the cultural interference occur in English department. The factors influencing the L1 interference occur in English classroom activities at English department.

4. CONCLUSION

Based on finding and discussion, the conclusion can be proposed as follow :The teacher have to have best strategies how to make the students aware about the vocabularies is the most important in English such as memorize vocabularies and make the bubble games.The discussion of the research show the factors of interference in order to decrease interference the teacher should looking for the best methode based on the condition of English department itself.

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