# CHAPTER I

# INTRODUCTION

## 1.1 Background of the Study

English is one of the famous languages which human use to communicate with other country especially in the globalization era (4.0), we cannot be separated from English because English is needed for the international business and become the international language. As the international language, English is often used in official meeting, international seminar, interview test, entertainment, and the other field. The reason why English become the international language is because English is more specific and easy to practice than another language. According to Carmen (2010:1) defined that English is a universal language and it is understood all over the world.

Nowadays, English become the necessity and all the people need to be able to speak in English. One of the interesting things about the English as the global language is English is the common language, so the people who are not English speaking countries can communicate with the people who do speak in English because English is one way to talk to the people when they are from abroad. There are four skills in English that are listening, speaking, reading, and writing.

Speaking is one of the most important skills in English which we want to be master. It is an important skill because speaking is symbol of words that usually conveying by someone through communication and also in speaking someone is able to say what she or he wants to express such as an idea, perception, knowledge, and experiences when they talks to one another.

In this research the writer focuses on the form of speaking that is dialogue and the aspect of the speaking that will be analyzed by the writer in this research is vocabulary.

Indonesia is one of the largest islands in the world. Indonesia also said as Bhinneka Tunggal Ika (different but united) which consists of various ethnics, tradition, culture, race, and every culture has the different background and traditional language. According to KBBI the words in Bahasa Indonesia attain until 127.036 words and meaning. The people who use Indonesian reach approximately 300 million.

As the first language, Bahasa Indonesia is the unique language and as the part of Indonesian we must proud of that. The uniqueness of Indonesia, such as: 1) Bahasa Indonesia is historical per perspective. We never realize that Bahasa Indonesia is born form Malay. 2) Indonesian is the rich language which the words can be developed, in other words from one word becoming one phrase or clause. E.g: *Aman* it could be */Keamanan/ /Pengamanan/ /Mengamankan/ /Kenyamanan/. Beda* it could be */perbedaan/ /kebedaan/ /pembedaan/ /membedakan/ /terbeda/ /bedanya/ /beda/ /bedakan/ /berbeda/* and so on.

Every human cannot live independently because they are usually interacted with internal ethnics and also external ethnics. In Indonesia the people will use traditional language when they are interact with their internal ethnics while to interact with external ethnics they are tend to use Bahasa Indonesia as the national language. While, the English also is often found in Indonesia when it is conducted in the International Seminar, works Interview, and the common one in the millennial generation, X generation, until Z generation usually enter their words

with English without realize that when they are doing communication. Basically, they are too often added it in their daily conversation. For e.g: *1) Guys kita shopping yok ke* mall. *2) Nanti malam kita nongkrong ya di* Cafe. *3) Minggu depan kita* travelling *ya ke Sibayak, and other field.*

The systematic study of human language called as linguistics. According to Fromkin (2000:3) stated that linguistics is the scientific study of human language. Linguist is a scientist who investigates human language in all its facets, structure, use, history, and place in society. Linguistics knowledge is usually called as grammar. Linguistic is revealing the nature of grammar and represent the speakers' knowledge about their language. It can be conclude that linguistics is talk about how the human use the language in daily communication. Branch of linguistics are phonetics, phonology, morphology, syntax, semantics, and pragmatics. In addition, the writer will discuss about semantics.

Semantics is the study of meaning and how languages are organized and express the meaning. The knowledge of semantics is the study meaning of words relation. The theory of semantic basically is appeared by the unit of lexical that form in the sentence. The meaning of relation usually talks about synonym, antonym, homonym, homophone, and homograph. Based on that theory, the writer conclude that semantic is the real meaning of the words.

As the social human of course we are doing communication with our community and colleague but sometimes we do not realize when we speak up with them we combined one language into another language. When the people practice used two languages directly it called as bilingualism. Bilingualism is the phenomenon of speaking and understanding two or more languages or the ability

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of an individual or the members of a community to use two languages effectively. Multilingualism is someone who can speak more than two or more languages, either actively (through speaking, writing, and signing) or passively (through speaking, writing, and perceiving) children acquire two languages in this way are called simultaneous bilinguals.

Eventually, language contact cannot be separated from our lives. When the people are able to use two or more languages, it can be said to be in contact and it is used by the one person, in other words it called as code mixing. According to Thomason (2001:1) defined that language contact is the use of more than one language in the same place at the same time.

Definitely, the effect of language contact which occured in language is namely interference. Interference is hindering, obstructing, or the process of interfered the language. According to Lekova (2010:321) revealed that interference is explicit in cases when learners make mistakes in oral and written foreign language expression transferring language habits from the native to the foreign language and thus they ignore the norms of foreign speech. There are three types of language interference such as: phonic interference, grammatical interference, and lexical interference.

