## APPENDICES

### Appendix A

### Observation Checklist

**Research Tittle:** The Interference of the Mother Tongue on the English Speaking Skill Development

| No. | Observed Aspects | Description | | Note |
|---|---|---|---|---|
| | | Yes | No | |
| **1.** | Students switch to their mother tongue while they experience difficulties in speaking. | | | |
| **2.** | The use of the mother tongue while students speak in English (for example, when explaining or asking questions). | | | |
| **3.** | Interaction between students and the teacher (whether students ask questions, answer, or discuss). | | | |
| **4.** | Teacher's reaction to the use of the mother tongue (whether the teacher encourages the use of English or not). | | | |
| **5.** | Strategies used by students to overcome mother tongue interference (for example, switching to English, asking for help from peers). | | | |
| **6.** | Do students show confusion or difficulty when switching from their mother tongue to English? | | | |
| **7.** | Do students use their mother tongue to explain difficult concepts in English? | | | |

## Appendix B

## Interview Guidelines

1. Are you interested in learning English?
2. Do you have difficulty in speaking English?
3. Do you often fall back to your mother tongue during the interactions between you and your friend? If yes, what makes you do so?
4. Do you think using your mpther tongue has a negative effect on your language learning?
5. Do you fall back to your mother tongue when communicating in English? If yes, how can you handle it?

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Adapted by Irene et al., 2023 (The Effect of Mother Tongue Interference Among ESL Learners' Speaking Skill)

**Appenndix C**

**Observation Results**

| No. | Observed Aspects | Description | | Note |
|---|---|---|---|---|
| | | Yes | No | |
| **1.** | Students switch to their mother tongue while they experience difficulties in speaking. | ✓ | | Students do switch to their mother tongue when they |
| **2.** | The use of the mother tongue while students speak in English (for example, when explaining or asking questions). | ✓ | | Students often combine between L1 and L2 in one sentence |
| **3.** | Interaction between students and the teacher (whether students ask questions, answer, or discuss). | ✓ | | In class X, the interaction between the teacher and students is very minimal. However, in class D, there is frequent interaction between the teacher and students |
| **4.** | Do Teacher react to the use of the student's mother tongue? (whether the teacher encourages the use of English or not). | ✓ | | Teacher at XI C and XI D class do not react to students mother tongue. But, teacher at X class do. |
| **5.** | Do students form a strategies to overcome mother tongue interference? | ✓ | | Students do form a few |

| | | | | |
|---|---|---|---|---|
| | (for example, switching to English, asking for help from peers). | | | strategies to overcome their mother tongue interfrence |
| **6.** | Do students show confusion or difficulty when switching from their mother tongue to English? | ✓ | | Students do show confussion when switching to English. For example, students stops a few seconds before speaks in english. |
| **7.** | Do students use their mother tongue to explain difficult concepts in English? | ✓ | | Students do use their mother tongue to explain difficult concepts in english |

**Appendix D**

**Observation Notes**

**Observation Date : May 19th 2025**

Today, the researcher conducted observations in classes XI (D) and XI (C). The teaching and learning activities in both classes tended to be passive, with minimal interaction between the teacher and students. The teacher used a lecture method during instruction, and the students focused on listening and taking notes on the material presented. Occasionally, there was interaction between the teacher and students, for example, when students wanted to ask questions, but the language used during the lessons was Indonesian. The teacher only used English when opening and closing the class, while students only used English for questions that required a yes or no answer. After the class ended, the researcher had a brief conversation with the students about their learning experience in class. Information from the students indicated that the teacher indeed had a teaching style like that, and sometimes only assigned tasks to the students. The lack of interaction in the classroom made it difficult for the researcher to determine whether there was interference from the mother tongue during the lessons in this class. The researcher continued to talk with an informant who is the head of the language unit. The language unit is part of the internal student organization responsible for regulating the use of foreign languages by students, both at school and in the dormitory. In the research location, students are required to use Arabic and English and are encouraged to minimize the use of their mother tongue. Based on information from the informant, the current use of foreign languages by students is not yet optimal

due to the change in the leadership of the internal student organization and students who have just returned from their hometowns, resulting in the majority of the language used still being the mother tongue. Additionally, the language unit has not yet tightened the enforcement of foreign language use among students. Therefore, today the researcher was unable to find much data to support the existence of mother tongue interference in this environment.

