CHAPTER I

INTRODUCTION

This chapter consist of background, problem statement, the objective of the research, and scope of the research.

A. Background

English is recognized as a lingua franca (ELF) in communication situations worldwide, alongside the acceleration of globalization (Murata, 2019). Like other languages, it has benefits in the modern world, especially in the field of education. In mastering a foreign language, speaking competence is the most essential core skill needed as it reflects individual communication interactions. This ability is also seen as an indicator of proficiency in a language across various areas, including grammar, vocabulary, and pronunciation. Furthermore, effective speaking skills can enhance academic performance and open up professional opportunities in an increasingly interconnected world. As such, educational institutions are increasingly prioritizing speaking proficiency to better prepare students for global communication challenges. Ultimately, fostering strong speaking skills in English not only benefits individuals but also contributes to cross-cultural understanding and collaboration.

This makes speaking skills one of the important aspects of learning English, playing a crucial role in daily communication. Rao (2019) states that among the four existing language skills, speaking is considered the most important in foreign or second language learning. The ability to speak not only reflects language mastery

but also contributes to students' confidence in interacting with others. In the current context of globalization, where intercultural interactions are increasing, the ability to speak English becomes very crucial. Speaking skills enable students to express ideas, argue, and interact effectively, which in turn can enhance their overall ability to understand and use the language. Moreover, speaking skills in English also play a significant role in building interpersonal relationships and professional networks in today's global era. The ability to communicate effectively in English allows individuals to engage in broader discussions, share viewpoints, and understand others' perspectives. Additionally, strong speaking skills can enhance students' critical and creative thinking abilities, as they learn to construct arguments and articulate their opinions clearly. Thus, the development of speaking skills is not only beneficial in academic contexts but is also vital for personal success in the future.

The importance of speaking learning for students cannot be overlooked, especially in the context of increasing globalization and intercultural communication. Speaking skills allow students to express ideas, argue, and interact effectively. However, barriers in the speaking learning process often arise, particularly due to interference from the mother tongue. This interference occurs when students apply patterns, vocabulary, or structures from their mother tongue into English, which can result in errors in pronunciation, grammar, and word choice. The influence of the mother tongue is often evident in pronunciation patterns or word structures that do not meet the fluency standards expected of students. Noviyenty & Irene Putri (2021) found that interference forces learners to

use incorrect grammatical structures that typically replace their mother tongue rules. Furthermore, direct translation from the mother tongue leads to vocabulary misuse that can cause misunderstandings. Therefore, mother tongue interference becomes one of the obstacles for students to become more fluent in their English speaking competence.

Additionally, mother tongue interference also impacts students' speaking skills in the English learning environment. The use of the mother tongue often becomes an instant solution to difficulties in finding the right vocabulary or understanding complex sentence structures in English. This situation is exacerbated when students are in environments where the use of English is fully required, such as in boarding schools or bilingual institutions. This pressure makes students tend to mix English with their mother tongue to maintain communication fluency, even though this can slow down the process of mastering the target language and create language habits that do not align with the expected fluency standards.

The phenomenon of mother tongue interference in the environment of SMAS Putri Al-Iman Sidrap is an important concern, given the unique characteristics of this educational institution that encourages students to use foreign languages, both Arabic and English, in daily interactions. In this context, students often face challenges when they do not fully understand the vocabulary or sentence structures in the foreign language they wish to use. As a result, students tend to mix their mother tongue with the foreign language, which can lead to misunderstandings and reduce communication effectiveness. For example, when students try to convey

ideas or opinions in English or Arabic, they may unconsciously use grammar or vocabulary from their mother tongue, which can alter the intended meaning.

The boarding environment that supports the use of foreign languages creates a unique context that can influence how students interact and learn English. Based on this phenomenon, this study aims to fill the gap in the existing literature. The phenomenon of mother tongue interference in a bilingual context has been widely discussed. Meanwhile, studies that specifically explore students' experiences in bilingual pesantren, particularly in speaking skills, are still relatively limited. In fact, the active use of two languages in environments like pesantren can create unique linguistic dynamics, including the pressure of using a foreign language and social habits of using the mother tongue. Furthermore, most previous studies have not delved deeply into how students actively develop strategies to cope with such interference in their daily practices. Therefore, this research is important to fill that gap by exploring the most common forms of interference in students' speaking skills and the strategies they use to address it in the context of bilingual pesantren that require consistent use of English. The researcher ultimately chose the title "The Interference of the Mother Tongue on the English Speaking Skill Development." This title reflects the focus of the research, which aims to explore what are the most common difficulties that students faced while speaking English that caused by their mother tongue and their strategy to overcome these difficulties, particularly in contexts where the use of foreign languages is required.

B. Focus of the Research

The focus of this research is to explore the difficulties faced by students in speaking English caused by the influence of their mother tongue, particularly in contexts where the use of foreign languages is required in daily activities. This study aims to find out the most common difficulties faced by students when speaking in English, which compel them to resort to their mother tongue, as well as how they overcome these difficulties. Thus, it is hoped that this research can provide a deeper understanding of the dynamics of mother tongue interference and its contribution to the development of speaking skills.

C. Problem Statement

Based on the backgrund explained, the researcher formulates the research question as:

1. What are the most common difficulties that students face when speaking English that make them fall back to their mother tongue?
2. What strategies do students use to overcome speaking difficulties in English that are influenced by their mother tongue?

D. Objective of the Research

Based on the problem statemant, the objective of the research as follows:

1. To find out the most common difficulties that students face when speaking English make them fall back to their mother tongue.
2. To find out students' strategy to overcome speaking difficulties in English influenced by their mother tongue

E. Significance of the Research

The importance of this research is divided into two components, namely theoretical and practical significance:

1. Theoretical Significance: This research is expected to make a significant contribution to the development of theory in the field of language learning, particularly regarding mother tongue interference in the process of foreign language acquisition.
2. Practical Significance: There are three practical significances anticipated by the researchers, as follows:

a. This study is expected to provide insights for teachers regarding the challenges faced by students in developing speaking skills due to mother tongue interference. With this understanding, teachers can design more effective teaching strategies.

b. The findings of this research are expected to help students understand the factors that influence their speaking abilities.

c. This research is anticipated to serve as a reference for future researchers interested in further exploring mother tongue interference in different contexts.

CHAPTER II

LITERATURE REVIEW

In this part, the researcher will discuss several relevant literatures that support this study.

A. Some Related Research Findings

There are some previous studies that support this research are as follows:

First, research by Darwis & Nur (2021) highlighting the influence of the environment on the dominance of the mother tongue in English language learning. This research serves as a strong foundation for understanding how daily language habits affect students' performance in a foreign language. This study also shows that students often make errors in word stress and intonation when speaking English, which are caused by the influence of their regional languages. The findings also indicate that family and community environments play a significant role in shaping students' speaking styles, and that students from more traditional areas tend to be more influenced by their mother tongue compared to those from urban areas.

Onah & Marcellus (2023) in their research investigating the impact of interference in the aspects of phonology, grammar, and vocabulary. This research identifies that the differences in the sound systems of L1 and L2 lead to systematic pronunciation errors. They also identify various challenges faced by students in the process of learning English, particularly related to mother tongue influence and the difficulties that arise in communication. Through visits to several elementary schools in the Awgu Local Government Area, this research finds various errors in

the use of English, both syntactically and semantically. These findings emphasize the importance of understanding the factors that influence language acquisition, as well as the need for more effective teaching approaches to reduce errors and improve students' communication skills. Additionally, this research shows that understanding language errors can contribute to designing better teaching strategies, thereby supporting students in their learning process.

