

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

In conducting research, theories are needed to explain some concepts applied in the research concerned. This chapter presents theories of the study in order to give some more apparent concepts being applied in this study dealing with first-language interference in speaking English as a foreign language. The following terms are used to explain some fundamental theories related to the study.

1. Definition of Speaking

Speaking is expressing ideas, views, and feelings through language. As a result, it is a critical component in conveying information and communicating thoughts, ideas, and knowledge to others. Furthermore, attitudes, body language, and gestures are required to convey messages.

Brown (2001) contends that social interaction is a fundamental element of interactive language function, in which messages are communicated through body language, eye contact, gestures, physical distance, and other nonverbal cues. As a result, speaking is a productive talent generated through oral and bodily language. It asserts that speaking is a productive skill that can be directly and empirically observed; however, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. Speaking takes the form of face-to-face discussion and so entails interaction.

Furthermore, Harmer (2013, p. 269) defined speaking as the ability to talk fluently to understand language characteristics, information, and processing. Speaking is the initial modality through which young learners acquire language. It accounts for most people's daily linguistic interaction and is the prime of language

change. It is the first modality through which young learners acquire language, accounts for most people's daily linguistic engagement, and is the starting point for language change.

Brown (2004) states that speaking is primarily related to listening since it is challenging to constrain speech alone without the interaction of awareness. Speaking ability is separated into two subskills: microskills and macroskills. Microskills stress smaller parts of the language, whereas macroskills emphasize more significant elements of the language, such as discourse, fluency, and nonverbal communication. Despite their awareness of the significance of speaking, language instructors are only sometimes equipped with the skills they need to teach speaking due to a lack of a particular speaking instructional model, and such instructors must adopt a suitable teaching model to develop students' speaking skills and abilities effectively.

Speaking is essential for foreign language learners or English as a foreign language learner." Speaking is an essential oral ability. It is composed of a series of language utterances intended to convey meaning. Speaking is a type of human contact in which information is conveyed to others. Speaking ability, is an interactive process that results in production, reaction, and information processing. Chen, M.R.A (2022).

2. The Importance of Speaking Skills

English is used to connect people who reside in different regions and nations, and it states that mastery of speaking abilities in English is a priority for many foreign and second language learners. Speaking skills are the most important of the four English skills (reading, writing, and listening). It is because those who understand the language are identified as speakers of that language.

Thus, knowing a language implementation is less important than knowing how to use it. Everything in this age of globalization is linked to communication abilities.

According to Putri, Z. (2019), speaking is the talent learners judge the most in real-world contexts or situations. According to Westrub (2003), the ability to speak is required for learners who want to advance their careers, gain confidence, conduct international business, interact with people all over the world, deliver speeches and presentations, conduct interviews, debates, and participate in various conferences a person with good communication skills can face the world. Job applicants must improve their communication skills. This is done in order to acquire better job chances.

1. Teaching Speaking

English is a second language that students must master the first requirement is the ability to form sounds using English grammar correctly. Second, pupils desire to employ a precise and clear tone during class learning; third, students must select the appropriate words. The fourth step is to arrange the concepts to be delivered coherently and logically. The fifth tool is utilized to

express one thought. The sixth option is to use simple language. "When teaching speaking skills, the teacher must consider background information such as age, language background, and students' goals." Knowing the students' backgrounds and speaking levels can help the teacher teach speaking. Lingga, Y.M. (2021).

Learning activity is an educational process that allows students to develop their potential abilities. Based on the above understanding that learning outcomes are a final assessment of the process and introduction that has been carried out repeatedly and will be stored for a long time or will not even be lost forever because learning outcomes participate in shaping individual personalities who always want to achieve better results so that it will change the way of thinking and produce better work behavior. Students' success heavily depends on the teachers' willingness to initiate the activity. When it comes to improving students' achievement, teachers have a significant impact, and their impacts on student learning

tend to be long-lasting and cumulative (Darling-Hammond et al., 2009).