Specifically interference occurred in one language especially for society those are use bilingual and multilingual. Usually interference occur in oral speech (Speaking) but it does not mean that interference not occur in written (writing). In this case, interference occur in oral form if the speaker who are bilingual use the language directly in oral, vice versa if somebody use the language in written test so interference occured in written form. For the clear explanation it can be seen as

the example here: *1) Bus merupakan kendaraan besar dan memiliki roda yang biasanya digunakan untuk mengangkut orang atau penumpang. Bus ini memiliki body yang panjang. 2) Di kota Solo terdapat suatu festival tahunan yang disebut Sekaten. Sekaten digelar di alun-alun Keraten Solo. 3) Biasanya, barang-barang yang dijual di pasar modern memiliki kualitas yang tinggi.*

Lexical interference can be occurred in some forms such in basic word, word group level or phrase also occured because of the literal translation of lexicon. Talking about Lexical, lexical is refers to meaning of vocabulary. Related to these one, the writer is interested to find out the lexical interference between first language (Bahasa Indonesia) and English, because the writer often found in conversation or some sentence in Bahasa Indonesia which supported in English as the examples above. In this case, if the sentence occurred in Bahasa Indonesia, the English which come in the sentence will interfered and replace the real word of Bahasa Indonesia. Therefore, the writer take the title of this research is The Lexical Interference of English into Bahasa Indonesia Students' on Speaking Dialogue.

## 1.2 The Problem of the Study

Based on the background of the study which had discussed above, here some problems as the new perspective for the writer to find out the research problem as follow:

1. What are the types of lexical interferences of English into Bahasa Indonesia made by the students of the fourth semester at English Department in Nommensen HKBP University Medan?

2. What types of the lexical interference of English into Bahasa Indonesia most dominant on speaking dialogue made by the students of the fourth semester at English Department in Nommensen HKBP University Medan?

## 1.3 The Objective of the study

Related to the problem of the study above, the purpose of research as follows:

1. To find out the types of lexical interference.

2. To find out the most dominant types of lexical interference between English and Bahasa Indonesia which made by the fourth semester at English Department in Nommensen HKBP University Medan.

## 1.4 The Scope of the Study

Related to the background and problem of the study which the writer got, in this research the writer will be give explanation about the theory of language interference. There are three types of language interference, such as: phonic interference, grammatical interference, and lexical interference. Here the writer focuses on Lexical interference. The object of this research is the students of the fourth semester in Nommensen HKBP University Medan in the academic years 2020/2021. The research will be done for the students who study in English department as the learners of foreign language (L2). For the research process will be done during two weeks appropriate of schedule English teaching.

## 1.5 The Significance of the Study

There are two kinds of significances in scientific study, namely theoretically and practically. This research is expected that the result is useful for:

1.5.1 Theoretically

This research will give the source to know the lexical interference between first language (Bahasa Indonesia) and English. In addition there is a new consideration of the students who took the English as their major, they will know that same word, phrase, utterance which they are usually used in their daily conversation without realize that. That will be the new understanding for them that the lexical without borrowing from the real language will be affected or lose the real meaning of the vocabulary in first language (Bahasa Indonesia).

1.5.2 Practically

The result of this research will give the valuable to the teacher and the lecturer when they are teaching their students. In learning process the teacher and the lecturer can share the knowledge to the students that language is unique. Such as to mix the language both of two languages is fine but if it is real as the borrowing words or absorb from the foreign language, because it can increase the vocabulary in many language as long as they able to receive. The result will make the people become the modern people.

# CHAPTER II

# REVIEW OF LITERATURE

## 2.1 Theoretical Framework

This chapter presents a review of related literature and explanation of the research. In conducting study, theories are important and needed to explain some concepts or terms use in the study to explain theoretically. In the following parts, the theoretical elaboration used in the terms is presents. Some references will be explains in order below to keep it coherence to avoid misunderstanding and misperception.

## 2.2 Teaching English as a Foreign Language

In the era of globalization (4.0) it is necessary to learn the foreign languages especially international languages. One of the international languages is English. English as the international language are important to be learned by foreigner. Some reasons the foreign would learn English because English to important for international communication, travel, study abroad and other reasons.

Delahunty and Garvey (2010:5) explained that language a system that connects thoughts, which cannot be heard, seen, or touched with sound, letter, manual signs, or tactile symbols which can. Language is central to education it is means by which educational contents is communicates, it is an object of study, it is an object to beliefs that are important in education, it is a key elements of students' identities, it poses the potential problem in education, largely because of the beliefs we have about it, and it is valuable resource for those who know how

to  use of it. Language is a means of education in that it is the primary medium of communication between students and teachers and between students and textbooks.

Many people believe that some forms of English are good and others bad, that some language are beautiful and others ugly, that some languages is limited in what they can express when they compared to languages such as English, that people who speak certain varieties is educated, perhaps stupid, and unworthy of certain types of work. Besides of the Delahunty and Garvey explanation, Harmer (2007:11) states that many people learn English because they think it will useful in some way for international communication and travel. The purpose students have an effect on what it is they want and need to learn and as a result will influence what they are taught. English as a foreign language tend to be learning so that they can use English when travelling or to communicate with other people, from whatever country, who also speak English. There are four skill in English such listening, speaking, reading, and writing.

