

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents and discusses the findings of the research. First of all, the researcher would provide the data that is already classified into certain type of interferences which include phonic interference, grammatical interference, lexical interference and semantic interference. According to these types, the researcher has categorized the data specifically regarding with the characteristics of interferences which are already gathered.

A. Findings

The researcher collected all of the data by analyzing the dialogue activity result which has been recorded and transcript into written form. From this process, the researcher found 115 sentences along with 51 words which indicate the occurrence of first language interference. In this research, all of the participants' speaking are interfered by their first language. Furthermore, the researcher also found the factors that effectuate interference while they are speaking.

After conducting the dialogue activity, the researcher interviewed some students and found that the most of the students' source language is Banjarese.

Participants' First Language		Total
Banjarese	Javanese	
33	1	34

**1. The source language interference types found in dialogue activity
by English Education Department Students**

The transcription of participants' responses during the dialogue activity is utilized to identify any source language interferences occurred. The classified and identified sentences and words are organized in the table below:

a. Phonetic Interference

In analyzing phonetic interferences types, the researcher will divide them into several categories. There are two different categories of phonetic interference, including mispronunciation of vowel and mispronunciation of consonant.

Table 4.2 Phonetic Interference	
Classification	Data
Mispronunciation of Consonant	/'ækt,uəli/ /'ɪŋlɪʃ/ /j'ʌŋzɜ:/ /edək'eɪʃən/ /gr'ædəwət /f'æs/ /d,ɪz'aɪd/ /t'ɪŋk/ /s'ʌmtɪŋ/ /'enɪt,ɪŋ/ /'ʌdʒɜ:/ /,ɔlt'ou/ /w'ɪt/ /m'emərəbəl/ /'ænsuer/
Mispronunciation of Vowel	/s'orðɜ:rn/ /k'aʊntri/

/n'oulədʒ/
/s'ouʃəl,ɪzɪŋ/
/'ʌsp,ekt/
/s'ouʃl/
/,ɔrgənəz'eɪʃən/
/esp'eʃli/
/gr'ædʒəwet/
/pref'ɜr/
/k,eɪpəb'ɪlɪti/
/j,unəv'ɜrsɪti/
/d'ɪfɪkəlt/
/pɑrt'ɪsɪpənt/
/'ætɪt,ud/
/op'ɪnjən/
/,ɪntɜrn'æʃənəl/
/k'ɑmən/
/prəʊh'ɪbət/
/s'ɜrteɪn/
/m'emərəbəl/
/s'ɪnjər/
/ɪv'ənt/
/'ɪntɜr/
/l'ɪsən/
/m'outəvetɜr/
/m'edʒɜr/
/v'ɪdeəʊ/
/pr'evɪəs/
/k'ɑledʒ/
/t'ɜrkeɪ/
/dəp'ɑrtmənt/
/ek'ənəmi/
/emb'erəst/
/ɪksp'erɪəns/
/ekspr'es/
/bɪk'əz/
/'aʊkwɜrd/

From the data presented above, there are several target language sounds which do not exist in their source language, including consonants

and vowels. To be more precise, the researcher will analyze it further as follow.

1) Mispronunciation of Consonant

Data : /'ækt,uəli/

Received pronunciation : /'æktʃ,uəli/

Data : /,edək'eɪʃən/

Received pronunciation : /,edʒək'eɪʃən/

In the examples, the students also show tendency to pronounce words regarding with its spelling. Since students source language's word is pronounced as how it is written without any difference, English which has wider range of consonants variety appears as an inconsistency the students have not gotten used to yet. Therefore, the way students pronounce their source language sounds is brought by the students while they deliver their ideas in target language.

2) Mispronunciation of Vowel

Data : /s'orðɜrn/

Received pronunciation : /s'ʌðɜrn/

Data : /k'aɒntri/

Received pronunciation : /k'ʌntri/

In the examples, both first vowel of the words 'southern' and 'country' are supposed to be pronounced as /ʌ/. In this case, the students face some difficulties as the result of incomplete understanding in the variation of English sounds which differs from its written form. As the

result, the spelling words may cause confusion which interferes with their target language's sound production.

b. Grammatical Interference

In analyzing grammatical interference, the researcher will divide them into several categories. There are two different classifications of this interference involving morphological interference and syntactical interference.

1) Morphological Interference

In order to analyze morphological interference types found in this study, the researcher will divide them into several categories. There are eleven different categories of morphological interference as listed below

Table 4.3 Morphological Interference	
Classification	Data
Inappropriate Adverb	... to keep my speaking fluently. I will be stressful
Inappropriate Adjective	It was the first time I become committee and participant, that is so tired. I rare speak in English. I can't speak English good. I learned about responsible. There is no willing in me.
Inappropriate Auxiliary	I have many things that is memorable. It was the first time I speak in English. The major that I chose was PAI and TBI.
Inappropriate Determiner	... make me have much experiences. I already have much vocabularies. I got so much lessons. I have so many list. I join much organizations.
Inappropriate	I just looking for some jobs.