Speaking instruction is critical, and teaching styles must be considered elements impacting learning outcomes. The skills must be appropriate for each ability to get the intended results when teaching English. Speaking is a difficult skill to master. Many things can influence a student's ability to talk effectively. These factors can be identified, such as the teacher, pupils, environmental conditions, topic matter, and learning strategies. According to the lesson material (Khameis, 2006, p. 4), the teachers' tactics should be interesting and catch the students' attention. The teacher should encourage kids to speak up.

Teachers should incorporate several activities and tactics that catch students' attention and engage them in the lesson to motivate students in EFL environments. Teaching is critical to the educational learning process. According to Parente l.h, liando (2022) teaching is leading

and encouraging learning; the teacher will assist someone in learning how to accomplish something.

The teaching and learning process is a two-way dialogue between teachers and students to obtain an education, skill, or idea. There are three parts to this process. They are pupils, teachers, and tools. Because he is the most influential person in the classroom, the teacher plays a significant role in the teaching and learning process. To engage and interest students, the teacher must be able to select and employ equipment in the teaching and learning process (Masruroh 2009: 3).

The teaching and learning process can significantly impact students' learning skills and abilities.

The learning strategy is the medium or equipment used to achieve learning; it is frequently addressed in conjunction with the teaching approach. According to Azhar (1993: 12), strategy selection, combination technique, and learning method should be prioritized based on the objective and topic determined in the learning lesson plan.

2. Indicators of Speaking Skills

Brown (2004, p. 172-173) defines speaking evaluation as grammar, vocabulary, understanding, fluency, and pronunciation. Furthermore, Brown (2019) noted that speaking skills have six components, which are as follows:

1. Imitation and repetition are ineffective methods for learning pronunciation. As a result, teachers should have good pronunciation standards so that students can imitate their teacher in any teaching and learning process. However, we cannot expect our students to sound precisely like Americans or Brits, and teachers should introduce the activities that will be done to allow students to make much repetition. It relates to how words are pronounced and how the language is produced correctly and clearly when speaking.

One of the first things pupils must learn is vocabulary. Students cannot communicate

effectively if their vocabulary is limited; they may halt and struggle to find words and use inappropriate words and expressions in certain situations. To summarize, students can only communicate successfully if they have a vital mastery of the terminology.

2. Grammar organizes words into diverse structures, such as phrases, sentences, and whole utterances. Grammar is the arrangement of words in a sentence. Grammar points are isolated and practiced. Grammar is just as crucial as fluency in building speaking skills. Although it is a complex undertaking, understanding grammar rules is beneficial since it helps learners utilize the correct words in a phrase and the suitable sentence structures required to make themselves understood.
3. Fluency necessitates a working grasp of vocabulary and syntax; the language produced

does not need to be flawless as long as it is understandable. Fluency is the capacity to communicate effortlessly, quickly, and without interruptions or breaks. Most typically, this is the sub-skill that is most wanted in academic or professional settings because the end goal is to be able to converse and convey a message while avoiding misunderstandings. It is critical that the audience understands the speaker and does not pause to look for words and phrases. When focusing on fluency, it is best to maintain the students' flow by correcting every grammar, vocabulary, or pronunciation error because this may generate confusion.

4. Comprehension. Training for comprehension tries to increase or test a person's knowledge of spoken language. The ability to understand spoken language is characterized as comprehension. The

level of comprehension indicates how effectively students' grasp spoken language.

5. The aim is to speak with the fluency of a well-educated native speaker. Someone who can answer effectively even in new contexts and handle informal translating forms and language is unlikely to be mistaken for a native speaker.

1. Types of Speaking Skills

According to Brown H. D. (2001) that there are various forms of speaking, as illustrated by the following taxonomy:

- a) The capacity to merely replicate (follow) a word, phrase, or prospective sentence is imitative speaking. While this is solely a phonetic level of oral output, some prosodic, lexical, and grammatical language features may be incorporated into the performance criterion.
- b) Intensive use of brief lengths of oral language to demonstrate proficiency in a small range of

grammatical, phrasal, lexical, or phonological links.

Intensive speaking entails producing a minor language in a tightly regulated environment.