## 2.3 Speaking

Speaking is the first skill of English. Richard (2006:193) stated that speaking is the most frequent used by human being as daily means of communicating to share opinion and ideas with other persons. Of course in human daily we cannot separate with the speaking especially in communication and interaction. Collie and Slater (2005:8) revealed that speaking is about express their idea, speaking will encourage the development of fluency in spoken English. Speaking fluently, of course, involves speaking easily and appropriately with others but it carries a further assumption in simple term. Through speaking the

people or the students could share their idea, perception, knowledge, and experiences and make the audiences or the listener interest for what they are talks about. Likewise, through speaking they are could share the information and their feeling to one another. In other words there is a communication between the speaker and the listener.

### 2.3.1 Types of Speaking

According to Brown (2001:250) revealed that there are two types of spoken language as follows:

1. Monologue

Brown states that monologue is the speaking where one speaker uses spoken language for any length of time such us in speeches, lectures, readings, news broadcast, and the like the listener have to process the information without interruption and the speech will go on whether or not the listener comprehends what the speakers means. Monologue will be divided into two types that are planned monologue and unplanned monologue. Planned monologue is the person who speaks use monologue has prepared a note or text to her or him to speak fluently. Unplanned monologue is the person who speaks in monologue does not use any notes or texts. In other words, all words spoken emerge from the speaker's mind naturally and spontaneously.

2. Dialogue

The meaning of dialogue is the oral language involves two or more people or speakers it in. Brown states that dialogue is it involves two or more speakers and subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey propositional or factual information

(transactional). Based on the statement above dialogue will be divided into two types that are interpersonal dialogue and transactional dialogue. Interpersonal dialogues are conversation and small talk. Interpersonal dialogue is functioning to promote social relationship meanwhile transactional are giving and obtaining goods or services like to ask the help for someone to gives the direction how to save the money at the bank.

In this research the writer focused on the dialogue and that is interpersonal dialogue because it is suitable with the purpose of the writer to found and analyze the interferences of the students English when they are talk in Indonesian language in experiencing real atmosphere of daily speaking in society.

## 2.3.2 Aspect of Speaking

Speaking will be divided into two types based on the achievement good speaking and bad speaking. Speaking will be said as good or bad based on the aspect of speaking. There are five aspects of speaking according to Hormaililis (2003:6) as follows:

1. Vocabulary

Vocabulary is the words use in language. We cannot speak at all without vocabulary. Vocabulary also is of the extreme aspects that support speaking activity. It deals with the right and appropriate words.

2. Grammar

Communication in speaking runs smoothly if its grammar understood. Therefore, speakers must aware of the grammar that they use in speaking. Grammar is a rule system in a language and grammar is a system of units and

pattern of language. In other words grammar is the rule by which we put together meaningful and part of words of a language to communicate message that are comprehensible.

3. Fluency

Speaking is activity of reproducing words orally. It means that, there is a process of exchanging ideas between a speaker and listener. Therefore, it is important to have fluency as having the skill of other components of speaking. Longman in Hormaililis (2003:17) stated that the fluency is the quality or condition of being fluent. It is skill to use the language spontaneously and confidently and without undue pauses and hesitation.

4. Pronunciation

Pronunciation is the production of speech sound for communication and it is very important in communication. Kelly (2000:1) said that to use the stress and the intonation inaccurately can cause the problem.

5. Comprehension

Comprehension is the ability of understanding the speaker's intention and general meaning good comprehension refers to good understanding. If someone language understanding is good, it will be affected the speaking ability.

## 2.4 Linguistics

Linguistics is the scientific study of human language, as such it is comprised the study of the structure and development of a particular language and it is relationship to other language, the connection between language and mind, language and social, language interaction, the relation between language and society and other fields. According to Mattews (1997:2) in The New Oxford

Dictionary of English (2003) defined that linguistics is the scientific study of language and it is structure, including the study of grammar, syntax, and phonetics. Specific branches of linguistics include sociolinguistics, dialectology, psycholinguistics, computational linguistics, comparative linguistics, and structural linguistics.

According to Kracht (2007:4) stated that in linguistics, language signs are constituted of four different levels, not just two: phonology, morphology, syntax, and semantics. Semantics deals with the meanings (what is classified), while the other three are all concerned with the exponent. Based on the definition of the experts above, the writer conclude that, linguistic is the study of how the human to use the language in communication in their life.

**2.5 Semantics**

Semantics is the study of meaning. According to Kreidler (1998:3) explained that semantics is the systematic study of meaning, and linguistic semantics is the study of how languages organize and express the meaning. Griffiths (2006:1) revealed that semantics is the study of "toolkit" for meaning: knowledge encoded in the vocabulary of the language and its patterns for building more elaborate meanings, up to the level of sentence meanings. Saeed (2003:25) defined that semantics is the study meaning of communicated through language and also semantics is the study of the meanings of words and sentence. Generally there are eight kinds of semantics such us:

1. Behavioral Semantics

2. Descriptive Semantics

3. Generative Semantics

4. Grammatical Semantics

5. Historical Semantics

6. Logic Semantics

7. Structural Semantics

8. Lexical Semantics

Based on the title of this research, the writer focused on the lexical and it is refers to the meaning of the literal words.