Gerund	<p>I living alone. I watching film. I will looking for job. I will teaching. We just enjoying that conversation. I have a dream to studying abroad. I want to teaching. The dialect of their speaking might make them not confident to speaking. They want to studying abroad.</p>
Inappropriate Noun	<p>It's not too problem.</p>
Inappropriate Plural Noun	<p>English Education Department is the last choices. I watch some YouTube channel.</p>
Inappropriate Pronoun	<p>I think myself still have problem They behavior ...</p>
Inappropriate Singular Noun	<p>Because language learner are ... I choose two major. I don't have many vocabulary. I have two option. So many experience I have. You memorize thousand vocab.</p>
Inappropriate Verb	<p>The dream is disappear. ... to keep practice. If you ask me about my plan after graduate, I want to have a job first. I will accept that propose.</p>
Subject Verb Agreement Error	<p>Everyone want to study abroad. It really help me. Someone want to talk to me. The native speaker use ... The teacher teach us. This intention really take a big role. This thing really influence my accent.</p>

From the data presented above, there are several target language concepts students possibly find confusing, such as part of speech (inappropriate adverb, adjective, auxiliary, determiner, gerund, noun,

pronoun, and verb), singular-plural, and subject-verb agreement. To be more precise, the researcher will analyze it further as follow.

a) Inappropriate Adverb

Data : ... to keep my speaking fluently.

Modified sentence : ... to keep my speaking fluent.

In the example, the adjective 'rare' is inappropriately utilized. As the use of adjective is to modify a noun, it cannot be used to define the verb 'speak'. However, in students' source language, the modification concept of adjective into adverb does not exist. Therefore, it is supposed to be replaced with an adverb of 'rarely' which is more compatible with the rest of the other words in the sentence.

b) Inappropriate Adjective

Data : I rare speak in English.

Modified sentence : I rarely speak in English.

In the example, the adverb of 'fluently' is inappropriately utilized. Since the use of adverb is to modify a verb, it cannot be used to define the gerund 'speaking'. Additionally, the students may find it confusing to pair up certain word to modify particular part of speech according to target language's rules. Therefore, it is supposed to be replaced with a postpositive adjective 'fluent' which is more compatible with the rest of the other words in the sentence.

c) Inappropriate Auxiliary

Data : The majors that I chose was PAI and TBI.

Modified sentence : The majors that I chose were PAI and TBI.

Auxiliary comes in both singular and plural. For instance, 'was' is used for singular subject and 'were' is used for the plural ones. In students' source language, there is no specific auxiliary to differ between singular and plural noun. As a result, they are possibly not familiar to spontaneously pick up appropriate auxiliary. In the example, the subject of the sentence is a plural noun. Thus, the auxiliary 'was' is supposed to be replaced with 'were'.

d) Inappropriate Determiner

Data : I already have much vocabularies.

Modified sentence : I already have many vocabularies.

Data : I have so many motivation.

Modified sentence : I have so much motivation.

In English, there are 'much' and 'many' as determiners. The difference is that 'much' is used for uncountable noun and 'many' is used for countable noun. However, this concept does not exist in students' source language which may turn out to be challenging when they want to pair up certain noun with its suitable determiner. In the first example, 'vocabularies' is a countable noun. Therefore, the more appropriate determiner would be 'many'. Also, the noun in the second sentence is an uncountable noun. Thus, the suitable determiner would be 'much'.

e) Inappropriate Gerund

Data : I watching film.

Modified sentence : I watch film.

Data : They want to studying abroad.

Modified sentence : They want to study abroad.

In English, there is 'gerund' which refers to is a verb with '-ing' tacked to its end and acts as a noun. Furthermore, gerund is used after the main verb of the sentence. Since this concept does not exist in students' source language, it may turn out to be challenging when they want to determine when to use gerund in their sentence. In the first example, the sentence needs a main verb. Therefore, the word 'watching' has to be replaced with the word 'watch' so that the sentence has its main verb. Also, the gerund in the second sentence is inappropriately used as the 'to infinitive' should be followed by present form of verb. Thus, the word 'studying' is supposed to be replaced with the word 'study'.

f) Inappropriate Noun

Data : It's not too problem.

Modified sentence : It's not too problematic.

The word 'too' adds emphasis to an adjective or an adverb. Therefore, it is not appropriate to put a noun after this word. On the other hand, the modification concept of noun into adjective is nowhere to be found among students' source language features. Thus, the word 'problem' is supposed to be replaced with the word 'problematic' which is an adjective.

g) Inappropriate Plural Noun

Data : English Education Department is the last choices.

Modified sentence : English Education Department is the last choice.

The plural noun 'choices' is not compatible with the noun it refers to. The subject of the sentence is singular noun. Therefore, it is not appropriate to use a plural noun to define it. On the contrary, the concept to pair up certain nouns based on singular or plural concept may probably be unfamiliar for the students. Thus, the word 'choices' is supposed to be replaced with the word 'choice' which refers to 'English Education Department'.

h) Inappropriate Pronoun

Data : I think myself still have problem.

Modified sentence : I think I still have problem.