Besides that, Rubab & Zaidi (2022) have found that English language teaching in India faces significant challenges, particularly related to students' mother tongue interference. The use of grammar-translation methods and teaching English in Hindi and Urdu leads to difficulties for students in speaking and writing correctly. This research identifies various common errors made by students, as well as solutions that can be implemented to improve their skills. The implications of these findings indicate the need for more effective and adaptive teaching approaches to help students overcome the challenges they face and enhance their communication skills in English.

Mariani (2021) also analyzes significant phonological interference in the English pronunciation of students with a Banjar background. Factors influencing this interference include the presence of certain sounds in English that do not exist in the Banjar language. This finding emphasizes the need for students to improve their practice in oral production to address the pronunciation issues they face. Thus, this research is expected to contribute to English language teaching, particularly in designing effective strategies to help students overcome phonological interference and enhance their speaking skills.

Different from this study, which focuses on the speaking aspect, the research conducted by Sholah (2021) focused on the students' writing aspect, which identifies various issues faced by students in writing English texts, most of which are caused by a lack of motivation and reading habits. Students tend to apply Indonesian writing styles in English, resulting in errors in sentence structure and word choice. One of the main problems is the use of vocabulary that is contextually inappropriate, where students often generalize the meanings of words without understanding their proper usage in sentences. Additionally, there are errors in the use of parts of speech, such as using verbs as nouns and vice versa, as well as mistakes in the use of adjectives and adverbs.

Irene et al. (2023) identify the challenges faced by students in developing their English speaking skills and how their mother tongue influences the learning process. The methodology used includes both quantitative and qualitative methods, including questionnaire surveys and semi-structured interviews. The main findings of this research indicate that mother tongue interference has a significant impact on students' speaking skills, particularly in aspects of pronunciation, vocabulary, and sentence structure. Students experience difficulties in speaking English due to the influence of their mother tongue, which often leads to errors in pronunciation and the use of inappropriate vocabulary.

Sri Rahayu & Ramadhan (2021), in their research titled “Language Acquisition Learning to Reduce Interference,” discuss how an effective second language acquisition process can help reduce mother tongue interference. They emphasize that one way to minimize interference is by habituating oneself to using

correct sentences in the target language and not validating incorrect sentence forms, both orally and in writing. This research also highlights the importance of natural language acquisition, which occurs through the use of the target language in everyday interactions without pressure or coercion. In this context, language learners are encouraged to actively refine their language use by evaluating the sentence forms they employ. This study contributes to the understanding that habituation to correct language structures and increased linguistic awareness are key factors in reducing the level of first language interference in the second language acquisition process.

In this research, the researcher employs Selinker's Interlanguage Theory in 1972, which provides a framework for analyzing the dynamic language system used by learners, as well as the communication strategies they employ to overcome difficulties.. Selinker states that the learners' language system (interlanguage) is dynamic and influenced by communication strategies such as avoidance of complex structures or paraphrasing. For example, Indonesian learners may avoid using the present perfect tense ("I have eaten") due to the absence of a similar structure in Indonesian, replacing it with a simple form ("I eat already").

B. Some Pertinent Ideas

1. The Concept of Mother Tongue Interference

Mother tongue interference refers to the phenomenon where elements of the first language influence the use of the second language, which can lead to errors in pronunciation, grammar, and vocabulary usage. This influence is particularly significant in the development of students' speaking skills in English. Recent research indicates that "students with a strong foundation in their mother tongue tend to struggle with mastering speaking skills in the second language, especially when the structures and rules of their mother tongue differ significantly from the language being learned" (Sari, 2022). This highlights the importance of understanding how the structure of the mother tongue can affect second language acquisition in the learning process.

Fatchul Mu'in et al. (2019) in their book "Sociolinguistics: A Language Study in Sociocultural Perspectives" explains that interference is the application of elements from one language into another, both in spoken and written forms. This process occurs for specific purposes, but is often regarded as a disturbance in language use, as individuals involved experience difficulties in "separating" the two languages they master. Wirahmi Bay (2018) States that interference can occur in various aspects of language, such as phonology, morphology, lexicon, syntax, and semantics. For example, an Indonesian speaker learning English may unconsciously use sentence structures or vocabulary from Indonesian when speaking in English. This can lead to errors in pronunciation, word usage, or grammar that do not conform to the norms of the language being used. This interference often occurs in

bilingual or multilingual speakers, especially when they switch between these languages in different communication situations.

Based on the definitions above, the researcher concludes that mother tongue interference is a phenomenon where elements from the first language influence the use of the second language, which can result in errors in pronunciation, grammar, and vocabulary usage. This interference can occur in various aspects of language, including phonology, morphology, lexicon, syntax, and semantics. It is often experienced by bilingual or multilingual speakers who switch between languages in different communication situations. Although interference can be seen as a disruption in language use, understanding the influence of the mother tongue is crucial in the process of learning a second language.

2. Concept of Speaking Skill

In the context of language learning, speaking skills are one of the most important aspects and often become a primary focus. This skill not only includes the ability to pronounce words correctly but also involves mastery of vocabulary, grammar, and the ability to convey ideas and feelings effectively. Speaking is a form of communication that is direct and interactive, requiring a good understanding of the social and cultural context in which the communication takes place. The concept of speaking skills involves several key elements, including vocabulary mastery, grammar, and listening ability. A person with good speaking skills should be able to choose the right words and construct sentences with the correct structure, so that the message conveyed can be easily understood by the

listener. Additionally, active listening skills are also very important, as a speaker needs to respond appropriately to what is expressed by the conversation partner. Thus, speaking skills not only focus on verbal aspects but also on the dynamic interaction between the speaker and the listener.

In research conducted by Hariani (2018), the researcher states that speaking is a language skill necessary for expressing opinions, feelings, and ideas as human beings who require communication to achieve specific goals in socializing. From this perspective, it can be concluded that through good speaking skills, individuals can build stronger relationships, collaborate effectively, and actively participate in various social interactions, which in turn enriches life experiences and expands social networks. By mastering this skill, individuals can not only express themselves more confidently but also influence and inspire others, creating a positive impact in their social and professional environments. The development of speaking skills in English is a complex and ongoing process that involves various strategies and approaches. One important aspect of this development is consistent and targeted practice. Students need to engage in diverse speaking activities, such as group discussions, presentations, and conversation simulations, to enhance their ability to communicate effectively. Additionally, feedback from teachers or peers is also invaluable in helping students identify areas that need improvement, such as pronunciation, intonation, and the appropriate use of vocabulary.

CHAPTER III

RESEARCH METHOD

In this part, the researcher describes the research design, which includes the research methods, research instruments, data sources, data collection techniques, and data analysis techniques:

A. Research Design

In this study, the researcher chose a phenomenological approach developed by Creswell & Creswell (2018) to explore the subjective experiences of students facing mother tongue interference in the process of developing English speaking skills. The phenomenological approach allows the researcher to delve into the meanings that students attribute to their experiences, as well as to understand the difficulties students encounter when speaking English due to the influence of their mother tongue. By using in-depth interviews as the data collection method, the researcher can obtain rich and detailed information regarding the perceptions, challenges, and strategies that students face in learning to speak English.