- c) Responsive engagement and understanding testing are included but at a relatively limited level of brief discussions, conventional and tiny greetings, simple requests, and comments. This is a brief response to a teachers or students' limited queries or comments, in which instructions and suggestions are provided. Those responses are usually adequate and meaningful.
- d) The duration and complexity of the engagement, which may encompass many exchanges or multiple participants, distinguishes interactive and responsive speech. Interaction can be classified into two types: transactional language, which is used to convey specific information, and interpersonal exchanges, which are used to sustain a social relationship.

- e) Comprehensive (monologue). Speeches, oral representations, and narratives are examples of extensive oral production tasks in which the potential for oral participation from the audience is either severely constrained (possibly to nonverbal answers) or eliminated.

B. Language Interference

Interference can occur in all language components. Weinreich, Olsendorf, and Shafiq divide forms of interference into three parts, namely Phonological interference, grammatical interference, and lexical interference.

Various titles, including native language, first language, and English as a Foreign Language know the first language." Interference, according to Kridalaksana (2001: 84), is a warning in the form of injecting components of one's speech into another language one is learning. The elements and processes of the language you are learning are to blame for this language blunder.

According to the Journal Putra (2020), the global spread of English is simply one of many changes that fall under the umbrella of the globalization phenomenon. It still connects with Husserl, demonstrating the importance of personal, social, and physical elements in people's ability to engage with reality, develop thoughts, and utilize language. Therefore, the website's general features include providing particular features of each website based on concrete, social, and subjective experiences. It is the language of globalization because of its infinite mobility (Gnutzmann & Intemann, 2008, p. 9). Languages are essential commodities in a globalized world, but globalization challenges second language learning and teaching. Teaching English as a Foreign Language (EFL) must be reconsidered as English serves as an international means of communication or lingua franca (ELF). This requires all the foreign languages in the world and teachers to help students understand different accents and develop the language skills needed

to be understood by others. It opens the way to a higher consciousness of being English as a means of communication. (Rusyana, Yus. 1975).

With this in mind, teachers must respond appropriately (and in practice) and equip students with the necessary skills to deal with cultural and linguistic differences. Her research highlights misconceptions about ELF communication and improvement strategies. Her recent post is an empirical study that examines how to reconcile other concepts with her EFL teacher using her written ELF examples.

1. Type of First Language Interference

Interference in the first language is classified into three types: phonological, grammatical, and lexical interference.

1. Phonological Aspect

Phonological awareness is a very important aspect of speaking and reading. Phonology is the study of analyzing and talking about the harmony of sounds in

language. In his journal (Richard Wiese: 2016), he defines phonology as that part of a language that consists of the systematic and functional characteristics of the sounds of language. The term phonology is also used to study the ambiguity of other terms used to describe language and the systematic characteristics of the sounds of a language. In this sense, it is related to sub-disciplines of linguistics. It was the first sub-discipline of understanding language as an object with specific structural characteristics to be successfully developed. Phonology aims to discover these systematic properties in sound structures and the laws and principles underlying them, both for individual languages and language in general (Weinreich, 1953).

The phonology of a language allows us to communicate in it in a socially acceptable manner. Phonological language understanding involves the ability to segment and hyper-segment. Segmental characteristics are phonological components of basic

sounds like consonants and vowels. There are 24 consonants and 12 vowels in English. Each functional segment is regarded as a unit, and sequences are classified. Hypersegmentation prospects, on the other hand, extend beyond personal language segments to longer language segments within languages. Pitch, length, speed, intonation, and rhythm are all characteristics shared by portions. Segmental behaviour is also referred to as simple prosody or intonation.

All languages have a phonological system that includes segmentation and hypersegmentation functions. Differences in phonology When Indonesian students try to speak English, they often need help between English and Indonesian. You can speak with correct grammar and vocabulary but still follow Indonesian intonation. Research by Flege (1981) and White (1981) also emphasizes this phenomenon. It points out that some repeated speech patterns in student production are caused by interference, resulting in a foreign accent and

a deeper understanding between the speaker and the interlocutor.

2. Grammatical Aspect

Grammatical interference occurs when students use the first pattern

language and apply it in the target language. The problem of grammatical interference changes in the structure and structural elements of a foreign language.