## 2.6 Sociolinguistics

As the social human, people need to communicate and talk each other with their society, to build the relation with others the people tend to keep their language behavior, attitude, weather, and the most important is establishing and maintaining the relationship with other people. The branch of science which learn about the language and society, language and social, language and context, language interaction, language ethnic, and language and contact is sociolinguistics. Trudgill (2000:21) asserted that sociolinguistics is the part of linguistics which is concerned with language as a social and cultural phenomenon. It investigates the field of language and society has close connection with the social sciences, especially social psychology, anthropology, human geography, and sociology.

In addition, Because of sociolinguistics is as the part of language study, it cannot be separated from the power of words. By knowing the words, it can contribute in knowing how typical of words are culturally determined. Take the example of words *posh* in British English indicating the high of social status of

someone in social interaction activity. Therefore, the highest of social status of someone has become the independent variable which affect how person typically speak in communication.

From the explanation above, there is co-relation between language and sociolinguistic. In sociolinguistic, it became the branches of linguistic because it contributes knowing the phenomenon between language and social interaction. Above all, sociolinguistics needed vocabulary as supporting elements to know the basic behavior of human communication especially in social activity.

**2.7 Bilingualism**

Exactly, there are many countries and many languages in this earth. The impact of the many languages that is available is one person could be mastering more than one language. The ability to speak one or more languages called as bilingualism, and the person who involved called as bilingual. According to Hoffmann (1991:3) bilingualism arises as a result of contact. Whether is spreads throughout the community and is maintained depends on whether the conditions for its development are right. These, in turn are determined by individual and group attitudes towards (1) language is involved and (2) bilingualism itself.

An examination of bilingualism involves looking at the many factors that contribute to it is development, maintenance and loss, and at the different ways in which individuals or communities respond to the linguistic challenges they encounter. Bilingualism and multilingualism are not static conditions. According to Weinreich (1968:73) state that bilingualism is one language or the ability to switch at will from one language to the other are the only ways in which this

switching center can function or be disturbed. Bilingualism is subject to interference of association.

Philosopher Appel and Muysken (2005:1) said that, generally, two types of bilingualism are distinguished: societal and individual bilingualism. Roughly speaking, societal bilingualism occurs when in a given society two or more languages are speak, bilingual individuals take care of the necessary intergroup communication. Related to this declaration, the dimension of bilingualism Valdes in Baker (2001:3) suggest that bilinguals are classified by:

1. Age (simultaneous/sequential/late)

2. Ability (incipient/receptive/productive)

3. Balance of two languages

4. Development (ascendant-second language is developing, recessive-one language is decreasing)

5. Context where each language is acquired and used.

Weinreich (1968:73) explains that there are at least two characteristics of a bilingual person which predispose him to specific modes of behavior as an agent of language contact even before the actual speech situation arises. (1) Aptitude for speak more than one language and they are called as bilingual. (2) Bilingualism will lead to interference and language integration. Here, the writer focuses on the language interference.

## 2.8 Language Contact

According to Weinreich (1968:1) stated that two or more languages will be said to be in contact if they are used alternately by the same persons. The person of alternately using two languages called as bilingualism, and the person

involved bilingual. Based on that statement, if the person able to speak more than one language they are bilingual. When the people able to speak in two languages directly, it will be interfered the source language (L1). As the results of language contact, will be referred to as interference phenomena.

Related to the Weinreich statement, Siemund and Kintana (2008:3) clarify that we know that languages can influence one another in a situation of contact, but predicting the outcome of a language contact situation remains an immensely challenging task. Current interest in language contact research has clearly shifted from the analysis of individual situations of language to a systematic comparison of and across language contact situations, perhaps seriously starting in 1953 with Weinreich's seminal monograph, which is still widely quoted. Language contact by necessity has to occur in the heads of the speaker involved and hence a summary of the major factors determining contact induced language change cannot be complete without at least briefly addressing the complex topic of language acquisition.

The writer concluded that if the two languages or more are used periodically by the same speaker, it will be said that language into language contact. In other word, the experts of language usually also said that it called as code mixing, because in this case, there is just one person that talk to the people but in two languages consecutively. In language contact occur the language influence each other. As a result, occurred the language interference both orally and                                                                                                              written.

## 2.9 Language Interference

Furthermore, the impact of the speech of bilinguals which use more than one languages occur which called as interference. According to Weinreich (1968:1) the term of interference implies the rearrangement of pattern that result from the introduction of foreign elements into the more highly structured domains of language, such as the bulk of the phonetic system, a large part of the morphology and syntax, and some areas of the vocabulary. There are two phases of interference should be distinguished. In speech, it occurred a new in the utterances of the bilingual speaker as a result of his personal knowledge of the other tongue. In language, we find interference phenomena which having frequently occurred in the speech of bilinguals, has become habitual and established.