In English, the countable noun should be added with the letter –s to transform it into a plural form. In the examples, the word 'two' indicates that the noun is more than one which means it is a plural noun. On the other hand, the students may unconsciously do not add -s at the end of a noun since the concept to modify a verb based on the number of subject does not exist in their source language principle. Therefore, the word 'option' supposed to be replaced with 'options'.

i) Inappropriate Singular Noun

Data : I have two option.

Modified sentence : I have two options.

In English, the countable noun should be added with the letter –s to transform it into a plural form. In the examples, the word ‘two’ indicates that the noun is more than one which means it is a plural noun. Therefore, the word ‘option’ supposed to be replaced with ‘options’.

j) Inappropriate Verb

Data : ... to keep practice.

Modified sentence : ... to keep practicing.

There is certain rules need to be followed in order to put more verb into the sentence. In the example, both the word 'keep' and 'practice' are the verbs. On the contrary, the students possibly put the verbs in their base form since the concept to modify a verb based on its position in a sentence does not exist in their source language principle. Therefore, the word 'practice' supposed to be replaced with 'practicing' which is a gerund that acts as a noun.

k) Subject Verb Agreement Errors

Data : It really help me.

Modified sentence : It really helps me.

Subjects and verbs must be compatible with one another. For instance, if the subject of the sentence is singular, its verb must also be singular and the same rule applies for the plural ones as well. In the example, the subject is 'it' which is supposed to be followed by a verb with -s at its end. Additionally, the students may find it confusing to match certain verb with particular part of speech according to target

language's rules. Therefore, the word 'help' supposed to be replaced with 'helps' that is compatible with the subject of the sentence.

2) Syntactical Interference

In analyzing syntactical interference which focuses on the words as linguistic elements that are put together to form constituents involving phrases or clauses, the researcher will divide them into several categories as listed below.

Table 4.4 Syntactical Interference	
Classification	Data
Improper Active Sentence	I interest to learn grammar. I still confuse. People can't judge by their title.
Improper Auxiliary	I am not reject any opportunity. It is not really affect me. They are not realize. We are not undergo or go through ...
Improper Preposition	... what's on our mind. ... with using English. I can do my first presentation with using English. I choose English for my major. I decide to study at English Department. I am so proud with myself. I want to go to Belgium from two years ago. The way people will look to us.
Omission of Adjective	English vocabulary is the most factor.
Omission of Auxiliary	... beca the job that given to me. I not wrong I just shock. It not really affect. I think I able. My english very bad. That useful.

	<p>We in another country. When I in college.</p>
Omission of Determiner	<p>English is unique language. I think it is most memorable moment.</p>
Omission of Noun	<p>The most memorable when I'm in college. I choose English Education Department based on my score in my report.</p>
Omission of Preposition	<p>... outside the classroom. ... when I was elementary school. I want go. Listening music. I want to try to work based my ability.</p>
Omission of Pronoun	<p>I don't know to explain it.</p>
Omission of To Infinitive	<p>... how speak in English. My ambition is become rich.</p>
Omission of Verb	<p>I can through that difficult time. It will hard for me.</p>
Unnecessary Auxiliary	<p>... how do we can speak in English. I am still don't know. I do not know why are you think like this. I am really want. I am study in UIN Antasari. It is becomes a habit. That's really influences us. The other language learners around me is really influence me. They are only study.</p>
Unnecessary Preposition	<p>... who always supports to. me I can't meet with my friends. I enter to the English Education Department. I entered to the campus. I'm enjoying in speaking English. The most memorable moment is about Invent.</p>
Unnecessary Verb	<p>I have lack of vocabulary.</p>

From the data presented above, there are several errors of the students' sentence formation. This study revealed the students still inappropriately form an active sentence, employ particular auxiliary and preposition, arrange elements necessary to construct sentence by adding unnecessary words or leave the necessary part behind. To be more precise, the researcher will analyze it further as follow.

a) Improper Active Sentence

Data : I interest to learn grammar.

Modified sentence : I am interested to learn grammar.

In students' source language, the principle is quite simple because they are only required to switch the position of subject and object to form active and passive sentence. In English, when the subject of a sentence performs the verb's action, we say that the sentence is in the active voice. Sentences in the active voice have a strong, direct, and clear tone. On the contrary, a sentence is in the passive voice when the subject is acted on by the verb. The passive voice is always constructed with a conjugated form of to be plus the verb's past participle. Therefore, the word 'interest' supposed to be replaced with 'interested' and also need 'am' as the linking verb to complete the sentence.

b) Improper Auxiliary

Data : They are not realize.

In students' source language feature, the auxiliary is quite simple and do not depend on the subject and object of sentence. In English, there are

several auxiliaries which serve different purposes. For example, 'are' and 'is' are followed by a noun or pronoun, but do and does are followed by a verb. In the example, the word 'realize' is a verb which is not supposed to be used along with are. Therefore, the word 'are' supposed to be replaced with 'do'.

c) Improper Preposition

Data : I am so proud with myself.

Modified sentence : I am so proud of myself.

In students' source language feature, the preposition is less and do not refer to particular idea of sentence. In English, prepositions are tricky words, especially for the students who learn it as a second language. They are common, mostly short and have several uses which can make it difficult to know which preposition to use. In the example, the word 'with' is supposed to be replaced with 'of'.

d) Omission of Adjective

Data : English vocabulary is the most factor.