**Observation Date : May 20th 2025**

Today, the researcher conducted observations in class X (10). The atmosphere in this class was quite different from the previous two classes. In this class, both students and the teacher actively engaged in discussions with each other, which was not present in the previous two classes where students tended to be passive and only listened. In class X, both the teacher and students were active in terms of interaction and discussion using English. The activity in the class involved finding the main idea of a reading passage, where the teacher initially divided the students into three different groups and then asked them to read a paragraph to identify its main idea. Each group was then asked to prepare their answers and explain why they chose those answers, expressing themselves in English. Some students experienced difficulties when trying to express their opinions, but they still made an effort to use English as much as they could. When students did not know the English word for what they wanted to say, they used Indonesian to complete the sentence (code-switching).

In addition to the phenomenon of mixing English and Indonesian in one sentence, students also tended to speak English with the sentence structure of Indonesian. In this situation, the teacher was also active in helping students by providing the correct word structure and vocabulary. When students felt difficulty or confusion with the English vocabulary of a word, the teacher sometimes assisted by correcting the Indonesian word and providing the English vocabulary for that word. The phenomena of code-switching and interlanguage were often evident in this class because students were asked to speak English to express their opinions. Besides code-switching, students also frequently mispronounced English words, especially the sound /r/. They articulated the /r/ sound the same way they pronounced R in Indonesian.

Here are some recorded errors in students' English speaking during the observation period:

1. “Because, which in the kamus is membangun.” (code-switching).

2. “To remember about perjuangan.” (code-switching).

3. “Two thusand hundred residents.” (interlanguage. The student tried to form a large number by literally combining English words without following the general rules for stating numbers in English.)

4. “Residents in Bandung burned their home.” (The word “burned” /bɝːnd/ was pronounced literally by the student as /bur-nehd/. This was influenced by the pronunciation in their mother tongue, which tends to have the same pronunciation and spelling.)

5. “In the first paragraph.” (The word “first” /fɜːrst/ was pronounced literally by the student as /frist/.)

6. “True.” (The student pronounced the word "true" /truː/ as /trru/ (with the Indonesian /r/).)

7. “Because eee… waktu kejadian.” (The student pronounced the word “because” /bɪˈkɑːz/ as /bekaus/. The student also mixed Indonesian words in one sentence, resulting in interlanguage and code-switching in this sentence.)

The results of the observations in this class indicate that interference phenomena occur in this school environment. In addition to the interference phenomena, the researcher noted the importance of the role of a teacher and peers as a solution in helping students reduce and become aware of their mistakes when speaking English. However, due to the approaching exam period, the researcher cannot continue observations in the near future because of the upcoming exams and students' holidays. Therefore, the school requested to limit interactions with students so as not to disrupt exam time.

**Observation Date : June 28th 2025**

Today, the researcher continued the research observations on June 28, 2025. The researcher arrived during the students' holiday period. The students' holiday at the dormitory was filled with a language camping activity, which lasted for approximately six days. This activity included several competitions and materials related to Arabic and English, with activities for Arabic and English separated on different days. The first three days were dedicated to competitions and materials

related to Arabic, while the last three days focused on competitions and materials related to English. The researcher attended during the last three days of the activities, where students were required to use English throughout the period. Today, after a storytelling competition in the afternoon, the next activity continued in the evening, which was an English material session led by the researcher. During this session, the researcher had the opportunity to interact with a larger number of students, as almost all students were in one room.