Likewise, one of the cause language interference occur is the present of mixed language. According to Siemund and Kintana (2008:22) illustrated that a mixed language is one which reflects, historically, either the combination of different major components from different historical sources, or the combination of different major parts of major components (lexicon, morphology, and syntactic structure).

Mahmud in his journal (2017:58) stated that generally, interference takes place in the using of second or foreign language where the native language distracted the target language (TL). English and Arabic which are famous with their vocabularies (after words are completed with affixes), interference cannot be separated from their development. Interference from one language to target

language is something that cannot be denied. Hence, interference cannot also be put away from the speaker attitude and aptitude.

Alwasilah (1985:131) defined interference based on Hartman and Stonk formulate that interference is an error caused by a tendency of using certain language utterances to another language that cover pronunciation, structure, and vocabularies. Chaer (1998:159) clarified that interference term was firstly introduced by Weinreich to state a systemized change of certain language as a condition the mentioned language interacted to elements of certain language outside the understanding of other language.

For added, Jendra (1991:105) stated that interference is deliberated infiltration of native to second or foreign language. According to Carl James in Brahim (1995) in Rahayu (2012:67) *menyatakan bahwa teori interferensi meramalkan jika seorang pembelajar bahasa kedua atau target memproduksi bahasa kedua yang belum sepenuhnya dikuasai, dia cenderung membuat kesalahan.* (in English) states that interference theory predicts if a second language learner or target produces a second language that is not fully mastered, he/she is lean to make the mistakes. Chaer dan Agustina (1995:159) *mengemukakan bahwa interferensi adalah perisitiwa penyimpangan norma dari salah satu bahasa atau lebih.* (in English) suggested that interference is an event of deviating the norm from one or more languages. As the example of the theory in Bahasa Indonesia we can see as follows:

| Bahasa Indonesia | Bahasa Inggris yang Salah | Bahasa Inggris yang Benar |
|---|---|---|
| *Clare sangat suka bakso.* | *Clare very like meatball. | *Clare like meatball |

| | | very much |
|---|---|---|
| *Mereka hidup dengan bahagia.* | * They live with happy. | *They are live happily. |
| *Kita menghadiri seminar itu.* | *We came to seminar. | *We are come to the seminar. |

Based on the examples above, explained that the people who has first languages are brought the grammatical of their bahasa when they are use second language (English), so it is show to us that the first language influence the target language. From the explanation above the writer concludes that the interference Can be from the recipient language into the target language or the vice versa interference from the target language into the recipient language.

There are some causes why interference occurred as follows: a) the bilingualism of the speech participants. b) The thinness of the recipient's language user loyalty. c) Inadequate vocabulary of the recipient language. d) The disappearance of words that are rarely used. e) The need for synonyms. f) The Prestige of the source language and style of language. g) Carrying habits in mother tongue. Related to all the definition of the experts about the interference, Weinreich divided the interference into three types that is phonic interference, grammatical interference, and lexical interference.

1. Phonic Interference

Interference arises when a bilingual identifies a phoneme of the secondary system with one in the primary system, and in reproducing it, subjects it to the phonetic rules of the primary language. Phenomena in the phonic interference

were described traditionally under the heading of sound substitution. With the development of phonemic theory, investigators advanced from a more description of the "mispronounced" sounds to the search for exact and verifiable causes of mispronunciation inherent in the speakers' primary system.

Since the actual sound produced by the bilingual lie, as it were in the structural no man's land between two phonemic systems, their interpretation in functional, phonemic term is subject to special difficulties. According to Yusuf (1994:71) state that phonic interference occurred when a language user uses certain vocal or sounds (as dialect or accents) of his native in producing words of target language. So, it can be concluded that phonic interference is the similarity in the sound or pronunciation, but different in the spelling and meaning. In the others definition, usually called as homonym.

2. Grammatical Interference

The grammatical interference of two languages is impenetrable to each other. According to a contemporary restatement, there is no limit in principle to the influence which one morphological system may have upon another. Nowadays, there is little uniformity in the drawing of lines between morphology and syntax, grammar and lexicon. But this need not be an obstacle to a systematic analysis of grammatical interference. The main requirement is that in a given contact situation, both language be described in the same terms.

According to Yusuf (1994:71) defined that this feature takes place when an Indonesian English learner identifies morpheme or structure of his native into target language. Most of Indonesian will put their ethnic style of language when they are make sentences. We also are often found it in our daily when we are

doing interaction and communication with others. Mostly, they are people who are used traditional languages. That sense is clearly appeared.

3. Lexical Interference

The mechanism of lexical interference (1) in the case of simple (not-compound) lexical elements, the most common types of interference is the outright transfer of the phonemic sequence from one language to another. "simple" in this connection must be defined from the point of view of the bilinguals who perform the transfer, rather than that of the descriptive linguist. Accordingly, the category of "simple" words also includes compounds that are transferred in an un-analyzed form. (2) The major types of interference involved the extension of the use of an indigenous word of influenced language in conformity with a foreign model.

Since lexical interference has been particularly well studied among genetically or culturally related languages, a great many cases could be discovered where the expressions in the two languages in contact were already similar before the units of content were brought into alignment. Here the writer focused on lexical interference.