Modified sentence : English vocabulary is the most influential factor.

In students' source language feature, the adjective's importance is less emphasized to enhance essential idea delivered in a sentence. There are several types of adjectives; one of it is superlative adjective which is used to say that a thing or person stands out the most. When we use a superlative adjective before the noun, it is generally used with 'the'. This is because there's only one specific thing being discussed. In the

example, the word 'most' is supposed to be followed by certain adjective which defined what makes the subject of the sentence stands out for. For instance, the word 'influential' can be added as the adjective which defines the word 'factor'.

e) Omission of Auxiliary

Data : I think I able.

Modified sentence : I think I am able.

In students' source language feature, the auxiliary's importance is less emphasized because the idea delivered in a sentence is possibly clear without it. A linking verb is necessary to connect both subject and adjective. Moreover, it connects the subject with a word that gives information about the subject, either condition or relationship. They do not show any action as they simply link the subject with the rest of the sentence. In the example, the word 'able' comes right after the word 'I'. Therefore, the linking verb 'am' is supposed to be added between these two words.

f) Omission of Determiner

Data : English is unique language.

Modified sentence : English is a unique language.

In students' source language feature, the concept of determiner does not exist as it does not influence the idea's comprehensibility delivered in a sentence. In English, determiners are important to proper sentence structure and comprehension. Determiners are important because they

work to clarify nouns and make a sentence as precise and focused as possible. Many parts of speech, such as articles, demonstratives, quantifiers, and possessives, can act as a determiner. In this case, the word 'a' should come before the adjective 'unique' in order to modify nouns by providing context and specificity to the noun.

g) Omission of Noun

Data : The most memorable when I'm in college.

Modified sentence : The most memorable moment when I'm in college.

In students' source language, the noun in a sentence does not necessarily influence the idea's clarity of a sentence. In English, a sentence needs a noun to act as a proper subject. Hence, a sentence can never be complete without it. In fact, a sentence needs two key elements; there are a subject and a verb. Additionally, the subject and verb must form a complete idea. However, in the example, there is no subject yet as there are only determiner 'the' and superlative adjective 'most memorable' without a noun. Therefore, the word 'moment' can be.

h) Omission of Preposition

Data : I want to try to work based my ability.

Modified sentence : I want to try to work based on my ability.

In students' source language, the preposition's variety is not as wider as the target language's collection. In English, many verbs are commonly followed by certain prepositions. Sometimes, the students may find it hard to decide certain preposition to use with a particular word.

Commonly, different prepositions used with the same word indicate different senses of the word. Thus, the lack of collocation competence potentially is a major cause of collocation errors. In the example, the word 'based' is supposed to be followed by 'on' which is a preposition that is compatible with the rest of the other words in the sentence.

i) Omission of Pronoun

Data : I don't know to explain it.

Modified sentence : I don't know how to explain it.

In students' source language, the pronoun does not necessarily important to form a sentence. In English, there are words that have different part of speech regarding with its use in a sentence. In the example, there is an adverbial phrase which is a group of words that refines the meaning of the verb it follows. Similar to adverbs, adverbial phrases modify other words by explaining an action occurred. In this case, a sentence requires a pronoun to complete the adverbial phrase. Therefore, the word 'how' is supposed to be inserted after the verb 'know'.

j) Omission of To Infinitive

Data : My ambition is become rich.

Modified sentence : My ambition is to become rich.

In students' source language, the rule of adding 'to' before a verb which comes after an auxiliary does not exist. In order to create a verb phrase made up of the particle to and the base form of a verb, the to-infinitive is necessary. Generally, to-infinitive is used to express a

particular purpose. In the example, the verb comes right after the auxiliary. Therefore, the word 'to' needs to be inserted after the word 'is'.

k) Omission of Verb

Data : It will hard for me.

Modified sentence : It will hard for me.

In students' source language, the rule of putting a verb after a modal verb in a sentence does not exist. The main verb is also called the lexical verb or the principal verb. This term refers to the important verb in the sentence, the one that typically shows the action or state of being of the subject. Main verbs can stand alone, or they can be used with a helping verb, also called an auxiliary verb. In the example, the adjective 'hard' comes right after the modal verb. Therefore, the word 'be' is supposed to be inserted after the modal verb 'will'.

l) Unnecessary Auxiliary

Data : I am still don't know.

Modified sentence : I still don't know.

In students' source language, the auxiliary in a sentence does not necessarily influence the idea's clarity of a sentence. On the contrary, English verbs and verb phrases perform certain functions within English grammar. Moreover, auxiliary verbs perform a limited set of grammatical functions. The auxiliary verbs in English include the modal verbs and quasi-modal verbs, the do-operator, perfect have, progressive be, and

passive be. In the example, 'am' is unnecessary and it is supposed to be removed from the sentence.

m) Unnecessary Preposition

Data : I can't meet with my friends.

Modified sentence : I can't meet my friends.