B. Research Site and Participants

1. Reseacrh Site

This research was conducted at Pondok Pesantren Al-Iman, a boarding school that adopts a bilingual language policy to support students in acquiring foreign languages, specifically English and Arabic. As a boarding school, all students are required to live in the dormitory environment where daily communication must be conducted in either English or Arabic. The use of the

students' mother tongue is strongly discouraged and strictly regulated. The language policy at the pesantren is supervised by a specific division known as the Unit Bahasa, which is a part of the student-led organization called OSIP (Organisasi Siswa Intra Pesantren). This division is responsible not only for monitoring students' language use but also for assisting them in reducing their dependency on their mother tongue. Regular vocabulary drills and word lists are given to the students during specific periods. If a student uses a word in their native language that has already been introduced in the foreign vocabulary list, it is considered a language violation. This setting provides a unique context for exploring mother tongue interference in speaking English, as students are placed under continuous linguistic monitoring and are expected to adapt to a structured foreign language immersion system both in the classroom and the dormitory.

2. Participants

The participants of this study consisted of six students of SMA Al-Iman Ulu-ale Sidrap, who were selected through purposive sampling. The criteria for selecting participants were determined to ensure that they could provide relevant and rich information related to the research objectives. The specific criteria included:

a. Students who had been staying in the pesantren environment for at least one year, so that they were already familiar with the language rules and daily practices in the institution.
b. Students who were actively involved in the use of English in both classroom and dormitory activities.

c. Students who had experienced noticeable difficulties in speaking English, particularly those related to mother tongue interference.
d. Students who were willing to participate and share their experiences openly during the interview process.

These criteria were set to ensure that the selected participants could represent the phenomenon under study and provide valuable insights into the difficulties and strategies in speaking English within a bilingual pesantren environment.

C. Procedure of Collecting Data

1. Observation

Observations were conducted to gain a deeper understanding of student interactions and the use of the mother tongue in speaking learning. In the observation stage, the researcher conducted observations in both formal and informal settings. The researcher employed non-participant observation, meaning that the researcher did not directly involve herself in classroom activities but instead observed and recorded students' behaviors and interactions as they naturally occurred. This method allows the researcher to maintain objectivity while capturing authentic data on how students use their mother tongue in learning contexts. Observation made it possible to directly record classroom dynamics, the frequency of mother tongue usage when students were in class and outside of class, student interactions with their peers, and interactions between students and teachers. According to Creswell & Creswell (2018), observation is "an effective method for

collecting data in natural contexts, where researchers can directly observe behaviors and interactions that occur."

In this study, the researcher used a prepared observation sheet and an observation checklist as the main instruments to record important findings during the learning sessions. The observation focused on aspects such as the classroom atmosphere, how students communicate, and the use of the mother tongue in students' daily interactions. The researcher also observed and documented the difficulties and specific errors students made in speaking English that were influenced by their mother tongue. The observation was carried out over a period of five days, during which the researcher consistently monitored students' interactions in both formal settings (school) and non-formal settings (dormitory environment). After this five-day period, the researcher no longer found significant new data, which indicated that the information obtained was sufficient and had reached a level of saturation. Through this approach, the observation was expected to provide comprehensive data that supports the analysis of the influence of the mother tongue on students' speaking abilities.

2. Interview

Interviews are one of the data collection methods used in this research to explore students' experiences in using their mother tongue during speaking lessons. This method was chosen because it allows the researcher to obtain in-depth and flexible information, where the researcher can ask open-ended questions that stimulate further discussion (Creswell & Creswell, 2018). In this study, the researcher employed semi-structured interviews, which provided a balance between

predetermined guiding questions and the flexibility to explore new ideas that emerged during the conversation. The interviews were conducted individually with students and recorded with the participants' permission to ensure data accuracy. The questions posed were designed to investigate various aspects of the students' experiences, such as the benefits, challenges, and their feelings regarding the use of the mother tongue in the learning context.

To ensure the quality and relevance of the questions posed, the researcher adapted the interview instrument from previous studies with a similar focus. The research instrument has undergone a validation process, ensuring that the questions used are effective in exploring various aspects of students' experiences. Based on the adaptation of the instrument by Noviyenty & Irene Putri (2021), the researcher will inquire about students' interest in learning English, how often they speak in English at school, and the difficulties they face when speaking. Questions regarding the use of the mother tongue during English lessons and its impact on the learning process will also be posed. The researcher aims to understand students' feelings when using their mother tongue in learning, as well as whether they tend to revert to using their mother tongue when communicating in English. Finally, the researcher will investigate whether students think in their mother tongue before speaking in English and whether this helps them in communication.

D. Technique of Data Analysis

After collecting the data, the researcher moves on to the next stage, which is analyzing the collected data. In this study, the researcher applied the interactive model of data analysis proposed by Matthew B. Miles et al. (2014). This model

consists of three main components that operate simultaneously and interactively throughout the research process: data condensation, data display, and conclusion drawing/verification.

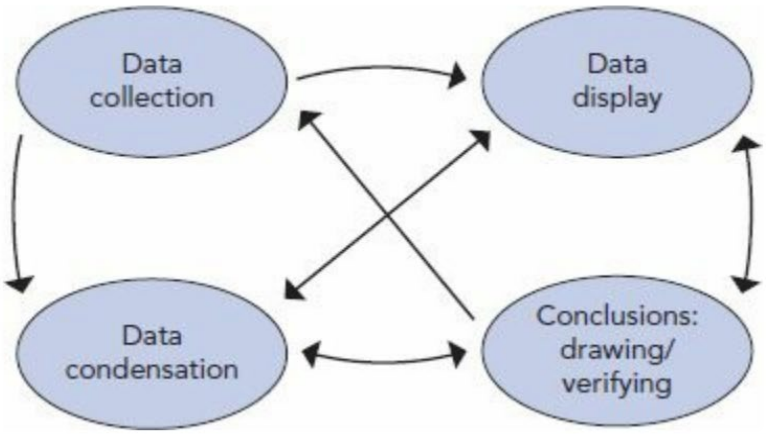


Figure 3.1 Component of Data Analysis

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data obtained from field notes, interview transcripts, and documentation. In this research, the process included coding, summarizing, and categorizing the data in order to highlight information that was relevant to the students' speaking difficulties and strategies in overcoming mother tongue interference. This process does not mean reducing the value of the data, but rather strengthening and sharpening it so that it becomes more organized and meaningful for analysis. Data condensation was carried out using coding techniques based on the approach of Strauss and Corbin (1990), which includes open coding, axial coding, and selective coding. In this section, the researcher presents the results obtained from the interviews conducted during the research period.

2. Data Display

In presenting the data, the researcher included excerpts from students' interview responses in their original languages (Bugis and Indonesian) alongside the English translations. To ensure clarity and accessibility for academic readers, the translation process was supported by the use of artificial intelligence, specifically ChatGPT. This tool was employed to assist the researcher in producing accurate and comprehensible English translations while maintaining the original meaning and nuances expressed by the participants. The translated versions were then cross-checked by the researcher to minimize potential errors and to preserve the authenticity of the participants' responses.