**2.9.1 Lexical Interference**

Vannestal (2009) in Bader (2017:66) explains that interference is the contact which takes place between a native (L1) and foreign language (L2). This interference may cause deviation in the target language like syntactic, grammatical, lexical, or pragmatic which the most frequent cause of interference. Lexical interference occurs mainly because of literal translation of lexicons.

Thorovsky (2009:1) defined that lexical interference is the interference that occur because a word has similar form in the two languages (source language and target language) but their meaning is not always the same, in other words, a word cannot be translated by sound. Irma (2018:5) clarified that lexical interference e occurred when a bilingual in a speech event enters a lexical first language into a second language.

Weinreich in Pujiono (2017:216) defined that, there are three types of interference are possible as follows:

1. The borrowing words move directly to the borrowing language without any change in sound system, it called as neologisms. Neologism is a newly term, word, or phrase that may be in the process of entering common use but has not yet been accepted into mainstream language.

    Example: *kamu review kembali laporan yang kemarin!* Review-*memeriksa kembali.* So, based on the example it will be conclude that the words of <u>*memeriksa kembali*</u> had replaced by review.

    As we know that review still not yet been accepted in Indonesia language (Bahasa Indonesia) but the people usually tend to use it. As the result, the words memeriksa kembali lose the posisition in bahasa and replacement by review.

2. The vocabulary of the borrowing language experiences expansion use affected by the foreign words which become it is model, it called as calques. Calque is a word borrowed from another language by a literal, word for word or root for root translations.

    Example:

| English | Bahasa Indonesia |
|---|---|
| Sorry | Maaf |
| Thanks | Terima Kasih |
| Stop | Berhenti |
| Save | Menyimpan |
| On the way | Sedang di jalan |

These word or phrase already apart in Indonesia language (Bahasa Indonesia), even the second language (English) but Indonesia already dependence to that words in daily.

3. The words taken experiences the change of sound according to the sound system of the language that receives it without any changes in meaning, it called as borrowing. Borrowing is a word borrowed from a donor language and incorporated into a recipient language.

Example:

| English | Bahasa Indonesia |
|---|---|
| Communication | Komunikasi |
| Tradition | Tradisi |
| Condition | Kondisi |
| Variation | Variasi |
| Management | Manajemen |
| Activity | Aktivitas |

| Strategy | *Strategi* |
|----------|-----------|
| Interaction | *Interaksi* |
| Location | *Lokasi* |
| Favorite | *Favorit* |
| Target | *Target* |

## 2.10 Previous Research

To strengthen this study, the writer put some research related to this topic as the references conducting and supporting this study. First is from researcher Pujiono Journal (2017) *The Lexical Interference of Bataknese language into Japanese Language amongst Students in Universitas Sumatera Utara.* The similarity is that the research focused on to find out the lexical interference between two languages. The difference in this research is that Pujiono research is in Bataknese into Japanese, while the writer research is in English into first language (Bahasa Indonesia). His research will be the source for the writer to get the data of this research.

Second, Masulah Lufti Thesis (2017) *An Analysis of First Language Interference Towards Students' Mastery of English as Foreign Language at Diponegoro Vocational High School Salatiga.* The similarity of this research is focused on language interference first language into English. The difference in this research is the object of study of Lufti research is in vocational school, while the writer research is in fourth semester. Also, Lufti research is general study of all types of language interference such as, phonic interference, grammatical interference, and lexical interference. While, the writer just focused in lexical

interference. Her research will help the writer to find the references of study to support the writer research.

Third, Bader Journal (2017) *Lexical and Grammatical Interference in the Translation of Written Texts from Arabic into English.* The similarity of his research with this research is to find out the lexical interference from the texts. While, the differences between his research with the writer research are his research is taken from Arabic into English, while the writer research is from English into first language. Then, his research also find out the students' error of the written translation texts and his research is focused in lexical and grammatical interference while this research just focused on lexical. Bader journal became the sources for the writer to find some references to support the writer study. This previous research will help and as the references for the writer to do this research.

Fourth, the journal of Anik Cahyaning Rahayu (2012) *Teori Transfer dan Teori Interferensi dalam Pemerolehan Bahasa Kedua atau Bahasa Target*. This journal is discussed about the theory transfer and interference from the first language (Bahasa Indonesia) when they are learned the foreign language or the second language (English). Here also discussed where the learner of first language (Bahasa Indonesia) inclined the grammatical of their Bahasa Indonesia into grammatical in second language (English) and this is called as the negative transfer or interference. This journal became the reference to the writer to found the theory of interference in first language or Bahasa Indonesia.

## 2.11 Conceptual Framework

In this research, the writer began from explanation about teaching English as a foreign language (L2) where this study will be done for the students at the fourth semester at English department. As we know that there are four skills in English such as: listening, speaking, reading, and writing. So, the writer choosed and focused on the speaking skill and in a specific is dialogue. After that the writer will go on to explanation of the linguistics. Linguistics is the systematic study of human language. The branching of linguistics are: psycholinguistic, sociolinguistic, Phonology, Morphology, Semantic, and Pragmatic.