In students' source language, the range of preposition variety is limited. Thus, the students may be confused when they have to choose appropriate preposition according to target language's principles. Sometimes, prepositions are used where they are not necessary. In the example, the verb 'meet' should be used without a preposition. Therefore, the word 'with' is supposed to be eliminated from the sentence.

n) Unnecessary Verb

Data : I have lack of vocabulary.

Modified sentence : I have lack of vocabulary.

In students' source language, the range of verb variety is not very rich. In consequence, the students may find it challenging to choose appropriate preposition based on target language's rule of constructing a sentence. In a sentence two main verbs cannot be put together. In the example, both the word 'have' and 'lack' are the verbs. Therefore, the word 'have' is supposed to be eliminated from the sentence.

c. Lexical Interference

In analyzing lexical interference, the students' word choice errors in their speaking discovered by this study has gathered and will be listed below.

Table 4.5 Lexical Interference	
Classification	Data
Imprecise Word Choice	... that have big effect in my life. Being parade on the street. I am chosen in English Education Department. I think I would be kind of safer between the other country. I want to spend my time to not to press my mind. I will work while go through my family. My parents cut my ambition. One thing that really boosts me ... The number of the Muslim there is quite big. They are not common to speak. I just listen to abroad YouTuber. I very want to be doctor. That is a big experience.

From the data presented above, lexical can be considered as problematic area of target language use of students' speaking skill. To be more precise, the researcher will analyze it further as follow.

Data : The number of the Muslim there is quite big.

Modified sentence : The number of the Muslim there is quite large.

Accurate and native-like word choice in speaking is an important but problematic area of target language use. The students' word choice errors in their speaking can seriously impact the student's overall speaking skill which often resulting in misinterpretation or incomprehensibility. The reader's native or near native sense of "wrongness," even where comprehensibility is not affected, may entail an unfairly negative evaluation of the overall quality of the ideas the students are trying to convey. In the example, 'large' is more appropriate to be used rather than

‘big’. The word ‘large’ is generally used with quantity words, for example, large scale, a large number, a large amount of something, a large proportion, to a very large extent, large volume, large part of something, large area which fits the context better than ‘big’.

d. Semantic Interference

In analyzing lexical interference, the students’ use of source language vocabulary in their speaking discovered by this study has gathered will be listed below.

Table 4.6 Semantic Interference	
Classification	Data
The First Language Vocabulary	Something like, the things kaya unspoken rules. It is really, pokoknya jarang.

From the data presented above, there are several direct utilization of source language vocabularies in the sentences. To be more precise, the researcher will analyze it further as follow.

Data : It is really, pokoknya jarang.

Modified sentence : It is really rare.

It shows the essential part that vocabulary takes when students are trying to express what is inside their minds. In the example, the use of source language vocabulary indicates that word banks enable them to create a proper sentence. In the example, the students have to use their source language vocabularies since they do not manage to come up with target language words.

2. The factors that stimulate the source language interference in the perspective of English Education Department students

After conducting interview with some students, the result of the factors that influence the occurrence of interference can be divided into 5 different cases which involve essential elements take part in students' learning process, there are: teacher, students, language social environment, target language vocabulary, language system of source language and target language. This is obtained based on the results of the analysis and records on the students.

a. Role Fulfillment of Teacher

Since teacher is the person who will be responsible to guide the students and achieve learning objectives, this section will provide students' opinion on their teacher according to their roles. There are several teachers' roles presented in the following table.

Table 4.7 Role Fulfillment of Teacher	
Role	Data
Organizer	Accommodate practice session (x3) Provide specific topic (x2) Present various context to use an expression (x2)
Assessor	Support students' improvement (x3) Correct while highlight students' competence (x1)
Prompter	Encourage students (x7) Be considerate of grammatical errors (x1)
Resource	Possess sufficient knowledge (x4) Suggest alternative of language learning activity (x2)
Teaching Aid	Become a role model (x5) Capable of speaking with proper grammar (x5) Be able to impersonate native speaker's accent (x1)

From the data presented above, there are several roles of teachers which are believed may contribute to minimize the source language interference occurrence. To be more precise, the researcher will analyze it further as follow.

1) Organizer

Seven out of thirty four students claimed that teacher as an organizer contributes to the intensity of source language usage in the classroom. This result indicates that well-organized activity may help students to maximize the students attempt to acquire target language. For instance, conduct an activity where students are only allowed to use target language.

Some of the students stated that when the teacher decides certain topic of discussion, the students are motivated to express their mind and put their lack of confidence aside. Since the students are already experienced, they come to the classroom with useful knowledge. They also already have clear goal to gain the skill to speak English with others.

Furthermore, they already achieved a rather sufficient level of proficiency in their native language. Most of them even declared that they want to speak English as fluent as their own native language. Therefore, speaking about the very same things that they speak about on a daily basis can be very appealing to them.

In addition, students stated that well-prepared materials, exercises, and example will work even better when they are related to the student's

personal recollections. Therefore, it is easier for them to arrange their thoughts and ideas on these topics. The students also point out that the teacher clear instruction motivates them to speak in target language. For instance, giving them the scoring rubric so that they know what aspects they need to concern about.