3. Conclusion

The last component is conclusion drawing and verification. At this stage, the researcher interpreted the meaning of the data, identified key themes, and formulated conclusions related to the influence of the mother tongue on students' English speaking skills. The conclusions were not taken for granted but were continuously tested for validity through verification techniques, such as cross-checking the findings from interviews, observations, and documentation. This process ensured that the conclusions drawn were consistent, credible, and supported by sufficient evidence.

E. Research Validity

In this study, the researcher uses data triangulation as a validation method to ensure that the information collected from various sources is mutually supportive and consistent. The researcher employed data triangulation techniques by

comparing the results of interviews, direct classroom observations, and documentation of students' speaking activities. This technique was implemented to strengthen the data obtained, making it more robust, objective, and reliable.By integrating these three techniques, the researcher can verify findings from multiple perspectives, thereby enhancing the reliability and validity of the research results.

CHAPTER IV

FINDINGS AND DISCUSSIONS

The research has collected by observation, interview, and documentation as described in this chapter. This investigation is carried out with the objective of determining what mother tongue interference students experienced while speaking English and how they were able to surmount these problems.

A. Findings

This research was conducted at SMAS Putri Al-Iman Ulu-Ale, an educational environment based on pesantren that requires the use of foreign languages, namely English and Arabic, in daily activities. The research subjects consisted of six students selected through purposive sampling from grades X, XI C, and XI D. Data were obtained through in-depth interviews, classroom observations, non-formal activities, and documentation during learning activities and language use in the school and dormitory environment. The data analysis process in this study follows the model of Miles and Huberman (1994), which consists of four stages: data collection, data reduction, data presentation, and conclusion drawing. After data were collected through interviews, observations, and documentation, the researcher conducted a data reduction process to filter relevant information related to the research focus.

1. Interview Results

In this part, the researcher presents the findings obtained through in-depth interviews with six students who participated in the study. The interviews were conducted to directly explore the experiences, perceptions, and strategies used by students in facing mother tongue interference when speaking in English. Through the process of data anlysis, the researcher identified significant units of meaning from student statements, grouped them into thematic categories, and formulated main themes that reflect the interference and the students' efforts to overcome these linguistic barriers. The findings presented in the following table reflect two main focuses of this research. Below are the results of data reduction from the interview transcripts using the approaches of open coding, axial coding, and selective coding (Strauss & Corbin, 1990).

Interview Quote	Open Coding (Code)	Category (Axial Coding)	Theme (Selective Coding)
…tapi kalau yang kayak tadi yang kayak tentang campur masa lampau, masa depan, yang sekarang terjadi, tercampur-campur	Difficulty in understanding and using grammar.	Grammar difficulties	Cause of Mother Tongue Intereference
…Eee anu tidak kutahu struktur kata-katanya kayak…. Gramer apa? Iya, kayak begitu-begitu.	Difficulty in understanding and using grammar.	Grammar difficulties	Cause of Mother Tongue Intereference
…eee kayak rumus-rumusnya susah yang tambahan-tambahan katanya…	Difficulty in understanding and using grammar.	Grammar difficulties	Cause of Mother Tongue Intereference
…eee misalnya *where are* tidak kutau bahasa inggrisnya kipas. *Where are* kipas, begitu.	Lack of vocabulary for speaking.	Limited vocabulary	Cause of Mother Tongue Intereference

Table 4.1 Coding Table (For more details, see Appendix E)

From this process, two main themes were identified: the difficulties students face in speaking English caused by mother tongue interference and the strategies students use to overcome these challenges.

a. **The Difficulties Students Face in Speaking English Influenced by Their Mother Tongue.**

One of the main findings this study is how students often mess up when speaking English, mostly because of the influence by their first language. Here, the researcher points out three common difficulties that students faced. These difficulties show up in different ways, like grammatical difficulties, Limited Vocabulary, and pronounciation difficulties some words.

1) Grammar difficulties

The difficulty in constructing sentences that adhere to English grammar rules is one of the most dominant forms of mother tongue interference found in this study. Students tend to carry over sentence structures from Indonesian into English, resulting in grammatically incorrect sentences. In the interviews, several students expressed that they often feel confused when distinguishing between verb tenses such as past, present, and future, leading to the mixing of tenses within a single sentence.

> *...tapi kalau yang kayak tadi yang kayak tentang campur masa lampau, masa depan, yang sekarang terjadi, tercampur-campur.*
>
> …but, if just like before. Like mixed up the past, future, present, mixed up.(K_I1, May 2025)
>
> *...kayak rumus-rumusnya susah yang tambahan-tambahan katanya…*
>
> …like the formula that make it hard. The additional word.(RA_I5, May 2025)
>
> *...tidak kutahu struktur kata-katanya kayak…. Gramer apa? Iya, kayak begitu-begitu.*
>
> …I don’t know the word structure, like grammar? Yes, like that. (K_I1, May 2025)

This difficulty shows that students still have a hard time with English grammar. Their first language is simpler and doesn’t mess with verb forms based

on tense, so that influences how they write. Because of this, they often end up making sentences that don't sound quite right in English, which makes it tough for them to get the hang of proper sentence structure.

2) Limited Vocabulary

Limited Vocabulary is one of the main obstacles faced by students when speaking English and serves as a tangible form of mother tongue interference. In the interviews, students expressed that they often do not know the English equivalents of certain words, leading them to choose to insert Indonesian words into the sentences when they are speaking.

> *...misalnya* where are *tidak kutau bahasa inggrisnya kipas.* Where are *kipas, begitu…*
>
> …example, where are. I don't know what *kipas* word in English. Where are *kipas*, like that…(M_I2, May 2025)
>
> *...minim kosakata. kayak misalnya mirip-mirip kayak 'right' kan sama 'right' eee ada yang kanan artinya, ada yang benar begitu...*
>
> …lack of vocabulary. For example, the word 'right' — although it is the same word, it can mean 'correct' or 'right' as in direction. Like that…(NSI_I4, May 2025)
>
> *...kalau kosakatanya menurut ku susah…*
>
> …when it comes to vocabulary, its hard for me…(RA_I5, May 2025)

This confusion indicates that students do not yet possess enough vocabulary to pick the right words for different situations. Some students even stated that, in their opinion, learning vocabulary is the most challenging part of speaking English due to the vast number of words and the difficulty in remembering them. As a result, students often mix English and Indonesian within a single sentence or choose to use their mother tongue entirely when they feel uncertain, demonstrating that Limited

Vocabulary significantly contributes to the occurrence of interference in oral communication.

3) Pronounciation Difficulties

Difficulties in pronunciation also represent a significant form of mother tongue interference in students' speaking abilities. Students feel uncertain about how to pronounce words in English and tend to rely on the pronunciation patterns of their mother tongue, which is Indonesian. This leads to some English words being pronounced literally according to their spelling, without considering the phonology of the target language.

