

CHAPTER I

INTRODUCTION

A. Background of the Research

This study aims to the speech interference of EFL (Lampung) students in pronouncing English words and to investigate the types of their interference that become a problem for Lampung people to understand English.

Indonesian is a country where English is used as a foreign language. English is used extensively in many aspects of life, including bilateral relations, research, technology, and education. Because students' language abilities in speaking can only be tested by conducting speaking activities, speaking is productive. Speaking is the most significant of the four language skills: speaking, listening, reading, and writing. Speaking is an important language skill to master when learning English.

Furthermore, language learners should increase their communication capacity in the target language. Talking is the most common method of communication

for people to share ideas, questions, and information with others. Speaking is a significant language ability in the context of EFL and a language skill among various demographic groups. (Ainunnisa, 2021).

Students may need more opportunities to practice their language skills on the other, which is one of the most difficult. Therefore, it is very important to use effective methods to help students learn English, especially to improve their speaking skills. Ellis (2008).

Interference is a linguistic phenomenon where language mixing occurs due to the bilingual ability of the speaker. Pronunciation plays an important role in learning English, as evidenced by the great attention paid to English pronunciation.

According to (Nirmala Yemmela, 2019), the speaking difficulties experienced by students are: a vocabulary is defined as their understanding of the meaning of words. Vocabulary comes in two different forms. Spoken Words we recognize while speaking and

reading aloud are known as spoken vocabulary. Most international students find it difficult to use words and expressions when they say. Grammar is the most important component of language. Sentences are defined and formatted in the exam. Students need help with grammar because they cannot understand the rules, which prevents them from speaking English fluently. Students have trouble pronouncing words because they don't know how to spell them correctly. Due to this problem, students' pronunciation must be corrected, leading to interference. Speech disorders may severely affect students' mental and physical health, so these situations can interfere with their ability to communicate verbally. Having self-confidence means being able to act morally and positively. Confidence is related to personality, abilities, and strengths, which can sometimes be overly expressed. It happened to them if the teacher did not teach EFL students the general rules and principles of articulation and pronunciation. Strengths, which can sometimes be

overly expressed. It happens to them if the teacher needs to teach EFL students the general rules and principles of articulation and pronunciation. The EFL teacher is responsible for guiding the EFL course's new sounds, words, sentences, and phrases and organizing the material accordingly to facilitate articulation. EFL teachers must find new ways to coach and provide feedback on correct English pronunciation so students can learn it. (Negoescu, 2021).

The inability of students to speak English is caused by their limited vocabulary, understanding of grammar, and difficulties pronouncing words. The factor driving the low ability of students to say is a need for more academic literacy, especially in reading and writing. The researcher shows how language affects Lampung EFL students' speaking performance in this study. Language interference is produced by improper linguistic adoption in the second language, according to (Pavlenko, A. 2009); Inference from one language to another is just a

type of generalization that impacts the second language. The impact of a language learners' native language on the output of the acquired language is called language interference. In other words, the speakers' first language impacts the second or foreign language. Barriers are mistakes learners make when using a second or foreign language because of their native or first language. Language barriers are one of the main problems facing EFL students in Indonesia. A significant cause of disability is grammatical or structural differences between the source or native language and the target language.

Based on the explanation of the interference above, this study refers to the opinion of Shastri, R. K. (2009), where the interference can be described as a speakers challenge that develops during the second language acquisition process, Kridalaksana (2001: 84), which confirms that interference is a language defect in the form of a component of the language itself that is incorporated into another language. The goal of learning

English pronunciation is to make it more intelligible so you do not sound like a native English speaker. There have been several studies conducted related to exploring the effects of first-language interference on second-language acquisition or learning.

Then, the difficulty of Speech Skills A Class Iv Lampung Language Dialect at Sd Negeri 1 Sukamulya (Ilham, safari, 2023). This problem has always been a problem for students, suggesting that most students in English programs are from Lampung dialect A. SD Negeri 1 Sukamulya dialect A, Lampung class A, and class IV are caused by internal and external factors. The first factor is the interest factor; this is caused by a lack of teacher diversity and a lack of mastery of materials by educators, resulting in a lack of interest among students studying in Lampung. Second, the accent of the language, which is different from that of everyday speech, causes difficulties for students, especially severe stress and the use of the letters "gh" and "kh". The third is the school factor.

Learning in the classroom can seem monotonous due to the low learning capacity of teachers and the need for more exciting media. Finally, using Lampung for family and community communication makes learning Lampung difficult, as do stress and accents.

In line with the research above and research conducted by students of UIN Raden Intan Lampung (Dewi, 2017), the effect of using dialogue buildings on students' speaking abilities on the same topic is about native language interference in English pronunciation. In this study, the researcher chose the Lampung language, where the four skills needed are listening, speaking, writing, and reading. However, many students still need help understanding spoken English words or phrases. When students struggle to learn to listen to English, they are influenced by various variables. Internal and external factors cause students to have difficulty speaking English. Moh. R. (2018).