2) Assessor

Regarding with this particular role of teacher, this study reveals that four out of thirty four students believe that, as an assessor, teacher can reduce their source language interference. As an assessor, the students expect the teacher to give commentaries or compliments about, either pronunciation other aspects which may increase students' awareness of the interference occurrence.

For instance, some students reveal that they have pronounced word incorrectly due to their source language and the teacher's assessment helps them to keep improving. Thus, the most suitable instruction for learners possibly created and an idea about teaching and learning progress can be attained as well. The teacher may also modify the next learning activity to decrease the source language interference.

3) Prompter

Eight out of thirty four students believe that teacher's supports and words of encouragement will be much of help. Furthermore, whenever they feel demotivated, they stated that the teacher pushes them forward. Since students' diversity in the classroom cannot be avoided, the teacher

can reach them better by committing to using different teaching techniques throughout the semester.

In addition, students stated that specific and honest feedback helps them to be brave to perform in front of their classmates. They are motivated that their teacher tells them to speak comfortably without worrying about the grammar or pronunciation. This kind of approach seems to plant the seed of pride within the students. The students admitted that when they are unmotivated either because they experienced failure or other unfortunate event, they gain their spirit back when the teacher helps them see the positives of their studies.

Moreover, student behavior as 'self-confidence, competitive mindset or high achieving attitude towards learning are affected by this growing culture. As a result, teacher has to pay attention to students' concerns over their own speaking skill and its impact to their motivation in learning target language despite of source language interference.

4) Resource

Six out of thirty four students highlight this particular role as well. The students stated that the teacher have so many knowledge so that the students can broaden their horizon with the help of the teacher. Furthermore, they are grateful whenever the teacher tell them new vocabulary, linguistic theory, or even language use in formal and informal context. This suggests that teacher as a resource has a very

important role to play because high-quality teaching rests on teachers understanding of the subjects they are teaching.

Moreover, the students also expect the teacher to know the structure and sequencing of concepts of materials they delivered in their courses. This is because students need to develop factual knowledge which is essential to each subject given to them and as guidance so that they can gain deeper understanding. Education background, communication skills, training experience and knowledge that the teacher possesses can be utilized to create meaningful learning material that is less dependent on the textbook. Therefore, the students are guided to focus more on the practical concept of the subject.

When teachers have good knowledge about particular subject, they tend to have better communication skills in class. These skills will help the students to interact with teachers more effectively and the learning process become more thorough. For instance, the students also stated that the teacher sometimes give them recommendation of movies, English learning application, or even songs that may help students to understand the subject more. It suggests that knowledgeable teachers can make the more interesting and pleasant learning process. Furthermore, it helps students to be more relaxed to absorb the concepts and ideas delivered in the classroom. Hence, students can understand a concept much easier since they get many simple examples and activities they find amusing.

5) Teaching Aid

Eleven out of thirty four students agree that the teacher as a teaching aid plays an important role to avoid the interference of their source language habits when they speak in target language. Therefore, teacher can provide them with various target language input. The students stated that the teacher mostly become the center of the classroom.

While paying attention to the teacher explanation, they are aware that they have been introduced to the vocabulary and concepts of the target language which is necessary for comprehending particular content of the subject. As a result, this process of the new structure or vocabulary internalization makes the students excited about learning how to speak properly.

In addition they also perceive their teacher as a role model. The students also stated that they are inspired because the teacher acts as a model for pronunciation, production and attitude towards the language. Therefore, it increases confidence within the students and promotes communication in the target language. As a teaching aid, the teacher possibly encourages the students to make progress in their learning by providing very supportive learning environment along with more exposure to authentic language use.

b. Language Learner's Participation

Not only teacher who takes responsibility, but students should also take an active role in their learning by understanding that they are

accountable for their own academic success. Student responsibility is demonstrated through the effort to acquire target language which will minimize the occurrence of source language interference. Thus, the researcher will provide language learners' characteristics discovered in this study as follow.

Table 4.8 Language Learner's Participation	
Characteristic	Data
Find more than the information delivered by the teacher.	Watch movies and videos (x4) Listen to music (2x) Discover related theories (x2) Join intensive English learning program (x1)
Try to organize information of the language.	Pay attention to grammar (x3) Analyze friends' speaking performance (x2) Remember each word's pronunciation (x1) Memorize contextual expressions (x1) Look for a word's synonym (x1)
Practice to use the language not only in the class but also outside of the class.	Talk to themselves (x5) Start a conversation with friends (x3) Communicate with native speakers (x1)
Keep trying despite of the mistakes.	Be conscious of speaking errors (x2) Focus to pronounce word carefully (x2) Concentrate on vocabulary suitability (x1) Manage to relax (x1)
Make a routine to learn the language.	Build a language habit (x2)
Manage certain goal	Accomplish specific dream (x7) Intend to improve (x6)

From the data presented above, there are several characteristics of students which are perceived may help to minimize the source language

interference occurrence. To be more precise, the researcher will analyze it further as follow.

1) Find more than the information delivered by the teacher.

Nine out of thirty four students stated that they usually seek more target language knowledge outside of the classroom. Most of them revealed that they learn from the other language learners around them. Moreover, the students also find out that there are a lot of various usage of language components.