... Cara penyebutannya, iye...
…the pronounciation, yes…(I2_M, May 2025)
… Cara penyebutannya…
….Pronounciation…(I3_ZN, May 2025)
... kaku bicara bahasa inggris dan takut ka salah dalam penyebutannya.
… often feel tense when speaking English, as I worry about mispronouncing words….(I4_NSI, May 2025)

Based on the interview results, some students also expressed that they feel afraid of mispronouncing words, which leads to hesitation when speaking in English. This uncertainty in pronunciation not only hinders their fluency but also diminishes their confidence. Such phonological interference reflects that students are not yet accustomed to the sound system of English and require intensive practice as well as consistent feedback from teachers to improve their pronunciation accuracy.

b. Strategies Students Use to Overcome Speaking Difficulties in English Influenced by Their Mother Tongue

The second main finding of this research is that, despite experiencing difficulties in speaking English due to mother tongue interference, students actively develop various strategies to overcome these challenges. These strategies found in both formal classroom contexts and informal interactions. Based on the interview results, the strategies employed by students include independent activities such as watching English-language films and listening to music, reading and noting new vocabulary, as well as interacting with peers through chatting or direct conversations in English. Additionally, support from teachers and peers in the form of direct corrections of mistakes also plays a significant role in helping students improve their speaking abilities. These strategies reflect students' linguistic awareness of their own weaknesses, as well as the presence of internal and external motivation to enhance their English language skills.

Based on the obtained data, the researcher categorizes students' strategies into three different categories: independent strategies, interaction strategies, and social support strategies.

1) Independent strategies

Independent strategies are one form of students' efforts to improve their English speaking skills independently, without relying directly on classroom learning. Two main activities that many students engage in are watching English-language films and listening to English songs. From the interview results, several

students mentioned that they are accustomed to watching films in English and then repeating certain parts to understand the pronunciation and meaning of the vocabulary used. This strategy not only helps enrich vocabulary but also trains the ability to understand context and sentence patterns in real-life situations.

> *...kalau ada subtittle yang sedang kucari anunya artinya kayak misalnya, kayak misalnya ada kosakata mau kucari, baru pas-pas disitu subtittle ada tulisannya jadi kuulang I lagi baru kudengar apa bahasa inggrisnya….*
>
> If there is a vocabulary word whose meaning I am looking for, and then it appears in the movie, I repeat it and listen to the English. (RA_I5, May 2025)
>
> *Banyak-banyak belajar kosakata…. kalau dari film paling kayak 1 kalimat 1 kalimat ji…*
>
> Expand vocabulary. If it's from a movie, perhaps around one sentence. (NSI_I4, May 2025)

In addition, listening to music has also become a favored method for students to indirectly enhance their understanding of English. Students admit to often looking up the meanings of the lyrics of the songs they listen to.

> *Eeeee liriknya, kan kayak kucari I apa maknanya ini lirik…*
>
> Eee the lyrics, the lyrics, I am looking for the meaning of the lyrics. (K_I1, Mei 2025).

Through these two activities, students demonstrate initiative to familiarize themselves with the sounds, rhythm, and structure of English, which ultimately helps them reduce their dependence on their mother tongue when speaking. Some students also show initiative in self-learning by carrying a small dictionary and making notes of new vocabulary they encounter. They recognize the importance of learning tools such as dictionaries to help understand the meanings of words, especially in the trilingual context used in their environment, which includes Arabic, English, and Indonesian. Students also engage in vocabulary repetition and note-taking from the dictionary, which has become an important habit for some students.

> *... Usahakan bawaki kamus yang biasa yang kecil yang Arab, Inggris, Indonesia... ada yang kecil kayak bikin ki buku catatan baru didalam semua mi...*
>
> Try to bring a small dictionary that contains Arabic, English, and Indonesian. Create a small notebook that includes everything. (M_I2, May 2025)
>
> *Banyak-banyak belajar kosakata... ada kosakata dari kamus belajar bahasa inggris, cari di kamus habis itu diingat lagi bilang pernah ki dapat begini di kamus.*
>
> Learn a lot of vocabulary... there are vocabulary words from the English learning dictionary, look them up in the dictionary and then remember them again if we have encountered them in the dictionary. (NSI_I4, May 2025)

Students often seek information about unfamiliar words or pronunciations in English by using context clues, breaking words into parts, and making connections to known words or personal experiences. They may also utilize dictionaries, both physical and digital, to look up meanings and pronunciations, enhancing their vocabulary comprehension.

> *Pergika belajar, kalau bukan pergi belajar, pergika bertanya sama ustadzah atau temanku yang pintar. Bilang apa... apa dibaca kalau begini tulisannya atau carika di internet...*
>
> I go to study, and if I'm not going to study, I ask my teacher or my friends who know more. I ask about the correct pronunciation or look it up myself on the internet. (ZN_I3, May 2025)

This strategy reflects a high level of learning awareness and a desire to develop, even though limitations are still felt. These activities demonstrate that, although not directly facilitated in formal learning, students continue to make independent efforts to enrich their vocabulary and improve their pronunciation as a strategy to cope with limitations caused by mother tongue interference.

2) Interactional strategies

Other strategy that students use to minimize the efeect of mother tongue interference is students rely on interactions with peers as a way to train their speaking skills in English. This interactional strategy is generally carried out

through direct conversations in daily life as well as through text messaging, such as chatting. In the context of a pesantren environment that requires the use of foreign languages, students utilize these social interactions to familiarize themselves with using English in real-life situations, both formally and informally.

> *...biasa chat-an sama teman. Iye karena ada biasa grup...*
>
> I usually chat with friends. Yes, because there is a group chat. (K_I1, May 2025)
>
> *...sering ka juga bicara sendiri karena kalau teman dibicarai, tidak natau… tapi kadang juga kalau temanku yang pintar bahasa inggris, kutemani pakai bahasa inggris.*
>
> I also sometimes talk to myself because some friends don't know... but there are also some friends of mine who understand English, and I speak in English with them. (ZN_I3, May)

Based on the interview results, several students stated that they are accustomed to using English when communicating in group chats or when conversing with peers who also use English. Although these interactions are often mixed up with some Indonesian word, this activity demonstrates that students are beginning to make an effort to establish a habit of speaking English as a way to reduce their dependence on their mother tongue.

3) Social Support and Environment

In addition to independent strategies and peer interactions, social support and the environment provided by teachers and peers also play a crucial role in helping students overcome mother tongue interference when speaking English. In interviews, several students expressed that they often receive direct corrections from their teachers (ustadzah) and friend when they make mistakes in pronunciation or sentence structure. These corrections not only address errors immediately but

also provide reflective learning, allowing students to remember and avoid similar mistakes in the future.

> *...kalau ustadzah eee na ajari ki iye kayak misalnya tadi minta izin ka, tapi nda boleh ka keluar kalau nda pakai bahasa inggris ka. Bicara harus pakai bahasa inggris.*
>
> …ustadzah is teaching us, yes. For example, earlier I asked for permission to leave the room, but the teacher asked me to speak in English. When talking to the teacher, I must use English. (M_I2, May 2025)
>
> *...pergika bertanya sama ustadzah atau temanku yang pintar…*
>
> …I ask the teacher or my friend who is more knowledgeable… (ZN_I3, May 2025)

In addition to teachers, peers also play an active role in providing reminders or corrections when students inadvertently use their mother tongue while speaking. This support often arises in informal situations, such as during conversations in the dormitory or school environment. Students express that it is easier for them to use English when they are in an environment that also speaks English. They tend to be more active in communicating in English if the environment supports this practice. Such conditions not only encourage students to practice more frequently but also provide language experiences that help them build confidence.