Semantic and formal similarities and differences between the original and foreign language systems cause it. Every language has different grammar. Grammatical

interference occurs when bilingualism identifies morphemes, morpheme classes, or grammatical

relationships in first-language systems and uses them in second-language speech and vice versa. In accordance

with the According to Weinreich in Aslinda and Leny,

the symptoms of the disorder are in phonological, grammatical, and lexical forms. So, there is interference

in that field, and morphology and syntax are included in the grammatical field.

Morphological interference occurs when a word construction absorbs affixes such as prefixes, suffixes, and inserts from another language, according to Suwito Ratih's journal (Supriyanto, 2013). However, syntax (Jong et al., 2008) studies the rules that produce an unlimited number of grammatical elements in a sentence. As a result, sentence formation patterns in Indonesian and English diverge. In Bahasa Indonesia, the defined word of a sentence is placed first; however, in English, the word (primary) of a nominal sentence is placed second.

However, both languages share a similar sentence structure. When students acquire a second language, they frequently make grammatical errors when trying to talk or write in English.

3. Lexical Aspect

Lexical interference is when one vocabulary interferes with another; therefore, lexical is the vocabulary influenced by the first language and causes interference when the learners speak English as a foreign language. Lexical interference refers to interference when one vocabulary interferes with another vocabulary. It occurs when words are borrowed and changed from one language to sound more natural in another, and lexical interference requires the spelling of one language to change in another.

From the description above, So, lexical meaning is the meaning derived from a basic word. In contrast, grammatical meaning is obtained from words that have received affixation or undergone morphophonemic and compounding processes. Moreover, phonology, or the science of word sounds, is the science of the vocabulary of language sounds and their distribution. Phonology is

the study of language, which studies the sounds of language produced by human speech organs.

C. English as a Foreign Language

EFL stands for English as a Foreign Language. In terms of language functions, learning aims, linguistic environment, and learning methods, "foreign language" and "second language". In his opinion, a foreign language is spoken outside of the country. Adnyayanti. N.L.P.E. (2022).

Learning a foreign language is helpful for tourism, communication with native speakers, reading foreign journals, and other purposes. However, a "second language" is a language that serves the same purpose as the mother tongue. According to Adnyayanti. N.L.P.E. (2022), there are distinctions between "foreign language" and "second language." linguistic intake, linguistic environment, affective elements influencing the learning process, and so on.

As a result, EFL refers to learning English in non-English-speaking nations. EFL is described by Yoko Iwai (2011) as people who learn English in non-English-speaking nations. (e.g.). EFL learners are Japanese citizens who study English in their home country. Languages are valuable advantages worldwide, but globalization makes learning and teaching a second language more difficult. Because English serves as an international communication tool or lingua franca (E.L.F.), teaching English as a foreign language (EFL) must be reviewed.

This requires all the foreign languages in the world, and teachers help students understand different accents and develop the language skills needed to be understood by others. English is a means of communication for foreigners all over the world. With this in mind, teachers must respond appropriately (and in practice) and equip students with the necessary skills to

deal with cultural and linguistic differences. Ningsih.Y. (2021).

Her research highlights EFL communication, and her recent post is an empirical study that examines how to reconcile other concepts with her EFL teacher using her written EFL examples.

D. Lampung Language

Lampung elements consist of uppercase letters, double subletters, and clusters of symbolic consonants, digits, and punctuation marks. The Lampung script is called Ka-ga-nga because it is read and written from left to right. The Lampung language is one of the regional languages still alive in a very language-speaking community, namely the people of Lampung. The Lampung language is a living regional language used in ethnic circles to express feelings and thoughts.

In addition, the Lampung language can also reflect the area's culture, even when communicating with people who ethnically use the local language. Namely,

the use of language. Both the national language and the Indonesian language are determined by conditions that are formal or informal.