In this activity, the researcher took the time to ask students participating in the session about their difficulties in using English. The majority of students responded that the most challenging aspect was grammar, while some students mentioned pronunciation. In addition to the material session, the researcher found several data points that aligned with the information from the interviewees, such as the frequent mixing of Indonesian and English in one sentence, for example: “Do you wan’t es teh?” Furthermore, the researcher also discovered that many students used Indonesian structure when speaking English. Most students tended to pronounce English words one by one and assemble them into a single sentence without paying attention to the correct English word structure.

**Observation Date : June 29th 2025**

In this observation, the researcher noted students while they were chatting with their friends. The students appeared more relaxed when speaking English with their peers, although they still mixed English and Indonesian in almost every sentence. In comparison to when they spoke English with teachers, the students seemed more rigid when conversing in English with the researcher or their teachers. When speaking with the researcher, students tended to hesitate and paused for each word they intended to say in English. If they did not know the English word for a particular term, there would be a significant pause before they expressed it in Indonesian. The phenomena of code-switching and mispronunciation were more frequently observed compared to errors in word structure. Only a small number of students managed to complete a full sentence in English, even if it did not adhere to grammar rules, while many mixed languages within a single sentence.

Additionally, after the material session last night, the researcher found that students practiced pronunciation more often with their friends. If one person in the group made a pronunciation mistake, their peers would help correct it. Here, the researcher discovered the importance of peer support in helping students overcome difficulties in speaking English. From the information gathered through interviews, the majority of interviewees mentioned that one way to address their difficulties in English was by watching. However, field data revealed that not many students were particularly interested in English-language films. Most students preferred Korean or Chinese films, and the subtitles used for watching these films were in Indonesian, which does not help them improve their pronunciation, grammar, or vocabulary.

**Observation Date : June 30th 2025**

The findings from today's observation were not significantly different from previous ones. The most frequently observed interference among students when speaking English included code-switching, the use of Indonesian word structure while speaking English, and mispronunciation. A visible solution for students to address these issues was to ask their peers or teachers for help. Additionally, students were required to take notes on new vocabulary provided by the language unit, which could assist them in expanding their vocabulary. However, regarding other solutions mentioned by the interviewees, not many students utilized them. This presents an opportunity to open new perspectives for students to try new methods of learning English.

**Appendix E**

**Transcipt of the Interviews**

**K_(I1) / 20 Mei 2025**

1. **Are you interesetd in English?**

   *Kalau saya secara pribadi, kusuka…eee apanya dih, suka aja. Ya*.

2. **Could you tell us what make it difficult for you to speak English?**

   *Oh yang kayak tadi? Kayak disuruhki berbicara dalam bahasa Inggris, baru ini biasa kayak masih untuk saya pribadi masih kesulitan untuk merangkai kata-kata dalam bahasa inggris, mungkin setelahnya pi kujawab, baru terpikir semua atau ku tulis pi dulu…. Eee anu tidak kutahu struktur kata-katanya kayak…. Gramer apa? Iya, kayak begitu-begitu.*

3. **Do you often fall back to your mother tongue during the interactions between you and your friend? If yes, what makes you do so?**

   *Kalau… yang tidak kayak, kayak sehari-hari ji. Bahasa sehari-hari atau kalimat sehari-hari nda ji, tapi kalau yang kayak tadi yang kayak tentang campur masa lampau, masa depan, yang sekarang terjadi, tercampur-campur.*

4. **Do you think using your mpther tongue has a negative effect on your language learning?**

   *Kalau saya pribadi, nda adaji*

5. **Do you fall back to your mother tongue when communicating in English? If yes, how can you handle it?**

   Eee nonton film, dengar-dengar musik juga biasa sama biasa chat-an sama teman. Iye karena ada biasa grup. (biasanya belajar kosakata darimana?) Lebih sering eee…antara kedua ini? Film, movie. (kalau musik membantu dalam aspek apa?) Eeeee liriknya, kan kayak kucari I apa maknanya ini lirik, kata-kata biasa. (kalau diantara kedua ini, mana yang paling efektif di kita?) Film, karena kalau biasa musik kayak ee anu kan pakai istilan istilah disana kalau musik. Anu juga kalau nonton ki film, kayak masuk sendiri biasa biar tidak dihafal i.