> *...Kalau misalnya jarang orang berbahasa inggris di dekat ta, otomatis kayak ragu ragu ki berbahasa inggris… mencari lingkungan yang memang ada bahasa inggrisnya…*
>
> People who rarely speak English make me hesitant to speak English as well... looking for an environment that speaks English. (NSI_I4, May 2025)
>
> *Tergantung lingkungan pi baru bisa. Kalau misalnya ada, kalau lingkungan ta selalu berbahasa bahasa, tidak ada campurannya baru bisa berbahsa juga…*
>
> It depends on the environment; only then can I do it. For example, if the environment always speaks English, without any mix, then I can also speak English. (S_P6, June 2025)

In the context of a pesantren environment, where the use of foreign languages is mandatory, the presence of consistent teachers and peers who remind each other serves as an effective form of social control to maintain the habit of

speaking English. This support significantly contributes to fostering students' linguistic awareness and helps them continue using the target language, even though they still face difficulties in certain aspects.

2. Observation Results

The results of observations conducted in both formal and non-formal learning environments indicate that mother tongue interference occurs not only in interview contexts but is also evident in students' daily practices when using English. Interference manifests in the form of sentence structures resembling Indonesian (interlanguage), code-switching, and mispronunciation due to the phonological influence of the mother tongue. This phenomenon reinforces previous interview findings that show the main difficulties students face in speaking English lie in aspects of grammar, vocabulary, and pronunciation. In formal learning, interference is more easily observed in classes that implement active approaches, such as Class X.

In this class, the interaction between teachers and students encourages students to use English directly, making various forms of interference more apparent. Here are observation results based on the Observation Checklist:

1. Students Switch to Their Mother Tongue While They Experience Difficulties in Speaking

   In the observation process, it was found that the majority of students switch to their mother tongue (Indonesian or Bugis) when they encounter difficulties in expressing ideas in English. This phenomenon occurs especially when students feel unable to continue a sentence in English, leading them to insert words or phrases in their mother tongue to complete their message. This indicates the presence of lexical interference, which arises from limitations in vocabulary and sentence structure in the target language.

2. The Use of the Mother Tongue While Students Speak in English

   During the observation, the researcher noted that the mother tongue is often used by students when asking questions or explaining something, particularly when discussing concepts they find difficult. Mixed sentences such as "Where are kipas?" serve as concrete examples of this phenomenon. This indicates that students are not yet fully capable of thinking and conveying ideas entirely in English.

3. Interaction Between Students and the Teacher

   The interaction between the teacher and students varies depending on the observed class. In classes XI C and XI D, the learning process is dominated by a lecture method, where the teacher primarily explains the material in a one-way

manner, and students tend to be passive, merely taking notes and listening. This limits opportunities to practice speaking skills in English. In contrast, in class X, the teacher applies a more communicative and interactive approach. The teacher and students engage in active discussions, and students are given opportunities to speak in English when asking questions, answering, or expressing opinions. This condition indicates that a learning environment that encourages interaction in the target language can enhance students' confidence in using English orally.

4. Teacher’s Reaction to the Use of the Mother Tongue

The teacher's attitude towards the use of the mother tongue also differs in each class. In classes XI C and XI D, the teacher does use English during the opening and closing of lessons but does not consistently encourage students to use English during the learning process. When students use their mother tongue, the teacher tends not to provide specific interventions or reinforcement. Conversely, in class X, the teacher actively encourages students to speak English both inside and outside the classroom. The teacher even directs students to use English whenever interacting with them and provides praise or light corrections when students attempt to use English, even if they make mistakes. This shows that support and consistency from the teacher play a significant role in shaping students' language habits and helping to reduce dependence on the mother tongue.

5. Strategies Used by Students to Overcome Mother Tongue Interference

Despite limited teacher support, students demonstrate personal initiative to overcome difficulties in English. They often ask friends or the teacher when they

do not know the pronunciation or meaning of a word, and some students take notes of new vocabulary shared by the language unit. This indicates active efforts by students to create their own learning environment and minimize dependence on their mother tongue.

6. Do Students Show Confusion or Difficulty When Switching from Their Mother Tongue to English?

   Students appear confused and lack confidence when required to switch from their mother tongue to English, especially when asked to speak spontaneously. Some students seem hesitant or pause mid-sentence, then continue in Indonesian. This illustrates that the language transition process is not yet smooth and requires more practice and support.

7. Do Students Use Their Mother Tongue to Explain Difficult Concepts in English?

   Yes, students use their mother tongue as a tool to explain difficult concepts in English. For instance, when explaining tasks or answering friends' questions, they often revert to using Indonesian because they are unsure they can convey those ideas correctly in English. This indicates that the mother tongue remains a primary tool for thinking and explaining for students.

B. Discussions

In this part, the researcher will discuss the analysis results of the research findings that have been presented earlier, both from interviews and observations. This section is organized to address the research questions and objectives, as well as to relate the findings to relevant theories and previous studies. The main focus of the discussion is on two primary themes: the most common difficulties faced by students when speaking in English influenced by mother tongue interference, and the strategies employed by students to overcome this interference.

1. The Most Common Difficulties That Students Face When Speaking English That Caused by Their Mother Tongue

The results of this study indicate that the main difficulties faced by students in speaking English lie in the aspects of grammar, pronunciation, and vocabulary selection. These difficulties consistently arise and demonstrate a strong influence from the mother tongue in shaping students' language patterns. This finding is relevant to the research by Onah & Marcellus (2023), which identifies that grammar and pronunciation errors among ESL students are a result of the differences between L1 and L2 systems. Similar findings are also observed in the research by Rubab & Zaidi (2022), which cites interference as a dominant cause of errors in both spoken and written English. However, this study goes beyond their focus by exploring the personal experiences of students in a bilingual pesantren environment, a context that has not been extensively discussed in previous research. Additionally, the phenomenological approach used in this study allows the researcher to capture

students' awareness and strategies in greater depth. Therefore, this research reinforces previous findings while also expanding the scope of discussion regarding the role of the mother tongue in mastering speaking skills.

Environmental factors also play a crucial role in reinforcing the dominance of the mother tongue, which affects students' speaking abilities. The research by Darwis & Nur (2021) shows that family and community environments shape linguistic habits that directly impact how students use foreign languages. This aligns with the findings of this study, where students acknowledge that they are more accustomed to speaking with family and peers in regional languages such as Bugis. Limited exposure to English outside the classroom leads students to carry over structures and sounds from L1 when speaking in L2. This not only affects pronunciation but also the sentence structure and vocabulary choices used by students. Therefore, it can be concluded that mother tongue interference does not only stem from a limited knowledge of the target language but is also influenced by socio-linguistic habits. These findings provide reinforcement for the study by Darwis and Nur while adding a new perspective from the context of pesantren education.

In the context of phonology, the results of this study are also consistent with the findings of Mariani (2021) who identifies sound interference due to differences in vowel and consonant systems between L1 and L2. Students in this study show a tendency to pronounce English words with sounds that are more familiar from their mother tongue. For example, Many students pronounce English words according to the spelling or phonological patterns of Indonesian, such as pronouncing the word

"burned" as /bur-nehd/ or "true" as /trru/, with the characteristic rolled /r/ sound of Indonesian. These errors indicate that students lack sufficient phonological awareness of the sound system in English, particularly regarding phonemes that do not exist in their mother tongue. This leads to inaccuracies in pronunciation that can disrupt the understanding of the interlocutor. Although Mariani focused on college students, a similar phenomenon was also found at the intermediate level in this study. Thus, this research reinforces Mariani's findings while also expanding the scope of social context and age of the learners. The addition of data from the pesantren environment contributes new insights into the understanding of phonological interference more broadly.