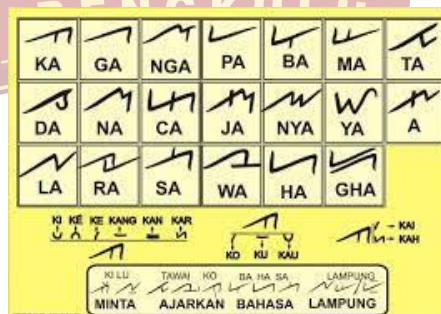
Lampung Province has a motto reads Sang bumi Ruwa Jurai, which means Bumi Lampung is symbolized as a great household experienced by two jural indigenous peoples, namely the customary jural papadum and saibatin. Pepadun and Saibatin are two Lampung community groups with different motives and elements. The papadum people also tend to live in the mainland area. In contrast, the saibatin tend to live in the west coast area (Harimurti, 1978, p. 25). It should also be noted that the Lampung language consists of two main groups, namely (1) dialect 0 and (2) dialect A, namely the language used by the people of North Lampung and Central Lampung and seven villages in South Lampung.

Meanwhile, dialect A is the language people use along the south and eastern coasts. This research is

essential to obtain information about the intensity of use, role, and variations in service caused by differences in social and business situations. Therefore, this research requires sufficient knowledge and information to support language problems related to the Lampung language, which is used as a medium of communication at home, in society, and a school. Laila, 43: (2020).

The Lampung language is used to support Lampung culture, which continues to grow today, for example, with traditional arts and Ect.

Picture 2.1 Alphabet Lampung Language



Lampung characters (Lampung: Had Lampung) are a form of writing that applies in the Lampung area. This writing comes from the Pallawa script (South

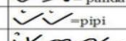
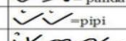
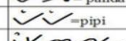
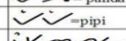
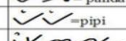
India), which is thought to have entered Sumatra Island during the heyday of the Sriwijaya Kingdom. Lampung script or many people are also familiar with KAGANGAPA. This is because the prefix of this script is preceded by the characters KA, GA, NGA, and PA.

From birth to old age, the Lampung script has been taught. Usually, Lampung language lessons are included in the local content. If we look back at the history of this script, in fact, in IX M, the kings of Sekala Bekhak created the Lampung script, or Had Lampung.

They have had the Pallawa script and Arabic letters influence Lampung. The division of the Lampung script consists of main letters, sub-letters, consonant clusters, symbols, numbers, and punctuation marks. The main letters of the Lampung script consist of ka, ga, nga, pa, ba, ma, ta, da, na, ca, ja, nya, yes, a, la, ra, sa, wa, ha, and gha. Then there are sixteen children in the Lampung

language, each of which has a meaning. As can be seen clearly in the Lampung script image below:

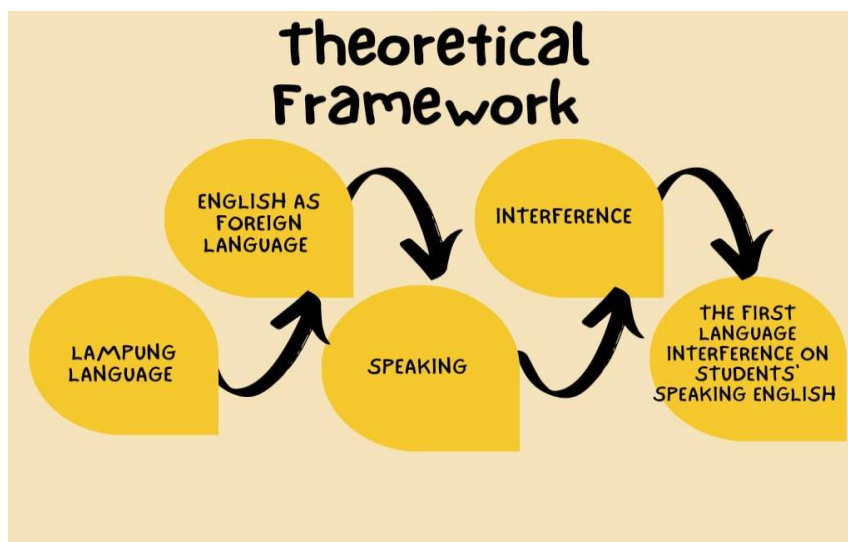
Picture 2.2 Alphabet For Lampung Language Letters

