

**SOURCE LANGUAGE INTERFERENCE OF SPEAKING
SKILL FOR ENGLISH EDUCATION DEPARTMENT
STUDENTS**

By

NUR AFNI MAHIYA USEMAHU



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2020**



**SOURCE LANGUAGE INTERFERENCE OF SPEAKING
SKILL FOR ENGLISH EDUCATION DEPARTMENT
STUDENTS**

AN UNDERGRADUATE THESIS

**Presented to
Faculty of Tarbiyah and Teacher Training
In partial fulfillment of the requirements
for the degree of Sarjana Pendidikan in English Language Education**

**ANTASARI STATE ISLAMIC UNIVERSITY
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION DEPARTMENT
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2020**

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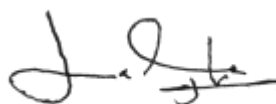
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VALIDATION

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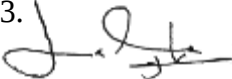
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STATEMENT OF AUTHENTICITY

I, the undersigned, Nur Afni Mahiya Usemahu, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, 11 September 2020

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ABSTRACT

Nur Afni Mahiya Usemahu. 2020. Source Language Interference of Speaking Skill for English Education Department Students. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Dr. Ridha Fadillah, S.Pd, M.Ed, (II) Afifah Linda Sari, SS., M.Pd.

Keywords: Source Language, Language Interference, Speaking Skill

Employing a qualitative research design, this study aims to investigate the source language interference in terms of its type along with its factors in students' speaking skill. The participants included 34 sixth semester students of English Education Department who were determined through purposeful sampling. The data collection process included the participants' responses during the dialogue activity and their answers of three open-ended questions that focused on their experiences regarding with speaking skill in target language. The data were analyzed by preparing the data, reading and understanding the data, coding and classifying the data, interpret its meaning and finally draw conclusion. The findings indicated the occurrence of interference appears in all language components including phonetic, grammatical, lexical, and semantic. This study also reveals that role fulfillment of teacher, language learner's participation, language social environment, target language vocabulary, and language system gap trigger source language interference when students deliver their ideas. In the light of these findings, the study offers several suggestions for teacher, students, and future research in related field.

ABSTRACT

Nur Afni Mahiya Usemahu. 2020. Interferensi Bahasa Sumber dalam Keterampilan Berbicara pada Mahasiswa Jurusan Tadris Bahasa Inggris. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing : (I) Dr. Ridha Fadillah, S.Pd, M.Ed, (II) Afifah Linda Sari, SS., M.Pd.

Keywords: Source Language, Language Interference, Speaking Skill

Dengan menggunakan desain penelitian kualitatif, penelitian ini bertujuan untuk menyelidiki interferensi bahasa sumber ditinjau dari jenisnya beserta faktor-faktornya dalam keterampilan berbicara siswa. Partisipan terdiri dari 34 mahasiswa semester enam jurusan Tadris Bahasa Inggris yang ditentukan melalui *purposive sampling*. Proses pengumpulan data meliputi tanggapan peserta selama kegiatan dialog dan jawaban mereka atas tiga pertanyaan terbuka yang berfokus pada pengalaman mereka berkenaan dengan keterampilan berbicara dalam bahasa target. Analisis data dilakukan dengan menyiapkan data, membaca dan memahami data, mengkodifikasi dan mengelompokkan data, menginterpretasikan maknanya, dan akhirnya menarik kesimpulan. Temuan yang menunjukkan terjadinya interferensi muncul di semua komponen bahasa termasuk fonetik, gramatikal, leksikal, dan semantik. Penelitian ini juga menemukan bahwa pemenuhan peran guru, partisipasi siswa, lingkungan sosial bahasa, kosakata bahasa target, dan perbedaan sistem bahasa memicu gangguan bahasa sumber ketika siswa menyampaikan gagasannya. Berdasarkan temuan ini, penelitian ini menawarkan beberapa saran untuk guru, siswa, dan penelitian di bidang terkait di masa mendatang.

MOTTO

**I will continue to use my 24 hours to the best of my ability,
but I will not compare my accomplishment with anyone else's.**

-Nur Afni Mahiya Usemahu-

DEDICATION

I dedicate this thesis for:

1. My beloved parents, Muhammad Natsir Usemahu and Syachry Banun who always pray for me to give me my best, give me an everlasting love, support me mentally, spiritually, materially during the time of study and the process of making this thesis.
2. My sister, Nur Syachnats Usemahu, thank you for giving me endless support in making this thesis.
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محمد وعلى آله وصحبه أجمعين أما بعد

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6. Finally, the researcher hopes that this research will be useful for the next researchers. The researcher admits that this research paper is not perfect yet. Therefore, the suggestion will be expected to make it better.

Banjarmasin, 11 September 2020



Nur Afni Mahiya Usemahu

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