For instance, the student watches how native speaker communicates in YouTube videos which differ from what they have learned in the classroom. As the result, not only they understand target language academically, but also its usage in informal situation. Additionally, the students stated that by watching movie, they get many expressions and understand the contexts better.

2) Try to organize information of the language.

Eight out of thirty four students stated that they constantly try to organize information of the target language. For example, they concentrate to listen and observe the pronunciation, the grammar, or the vocabularies when the teacher is giving lecture. Not only acquiring knowledge related to functional area of language or discussion around a pronunciation point from the teacher, the students stated that they also learn a lot from other language learners' performances in the classroom.

In fact, some students stated that they are enjoying the whole process of organizing target language input.

- 3) Practice to use the language not only in the class but also outside of the class.

Nine out of thirty four students claimed that they practice to use the language not only in the class but also outside of the class. Language learners are supposed to try to find any opportunity to speak English whenever they can. Obviously, talking in English, especially with other nationalities and native speakers, will help to build confidence and flex the students' pronunciation muscles.

Furthermore, the students realize that the experience they get in the classroom is very limited so that they have to step up their games by creating their own target language acquisition opportunity. In addition, they can also manage an activity they prefer based on their personality. Some of them tend to talk to themselves in front of the mirror and the rest choose to have conversation with other language learners. Unlike the activity in the classroom where they have to follow the direction of the teacher, they can decide an activity they feel most comfortable with.

- 4) Keep trying despite of the mistakes.

Six out of the thirty four students stated that they are aware of source language interference and keep trying to speak in target language. Knowing their emotions and their needs go hand in hand with the speaking skill development when they know not only their strengths, but

also their weaknesses will help them to learn better. The students also stated when they realized the interferences have occurred, they find it funny and laugh it off. Additionally, this helps them practice to pronounce particular word they are still unfamiliar with.

5) Make a routine to learn the language.

Two out of the thirty four students revealed that they manage to make a routine to learn the target language. For instance, they read books, sing a song, or even talk to themselves. They establish the routine to make themselves work on their target language since they believe that language is a habit. Therefore, they realize that continuous exposure to that language, both passive reading and listening as active speaking and writing, along with the process of internalizing the language involving vocabulary and grammar are necessary.

6) Manage certain goal

Thirteen out of thirty four students choose to manage their goal to maintain their motivation to practice speaking. Thus, they discover the joy of language by using it to communicate. The students are already eager to be able to speak in English for their own reasons. For some students, their goal is communication in business since they want to be an employee of international company. For others, the goal is to communicate during their advanced studies at an English-language university or college because they want to study abroad. Meanwhile, the others want to explore the world and will use English to travel and

connect with people. As the result, they will see that they are accomplishing their goals even as they are learning, and the success and achievement will make them readier to improve their fluency in speaking.

c. Language Social Environment

This section will provide students’ opinion on the influence of their surroundings according to their experiences of learning target language. There are various points of view which will be presented in the following table.

Table 4.9
Language Social Environment
Data
Inspired by other students' speaking skill (x12)
Bothered by uncooperative speaking partner (x5)
Adapted to conducive language environment (x1)
Pressured by other students' rapid improvement (x1)

Nineteen out of thirty four students stated that their language social environment contributes to the automatic transfer of the surface structure of their source language when they are communicating in target language. The students reveal that an aspect that contributes the most is the other language learners around them. Furthermore, they also agree that positive experience from peer interaction is a key to language as well as cognitive and social development which possibly motivates them to enlarge their speaking fluency.

On the other hand, the ability to understand and make oneself understood is a prerequisite for gaining access to peer interaction which is not easy to manage. The students admit that not all of them can be cooperative to have conversation in English because mostly they still have not overcome the fear of making mistakes.

In addition, they sometimes feel that they are judged for being confident when they express their ideas in the target language. These particular opinions the students receive from others, including friends and even teacher plays an impactful role. It can possibly turn into a constant pressure to improve performance that stimulates fears of underperforming and making mistakes. Students may benefit from it since it may help to improve their performance. However, excessive fear may also demotivate students to even try.

Thus, positive experience from peer interaction is a key to language as well as cognitive and social development. In this case, students' self-esteem is also influenced when they perceive the other language learners are more fluent than them. This possibly leads to an assumption that making mistakes will lead to some terrible consequence that cannot be corrected or undone, such as being ridiculed by others.

d. Target Language Vocabulary

This section will provide students' point of view on the impact of target language vocabulary according to their spoken communication

experiences. There are various points of view which will be presented in the following table.

Table 4.10
Target Language Vocabulary
Data
Insufficient word collection (x14)
Awareness of the word's compatibility (x5)
Pressure to respond spontaneously (x2)
Intention to avoid the word's overuse (x1)

Twenty two out of thirty four students stated that their limited range of target language vocabulary often trigger the use of source language and get them stuck in the middle of conversation. In addition, students also admit that the vocabularies they have learned is not utilized very well since they do not manage to practice with those words which ended up forgotten.

Each students have various amount of words that they understand and frequently use. In this study, some of the students also find themselves using the same word repetitively without any variation. The overuse of lower-level vocabulary possibly is the result of failure to acquire more advanced-level vocabulary. This may happen because learners build up more specialized vocabulary related to their own needs and fields of interests, which rarely be academic or occupational.