From the perspective of language structure transfer, these findings also support the results of Sholah (2021), who found that direct translation from L1 to L2 leads to grammar and diction errors in students' writing. Although Sholah's focus was on writing skills, similar results were also found in the speaking skills of students in this study. Students often construct sentences in English with word orders that follow the patterns of their mother tongue. As a result, the sentences produced sound unnatural. Students often construct English sentences based on the structure of the Indonesian language, such as mixing verb tenses, forming sentences without paying attention to the correct order, or directly applying mother tongue patterns to the target language. For example, some students reported difficulties in distinguishing between past, present, and future forms, often mixing all three in one sentence. This indicates that they have not fully grasped the tense system in English, which is significantly more complex than that of Indonesian. In this system,

students form their own hypotheses about English structure but still refer to the grammatical logic of Indonesian, which they have mastered first. Based on this research, findings of the research adds a contribution in the form of exploring similar phenomena in speaking skills. This indicates that language transfer is not limited to written contexts but is also evident in the oral communication of bilingual students. Thus, this research fills a gap that has not been extensively explored in previous studies.

In addition to speaking English with Indonesian sentence structures, students often mix words from L1 and L2 into a single sentence. students use code-switching as a strategy to address the linguistic gaps they experience, whether due to Limited Vocabulary, lack of confidence, or situational pressure that demands quick communication. For instance, when students speak in English but do not know certain terms, they immediately insert words or phrases in Indonesian, as seen in expressions like “do you want es teh?” or “because eee… waktu kejadian.” This form of interference demonstrates that although students strive to use the target language, the dominance of their mother tongue still strongly influences their speech production. According to Fatchul Mu’in et al. (2019), code-switching is a natural form of interference that occurs among bilingual speakers when they struggle to separate the two language systems they command. In the context of learning, code-switching can serve as a communication bridge; however, if not managed properly, it can hinder students' development of the ability to use English purely and consistently.

Overall, the findings of this study can be explained through the interlanguage theory proposed by Selinker (1972). This theory states that L2 learners form a transitional language system called interlanguage, as a result of the blending of L1 and L2. In this process, language transfer occurs, leading to systematic errors in students' production of English. This is evident in students' tendencies to use sentence patterns, sounds, and vocabulary derived from their mother tongue. Language transfer occurs when learners unconsciously apply the rules and patterns of their mother tongue to the target language, resulting in systematic errors. For example, students often construct English sentences with grammatical structures resembling their mother tongue, such as "I very like this," influenced by the Indonesian structure "Saya sangat suka ini." In terms of pronunciation, some students pronounce the word "think" as "ting" or "three" as "tri" because there is no /θ/ sound in their mother tongue. These errors are consistent, reflecting a transitional language system between L1 and L2. Additionally, the phenomenon of overgeneralization of the target language is also found, such as the use of the past form "buyed" instead of "bought" because students apply the regular verb rule generally. These findings align with the processes of language transfer and overgeneralization in Interlanguage Theory.

Another relevant concept from Selinker's theory that emerges in this study is fossilization, which is the condition when errors become permanent or difficult to change. Fossilization can occur if the learning environment does not demand the accurate and consistent use of the target language. In the context of Pondok Pesantren Al-Iman, although students are required to use English on certain days,

the presence of mixed-language communication allows incorrect forms to persist. For instance, sentences like "She go to school yesterday" or mixed phrases like "do you want es teh?" remain understood and are not corrected by their peers. This situation leads to the same errors being repeated and eventually becoming entrenched in the students' interlanguage. This supports Selinker's view that without a linguistic environment demanding accuracy, learners tend to retain incorrect language forms in the long term.

Based on the previous explanation, it can be concluded that mother tongue interference in students' speaking abilities encompasses various linguistic aspects, ranging from grammar, vocabulary, and pronunciation to forms of code-switching. This interference not only indicates weaknesses in mastering the target language but also reflects a natural process in second language acquisition, particularly in bilingual contexts such as pesantren. These findings align with the concept of interlanguage, where students' language systems are still influenced by the patterns and logic of their first language that have become ingrained. Factors such as a lack of exposure to authentic English, limited speaking practice, and minimal phonetic training further reinforce this interference. Therefore, there is a need for a learning approach that emphasizes the active and consistent use of English, along with constructive feedback, so that students can transition from the influence of their mother tongue to achieving greater fluency and accuracy in English.

2. Strategies Students Use to Overcome Speaking Difficulties in English Influenced by Their Mother Tongue

Although students face difficulties in speaking English due to the influence of their mother tongue, they demonstrate various self-directed strategies to overcome these obstacles. One of the most frequently mentioned strategies is watching movies and listening to English music, which they find effective in improving their pronunciation. Through films, students become accustomed to hearing the correct pronunciation from native speakers, which gradually reduces their tendency to pronounce words with regional accents or sounds. Some students also admit to often mimicking the speech of characters in films as a pronunciation practice. This strategy reflects the natural language acquisition process, which aligns with the interlanguage concept in Selinker's theory (1972). Additionally, this strategy expands the findings of Rubab & Zaidi (2022), which emphasize the role of teachers and the education system, by adding a dimension of personal initiative from students. Therefore, exposure to English through entertainment media becomes one form of positive habituation that effectively reduces interference.

In addition to increasing input through films and music, some students also use reading English texts as a way to strengthen their understanding of sentence structures and expand their vocabulary. They mention that reading short stories or light articles helps them understand how to form correct sentences in English. One student stated that they are accustomed to repeating sentences from readings that they find easy and trying to use them when speaking. This helps students avoid the habit of directly translating from their mother tongue, which often leads to sentence structure errors. This strategy supports the principle of interlanguage as a developing system influenced by students' exposure and learning experiences. This

research also complements the findings of Sholah (2021), which examined the influence of the mother tongue in writing, by showing that reading strategies also contribute to improving speaking skills. Thus, reading becomes one form of literacy strategy that impacts oral skills.

Another strategy frequently used by students is chatting in English with peers through social media or messaging apps. This activity helps students use English in real and informal contexts, while also training their ability to construct sentences spontaneously. Some students say that chatting makes them more comfortable using new vocabulary without the fear of making mistakes, as there is no pressure like in classroom situations. Although it is written, this practice helps students internalize English structures and vocabulary more appropriately. This strategy aligns with the idea of L2 communication strategies in Selinker's theory, where learners use creative ways to maintain communication in L2 despite their limitations. Furthermore, these results expand the scope of Mariani (2021) findings, which focused solely on pronunciation, by showing that digital media also play an important role in the development of students' oral language. Thus, chatting becomes a relevant indirect speaking practice tool that resonates with current adolescent habits.

Another interesting finding is that most of the strategies used by students are not the result of teacher instruction but rather personal initiatives based on their needs and experiences. Students realize that the language errors they make stem from habits in L1, prompting them to choose specific ways to correct them. This linguistic awareness is an important aspect of the interlanguage process, where

students actively refine their language systems through experience and reflection. The phenomenological approach in this study allows for a deeper understanding of the reasons and motivations behind students' choice of learning strategies. These findings enrich the study by Irene et al. (2023), which primarily highlights interference phenomena, by adding aspects of solutions that originate from individual learners. Therefore, the strategies employed by students in this study demonstrate awareness and self-regulation in the process of learning a second language.