Here the writer focused on sociolinguistics. Sociolinguistic is the study of social language. After the writer explains the sociolinguistic, the writer continues to the language contact. Language contact occurred because of the bilingualism, when the people able to speak in two language, it will be interfered the source or target language, in other words it call as language interference. There three types of language interference such as: Phonic Interference, Grammatical Interference, and Lexical Interference. Based on that one the writer focused on the lexical interference, where there are three types of lexical interference that is: neologisms, calques, and borrowing. It will be seen as following below.
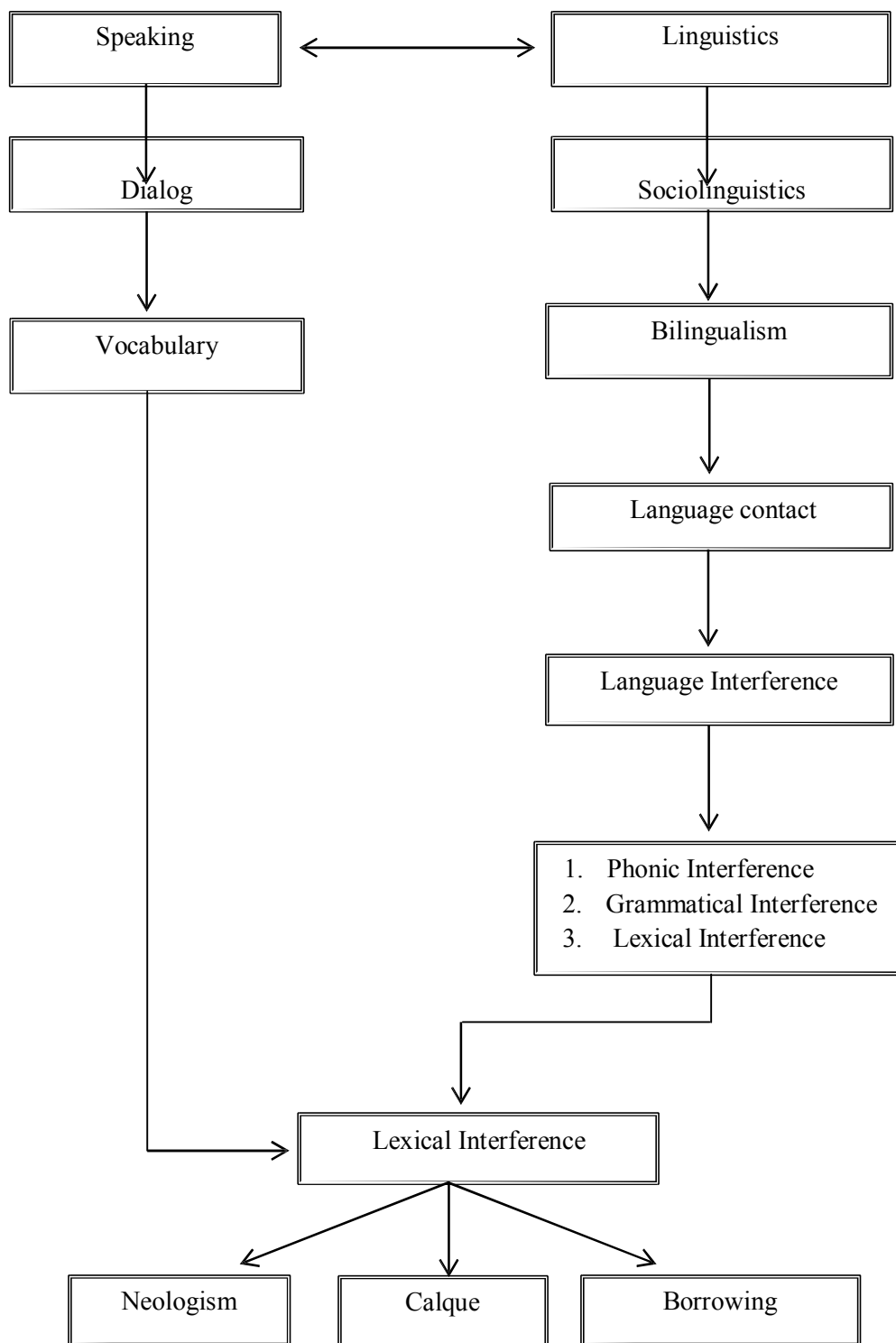
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┌─────────────────┐                    ┌─────────────────┐
│    Speaking     │ ◄──────────────►   │   Linguistics   │
└────────┬────────┘                    └────────┬────────┘
         │                                      │
         ▼                                      ▼
┌─────────────────┐                    ┌─────────────────┐
│     Dialog      │                    │ Sociolinguistics│
└────────┬────────┘                    └────────┬────────┘
         │                                      │
         │                                      ▼
         │                             ┌─────────────────┐
         │                             │   Bilingualism  │
         ▼                             └────────┬────────┘
┌─────────────────┐                             │
│   Vocabulary    │                             ▼
└────────┬────────┘                    ┌─────────────────┐
         │                             │ Language contact│
         │                             └────────┬────────┘
         │                                      │
         │                                      ▼
         │                             ┌──────────────────────┐
         │                             │ Language Interference│
         │                             └──────────┬───────────┘
         │                                        │
         │                                        ▼
         │                             ┌──────────────────────────┐
         │                             │ 1.  Phonic Interference   │
         │                             │ 2.  Grammatical Interf.   │
         │                             │ 3.   Lexical Interference │
         │                             └──────────┬───────────────┘
         │                                        │
         │                                        ▼
         │            ┌─────────────────────────────┐
         └──────────► │     Lexical Interference    │
                      └──────┬──────────┬───────────┘
                    ┌────────┘          │          └────────┐
                    ▼                   ▼                   ▼
            ┌──────────────┐    ┌──────────────┐    ┌──────────────┐
            │  Neologism   │    │   Calque     │    │  Borrowing   │
            └──────────────┘    └──────────────┘    └──────────────┘
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**Figure 2.13 Conceptual Framework of The Lexical Interference of English into**