No	Nama	Bunyi	Aksara	Key board	Contoh
1	datas	an	---	A	 = panda
2	ulan	i	---	i	 = pipi
3	ulan	e	---	e	 =menara
4	bicek	e	---	E	 =cabe
5	tekelubang	ang	---	@	 =cabang
6	rejenjung	ar	---	R	 =sabar
7	tekelungau	au	---	W	 =limau
8	bitan	o	---	o	 =bolong
9	bitan	u	---	u	 = busur
10	tekelingai	ai	---	I	 =bangkai
11	keleniah	ah	---	x	 =susah
12	nengen		---	M	 =tutup
13	tanda koma		,	,	 = saya, dia
14	tanda seru		!	!	 = awas !
15	tanda tanya		?	?	 = bisa?
16	tanda titik		.	.	 = sudah.

The Had Lampung genealogy is developed from the scripts of Phoenician, Brahmi Aramaic, Kawi, Kaganga, and Had Lampung. The letters in Had Lampung are Ka, Ga, Nga, Pa, Ba, Ma, Ta, Da, Na, Ca, Ja, Nya, Ya, A, La, Ra, Sa, Wa, Ha, and Gha. Bicek, Uran, Uran, Datasan, Lejunjun, and Tekehor are their names. Bitan, Bitan, and Tekelungau are the names of the characters. Tekeringai, Kerenia, and Negen are the letters next to the letters. (Permata, 2020).

E. Theoretical Framework

The conceptual framework in the research is as follow :



The first language is when you are very small, you start acquire at least one language, perhaps what linguists call your first language, without thinking about it much and with little effort or awareness. The first language needs to improve in speaking. Including when talking English is a foreign language in Indonesian society. Speaking is the verbal use of language for communicating with others. Also, uniquely human actions or processes share and exchange information,

ideas and emotions using spoken language, words fishermen and free.

EFL is very important at school because English is the International language, but teaching EFL has less impact on society because teaching EFL only gets in the schools. Many students are just getting this lesson at school. Only some students take an English course outside of school. Students use English while learning English in the class, but not all students can communicate using English in the class. Outside the classroom, the students rarely use English when communicating with the teacher, friends, and others.

When students speak English, they have problems. Because of the interference of their mother tongue or first language in their speaking have problems when speaking English. So, to overcome this problem, researchers tell students what the solution is. The solution is that students must know the types of interference that often occur when speaking English.

F. Related previous study

There are several studies that have been conducted related to this research.

First, (Ilham,2017) did research titled "*Factors affecting the difficulty of Lampung language speaking skills in class iv at sd negeri one sukamulya using a descriptive-qualitative approach.*" This has long been an issue for students, implying that most students in English programs speak Lampung Dialect A. Internal and external variables cause SD Negeri 1 Sukamulya Dialect A, Class A, and Class IV. The first element is the factor of interest. This is due to a lack of teacher diversity and a lack of topic knowledge by educators. It resulted in a lack of interest among students to study 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 factor 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, environmental factors that prevent using Lampung for family and community communication make learning Lampung difficult, as do stress and accents.

Second, qualitative research was conducted by (Dewi, 2017), "*A study of the variables producing difficulties in learning and listening to English in semester III students of Iain Raden Intan Lampung in the 2016 academic year*". This study is both descriptive and qualitative. This researcher's sample size is 40 people, with 33 women and seven men. The topic is similar because it concerns the native languages' influence on English pronunciation. The researcher picked the Lampung language for this study, which comprises four skills: listening, speaking, writing, and reading. However, many students still need help understanding words or phrases uttered in English. When students struggle to learn to listen to English, they are affected by

various variables. Internal variables and external forces cause these issues; thus, the author.

Third, research was conducted (Intan, 2022) titled "*An analysis of students' eleventh-grade difficulties in comprehending it.*" In addition, the phenomenon of mother tongue interference in English pronunciation was also found in the department of UIN Raden Intan Lampung. 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. 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 targeted 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, she was 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%.

Based on the three studies above, an interference survey was also conducted. In this study, researchers made observations of students of SMAN 1 Lemong Lampung, who are students of Lampung ethnicity who have problems with several English words, speak

English and have pronunciation disorders. The researcher wants to develop previous research that examined one of the ethnic groups in Lampung.