All the strategies identified in this study align with the views of Sri Rahayu & Ramadhan (2021), who state that mother tongue interference can be reduced through habituation to correct structures in L2. The author explain that effective language acquisition occurs when students become accustomed to using correct sentences and do not validate incorrect forms, both orally and in writing. In this context, students' strategies such as watching films, reading, and chatting can be understood as part of this habituation process. Furthermore, the concept of natural acquisition described in that journal also corresponds with students' practices in this study, where many of them learn outside the classroom through natural interactions with English. This approach reinforces the interlanguage theory that students will refine their language systems as their input and experiences increase. Thus, the self-directed strategies employed by students are not only forms of adaptation but also integral parts of an effective language acquisition process in a bilingual context.

From the perspective of Interlanguage Theory, students' strategies to overcome the mother tongue interference can be linked to second language learning

strategies and second language communication strategies. In this study, students employed various self-learning techniques such as watching English-language films, listening to English songs, and chatting with friends in English. These strategies help students expand their vocabulary, improve their pronunciation, and become accustomed to English sentence structures. In communication, students use paraphrasing, for example, substituting the word "purchase," which they cannot recall, with "buy," or engaging in code-switching when they cannot find the intended vocabulary. These strategies allow students to continue conversations despite their linguistic shortcomings. This aligns with Selinker's view that communication strategies are part of the natural process of interlanguage formation.

However, there is also a phenomenon of transfer of training, where habits acquired during formal learning influence language use in real communication. For instance, although students have memorized vocabulary from Unit Bahasa, some still opt for their mother tongue equivalents when speaking spontaneously. This indicates that vocabulary mastery in the classroom has not fully transitioned into active skills in everyday conversation. Furthermore, without consistent supervision and feedback, these strategies risk leading to fossilization of incorrect forms. Therefore, the long-term success of students' strategies heavily relies on ongoing practice, exposure to correct language input, and an environment that consistently demands accurate use of English.

Based on the explanation above, the findings of this research indicate that students experience difficulties in speaking English, which are largely influenced by their mother tongue, particularly in aspects of grammar, pronunciation, and

vocabulary choice. These errors appear consistently and systematically, indicating that they are not random mistakes but rather part of the natural process of second language acquisition. This suggests that students are in the interlanguage stage, where they are trying to build an English language system based on their previous linguistic experiences. Selinker also mentions that during this process, language transfer occurs, both positively and negatively. The results of this study demonstrate instances of negative transfer, such as the pronunciation of the word "three" as "tri," or the use of sentence structures like "I very like it," which directly result from L1 structure. Furthermore, the interlanguage theory also explains that learners actively develop strategies to overcome their limitations in the target language.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains the conclusion of the overall research process that has been conducted. The conclusion is structured into two main parts: the summary and recommendations. The summary section includes a recap of the key findings obtained through data analysis, both from interviews and observations, and addresses the research questions formulated in the introduction chapter. Meanwhile, the recommendations section provides suggestions aimed at various stakeholders, such as students, teachers, and future researchers, based on the results and limitations of this study. With this conclusion, it is hoped that readers will gain a comprehensive understanding of the research findings and their contributions to the development of English language learning, particularly in the context of mother tongue interference.

A. Conclusion

The findings of this study reveal that the most common speaking difficulties faced by students are caused by the influence of their mother tongue. These difficulties are evident in three main aspects: grammar, pronunciation, and vocabulary. In terms of grammar, students often transfer Indonesian sentence structures into English, resulting in errors such as the mixing of tenses and incorrect word order. Pronunciation errors also occur, with students substituting unfamiliar English sounds with sounds from their native language, such as the rolled /r/ from

Indonesian. Limited vocabulary further contributes to interference, as students often insert Indonesian words into their English sentences when they cannot recall the equivalent term. These errors occur systematically rather than randomly, which indicates that they are products of negative language transfer rather than accidental mistakes. This phenomenon aligns with interlanguage theory, where learners develop a transitional linguistic system influenced by both L1 and L2.

In addition to linguistic aspects, the learning environment also plays a crucial role in shaping these difficulties. Although the pesantren enforces the use of English and Arabic, the strong influence of the students' mother tongue persists, especially in informal contexts. Students often revert to using their native language in spontaneous interactions with peers, which reinforces their reliance on L1 structures and vocabulary. This indicates that interference is not only cognitive but also social, as daily communication habits strongly affect language use. Even with bilingual regulations in place, the dominance of the mother tongue outside the classroom continues to influence the persistence of grammatical, pronunciation, and vocabulary errors. Therefore, addressing mother tongue interference requires not only improving linguistic competence but also creating supportive social environments that encourage consistent target language use.

Despite these challenges, the study reveals that students are not passive learners but rather demonstrate awareness and initiative in overcoming their speaking difficulties. The strategies they employ include independent efforts, such as watching English films, listening to songs, and taking notes on new vocabulary, which help to reinforce exposure to the target language. They also use interactional

strategies by chatting with peers in English and engaging in group discussions, which provide authentic practice opportunities. In addition, social support strategies play an important role, as teachers and peers offer corrective feedback and reminders to use English consistently. These strategies indicate that mother tongue interference is not a permanent barrier but part of a transitional stage in second language development. Therefore, combining student initiative with environmental support and appropriate pedagogical approaches can significantly enhance students' fluency and accuracy. Consistent corrective feedback, a language-rich environment, and fostering learner autonomy are key to gradually reducing the influence of the mother tongue on English speaking skills.

B. SUGGESTION

Based on the conclusions, this study provides several recommendations aimed at students, teachers, and future researchers to minimize the influence of the mother tongue on English speaking skills. For students, it is important to be more active and consistent in practicing English both independently and through interaction with peers. Independent strategies such as watching films, listening to songs, and recording new vocabulary can increase exposure to the target language. At the same time, students should be more aware of the interference patterns they commonly produce, so they can gradually reduce them. By practicing regularly, being open to corrections, and building independent learning environments outside the classroom, students can strengthen their fluency and accuracy in English speaking.

For teachers and educational institutions, creating a supportive environment is essential to reduce mother tongue interference. Teachers are expected to apply responsive teaching methods and provide corrective feedback that helps students recognize and overcome errors in grammar, pronunciation, and vocabulary. Institutions can support this by implementing programs such as English Day, encouraging English communication in dormitories, and enriching the curriculum with more speaking practice opportunities. Training teachers to address interference sensitively and consistently is also necessary. A language-rich environment, both inside and outside the classroom, will encourage students to use English more naturally, making the transition from L1 to L2 smoother.

For future researchers, this study suggests expanding the exploration of mother tongue interference to broader contexts and specific linguistic aspects. Since this research focuses only on speaking skills in a bilingual pesantren environment, further studies could involve more participants, adopt a longitudinal design, or focus on phonological and syntactic elements in greater detail. Investigating the role of technology, digital media, or institutional language policies would also provide valuable insights. Overall, this study emphasizes that while mother tongue interference is a challenge, it can be addressed with appropriate strategies and supportive environments. The recommendations provided are expected to contribute to more effective and contextual English learning practices, particularly in bilingual and multilingual educational settings.

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