**Bahasa Indonesia Students' on Speaking Dialogue**

## CHAPTER III

## RESEARCH METHODOLOGY

### 3.1 Research Design

The method used in this research was descriptive qualitative. Qualitative research is the research which the data by the observations, questioner, interview and so on. According to Saldana (2011:30) define that qualitative research is an umbrella term for a wide variety of approaches to and methods for natural social life. Qualitative research is composed of a variety of genres, elements, and styles. The information or data collect and analyze  is primarily (but not exclusively) non qualitative in character, consisting of textual material such as interview transcripts, field notes, and/or visual material such as artifacts, photographs, video recordings, and internet sites, that document human experiences about others and/or one's self in social action and reflexive states. The goals of qualitative research are also multiple, depending on the purpose of the particular project.

This research was descriptive qualitative design because this study was analyzed the types of lexical interference.

### 3.2 Subject and Object of the Study

Writer as the subject of this study was found the need information and will conduct in Nommensen HKBP University at the English Department. Object of this study are the students of the fourth semester which consist of third groups (A, B, C). At least there are 40 students in each group. Here the writer chose thirty (30) students from group A as the object of the research. They are as the object was chosen randomly and do it outside of the teaching learning process. The

writer did the research by met them in one class without know each other. The place of this research done the observation and record the conversation or dialogue was in Nommensen HKBP University Medan.

## 3.3 The Instrument of Collecting Data

There are many ways to collect the data of research. Corbin and Strauss (2008:85) states that one of the virtues of qualitative research is that there are many alternative sources of data. The researcher can use interviews, observations, videos, document, drawing, diaries, memories, newspapers, biographies, historical documents, autobiographies, recording and other sources not listed here. In this case, the writer was collected the data by used the observation and recording. Additionally, observation is considerable the most relevant evaluation instrument to access the affective and psychomotor of the students. Record as the method used to existed reliable documents and similar sources of information as the data source.

## 3.4 Data and Data Source

The purpose of this research to got the data. The data is important tool in this research because that was the result and value of this research. Collected the data should be relevant with the problem of research. Take a look the problem of this research primary data was lexical, so here the data is the lexical interference of student English into Bahasa Indonesia. The data sources of this research are the students at the fourth semester of English department in Nommensen HKBP University.

**3.5 The Technique of Collecting Data**

Data is the evidence of the research. In addition the writer was collected the data by some techniques as follows:

1. The writer selected thirty (30) students from group A at the fourth semester as the participants of this research.

2. The writer asked the students to make the dialogue and record the voice. One dialogue consists of two persons.

3. The topic of the dialogue for the students given by the writer with the case like to go to one place such as Restaurant, Mall, Market, Shopping, Holiday, Travelling, Hiking, Jogging, Cinema, Hospital, Digitalization Era, Hotel, Public Transportation, Covid-19, and Beach.

4. The writer wrote the record voice of the students' dialogue as the evidence, appendices, and the documentary for the writer.

**3.6 The Technique of Analyzing Data**

In this case, the writer analyzed data by used the following steps:

1. The writer listened to the voice recording and match to the conversation that the students written. After that, the writer identified the text.

2. The writer analyzed the data and divided into three types of lexical interference such as: neologism, calque, and borrowing.

3. Converted the number of data into percentages by use the following formula: $P = \dfrac{F}{N} x \ 100\%$

Where:

    P      = The Percentage of the item

    F      = Frequency

N         = Total number of item.

100%   = Fixed Numbers

4.  The writer made the conclusion.

**3.7 Validity**

In qualitative research, data can categorize as a good data if the data are valid. To get validity of data, according to Creswell (2009:191) classified the validity of data into seven strategies. Those are: Member checking, Clarify, Discrepant information, Spend prolonged, Peer debriefing, External auditor, and Triangulate data technique. In this research, the writer used triangulation technique. The purpose of data triangulation was to confirm the truth of the result observation research.