Furthermore, the students admit that they often just utilize the words whose meaning is similar to the actual idea they have in mind. It indicates that the quantity of the words they learn might not meet their

growing needs. Moreover, they face difficulty to come up with appropriate vocabulary that is suitable with particular context. Thus, sufficient experience might be necessary to bring about substantial gains in language achievement and minimize the source language interference.

e. Language System of Source Language and Target Language

This section will provide students’ perception on the language system of source language and target language in terms of its effect on their process of acquiring speaking skill. There are various points of view which will be presented in the following table.

Table 4.11
Language System of Source Language and Target Language
Data
Consider the targets language feature as a complicated concept (x10)
Assume others may judge their grammatical errors (x3)
Dismiss the language structure's urgency (x2)

Fifteen out of thirty four students believe that grammar takes part in the occurrence of source language interference. The students suggest that language system of their target language differs from their source language. They also point out part of speech in English which is complicated. As a result, comprehending the complexity of word classes’ concept has been a challenging process for the students. In addition, they are also confused of what kind of tense they need to utilize. Despite of the fact that the students already grasped majority of the uses of English tenses, but they are still confused when they need to spontaneously arrange a sentence in spoken communication.

Some of them also added that they are able to deepen their understanding towards target language system overtime as they acquire more and more input and try to produce the language in speaking, but they cannot deny that they unconsciously use their source language pattern. Thus, the difference of both language systems help them to distinguish each of its characteristics, but it does not very helpful when they constantly reminded of their source language system while arranging their thoughts in target language.

B. Discussions

Source language interference occurrence in language learning acquisition is unavoidable. Furthermore, it comes in various forms. As stated by Jendra (2012) and Weinrich in Setiyowati (2008) the interferences are possibly found in all language components, including phonic interference, grammatical interference, lexical interference and semantic interference.

In the current study, the researcher prepared a dialogue activity which Ur (2008) believes may effectively offer students an opportunity to exchange ideas to each other comfortably. Accordingly, the researcher is able to answer the first question this study comes up with which focuses on the student's experiences of the four interference types during the activity.

The most common case is in the field of sound system. To be precise, there are fifteen mispronunciations of consonant and thirty eight

mispronunciations of vowel. Thus, based on Lekova (2009), the contrast between both languages' phonetic structures might be an extra obstacle for students to adopt target language's phonemes.

In the second place, the grammatical field also dominates the list of interferences. In fact, there are eleven cases of morphological interference and fourteen cases of syntactical interferences. Regarding with this type, Suwito in Setiyowati (2008) believe that this is possible since the students need to accommodate both unfamiliar morphological and syntactical structures of target language. Hence, the researcher perceives that the students' potential to determine word transformation and its placement can be advanced by increasing their exposure towards target language.

For the last two types, lexical and semantic, most of the students manage to avoid these interferences. Specifically, there are thirteen lexical interferences and only two semantic interferences. Based on Yusuf in Susanto (2018), the lexical interference happens when the students choose certain word that does not suit the context of sentence and the semantic one deals with the direct use of source language vocabulary. Therefore, this study reveals that most of the students are aware to build up their words collection sufficiency.

The second research question of the study aimed to find out the factors of source language of interference. As the crucial factors for learning success, the researcher highlight a statement by Mohanan et al.

(2012) that an external support from teacher along with students' willingness to learn make meaningful improvement possible to attain.

Additionally, as Thornbury (2005) stated, teacher also has to be aware that speaking requires the process of produce, receive and comprehend the information. Particularly, Brown and Yule in Kurniati et al. (2015) divide speaking skill into vocabulary, grammar, fluency, and pronunciation. In agreement with this opinion, this research shows these components' involvement as the trigger of source language interference.

In order to enable students to minimize the interference possibility, Harmer (2001) mentioned teachers' important roles. This study figures out five roles students find helpful to appropriately progress and sustainably develop their speaking skill from the course program. There are organizer, assessor, prompter, resource, and teaching aid. On the other side, it is essential for the students to recognize their accountability as language learners.

This is supported by Rubin and Thompson in Sykes (2015) who propose characteristics of good language learner. The students in the current study demonstrate their participations in order to improve their behavior and perform better by gathering and storing fundamental language information.

Moreover, this study also points out other factors. First, language social environment, which is defined by Tjohno in Chaer (2003) as everything the students can hear and see throughout the learning process.

In terms of speaking activity experience, students express that other language learners can become either obstacle or motivation to finely enhance their learning process. The second is target language vocabulary. Bhela in Elkilic (2012) believed that the students' abortive manner of collecting vocabularies make it hard for them to retrieve equivalent word while communicating their ideas.

Consequently, adequate amount of vocabulary is necessary to aid students while delivering their opinions. The last is language system. The result of this study corresponds with the statement of Dechert and Ellis in Brogan and Son (2015) that the difference between both languages leads students to confusion. In addition, many of them have a hard time to overcome this barrier. To conclude, there are many possibilities of source language interference and taking these factors into consideration may increase the students' potentials to tackle the language and communication gap.