Based on the results of observations made on students of class XI IPA 1 Lemong Lampung, It was found that most of these students found it difficult to speak English because they did not have English vocabulary and lacked practice speaking English in intra-school and extra-school settings. Feel a lack of enthusiasm because the lessons feel boring and need more direction. Based on these problems, research needs to be carried out regarding what interference students have. And for teachers, there needs to be more use of English during lessons in class.

In addition, the phenomenon of mother tongue interference in English pronunciation was also found in the Department of English Education at UIN Raden Intan Lampung (Intan, 2022). Based on a questionnaire that recorded the students' mother tongue, it was found that the Lampung language had difficulty understanding the contents of the single study design activity used in this English reading study qualitative descriptive through a

sampling approach. From these results, 30 students in class XI IPA 2 were selected as a sample of students with poor reading comprehension compared to other subjects. Data was collected through document analysis and questionnaires. Three of them present data and draw conclusions or verify them. This shows data analysis; a student needs help understanding a reading task. The average ratio is 72.5%, and the main proposal is 67.5%. For details, she was 50.5%, and for linguistic thinking, students had 75%. Based on document analysis and questionnaire response rate, grade XI IPA 2 MA Ma'arif NU 02 Sidorejo students have the most challenging vocabulary. Given this fact, it is essential to study this issue. This study explores the impact of a student's native language on English pronunciation. Factors contributing to the results are summarized so that appropriate solutions can be considered to solve the problem. The similarity of previous research with current research is:

First, it focuses on language interference in Lampung dialect A caused by internal and external factors. Research instrument using descriptive qualitative. The research results. Then the results of the student's research found it difficult to mention the use of the letters "gh" and "kh."

Secondly, the topic is similar because it involves the influence of the native language on this pronunciation which consists of the four habits: listening, speaking, writing, and reading due to internal and external factors.

The third analysis of student difficulties refers to the interference of the mother tongue in English. The instrument used by the researcher is the analysis of questionnaire documents to record students' mother tongue. The average ratio of research results is 72.5%, and the main proposal is 67.5%. For details, she was 50.5%, and for linguistic thinking, she was 75%.

This study aims to find out why the people of Lampung have difficulty communicating in English. This

research is based on personal experience, especially the researcher observation that some students find it challenging to convey and communicate their messages in English. According to several previous related reports, this was due to confusion in the mother tongue. Other people have yet to research the choice of this theme widely, but this title still raises many problems.

Therefore, the researcher must solve this problem by conducting this research study. Researcher to help learn English so that the people of Lampung can communicate in English without misunderstandings. Therefore, researcher are interested in solving this problem.

B. Identification of the problem

Based on the research background, analyzed the problem as follows:

The first language interferes with mastering the second language. Students need to gain vocabulary knowledge, making it difficult to speak English. Lack of

speaking practice because English is rarely used in class or outside the class context.

C. Limitation of the research

Researcher want to be specific about language in speaking students when learning English in advance. Researcher focus on Lampung as a native language. This study analyzes first-language impairments when speaking English as a foreign language (EFL); in particular, the researcher tested Lemong Lampung in SMAN X1 IPA 1 class.

D. Research Questions

The research question in this study can be formulated as follows:

1. What types of interference with the first language affect students' speaking of English as a foreign language in the second grade at SMAN 1 Lemong?
2. How is the first language interference according to students' speaking English as a foreign language in the second grade of SMAN 1 Lemong Lampung?

E. Objective of the Research

Based on the above questions, the purpose of this research is as follows:

1. To find out the types of interference in the first language of students speaking English as a foreign language in the second grade at SMAN 1 Lemong Lampung.
2. To find out the process of first language interference in students' speaking English as a foreign language in second grade at SMAN 1 Lemong Lampung.

F. Significant of the research

This study is expected to have academic and practical contributions:

1. Theoretically, it is hoped that this research can be used as a future reference for subsequent similar research and to help teachers.
2. Practically, the findings can be helpful for teachers in the classroom, and students can learn to speak English

without the interference of their first language in everyday life.

G. Definition of the Key Terms

Some definitions of critical terms in this study must be explained to give precise meaning to the actual terms. These terms can be explained as follows:

1. *Interference*

This is an error in which elements of a language are transferred to another language being learned. Such linguistic errors occur because the speaker introduces elements that differ from the learned language's elements and systems. (Kridalaksana 2001: 84).

2. *Speaking*

Speaking is defined as the verbal use of language to communicate with others by Fulcher. Speaking demands learners comprehend how to generate a particular aspect of language, such as syntax, pronunciation, or vocabulary, but also when, why, and how to produce language. Meanwhile, Kayi asserts that

speaking is critical to second language learning and teaching. It is also critical for teachers to avoid misinterpreting information for students' during the teaching and learning process.

3. *First Language*

A first language is often utilized in daily activities. Parents, relatives, and caregivers teach their children their first language. Children learning a language may draw on earlier conceptions of what to represent with words and prior notions of communication. Because children cannot talk correctly, they communicate through crying or rambling.

4. *Lampung language*

Lampung is one of the regional languages widely spoken by the Lampung people and their families in southern Sumatra, Indonesia. Lampung belongs to the Austronesian language family (southern island languages). The Lampung language consists of two dialects: the A and Nyo (o).