**M_(I2) / 20 Mei 2025**

1. **Are you interesetd in English?**

   *Iye' tertarik. (Apa kasi tertarik ki?) iye?.... mungkin karena cara mengajarnya ustadzah suraedah, tertarik ka. Iye, kayak anu juga, nacontohkan ki jadi bagus. (sering berinteraksi ustadzah pakai bahasa Inggris di?) iye, sama Sempatkan juga masuk klub bahasa inggris disini. (Sering ki kah berbahasa inggris kita?)…. Sering, tapi yang kayak sedikit sekali ji. Kadang kalau sama teman kalau berbahasa orang misalnya ada berbahasa arab yang tidak kutau biasa kalau kutau bahasa inggrisnya, pakai bahasa inggris ka. (oh jadi biasa campur kita bahasa arab dengan bahasa inggris ta?) iye (bahasa arab, inggris, indonesia. Biasa tercampur itu dalam satu kalimat?) biasa, biasa bilang ee man 'inda hadzihi? Kek, tercampur. (kalau kita lebih sering ki pakai bahasa inggris atau bahasa arab?) lebih ke Arab, karena jarang… jarang banyak… jarang ada orang mengerti bahasa inggris kayak, kayak arab mi.*

2. **Could you tell us what make it difficult for you to speak English?**

   *Cara penyebutannya, iye. (selain itu ada?) Anu juga, kurang kosakata karena disini orang kayak lebih ke bahasa arab**.** (jarang dikasi kosakata bahasa inggris?) Sering ji, tapi lebih sering memang bahasa arab.*

3. **Do you often fall back to your mother tongue during the interactions between you and your friend? If yes, what makes you do so?**

   *Sering, sering. misalnya, eee…. Apa dih, eee misalnya where are tidak kutau bahasa inggrisnya kipas. Where are kipas, begitu. Kek begitu.*

4. **Do you think using your mpther tongue has a negative effect on your language learning?**

   *Berpengaruh, iye karena terbiasa ki jadi kayak sussah mi bahsa inggris*

5. **Do you fall back to your mother tongue when communicating in English? If yes, how can you handle it?**

   *Kayak misalnya kalau saya berbicaraka sama teman, kayak ee kalau pakai bahasa anu kan bahasa inggris sama bahasa indonesia tidak boleh, jadi kadang kalau bicara begitu ki kayak langsung sadar ki baru langsung nakasi ingat ki teman begitu jadi itu bagusnya. Tapi kalau sama orang lain tidak. (jadi biasa teman ta yang bantuki?) iye, sama kadang juga ustadzah suraedah karena dekat ji. (ada kah tips-tips ta yang biasa ta lakukan untuk hadapi ini kekurangan ta dalam berbahsa inggris?)…. Tidak terbiasa dengan bahasa indonesia, mungkin kaya tidak harus ki*

*berbahasa indonesia begitue. Usahakan bawaki kamus yang biasa yang kecil yang Arab, Inggris, Indonesia. (oh ada kamus Arab, Inggris, Indonesia disini?) tapi yang anu yang kadang, ada yang kecil kayak bikin ki buku catatan baru didalam semua mi. (ustadzah biasanya apa yang na lakukan untuk bantuki?) 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.*

**ZN_(I3) / 19 Mei 2025**

1. **Are you interesetd in English?**

   *Iye. (sering ki kah berbhasa inggris?) kadang ji kalau lagi mood atau… kalau lagi mood atau tidak kutau mi mau bicara apa. (kalau berbicara bahasa inggris ki biasanya sama teman ki atau sering ki bicara sendiri?) sering ka juga bicara sendiri karena kalau teman dibicarai, tidak natau i. (jadi lebih sering ki bicara pakai bahasa arab kalau misanya bicara sama yang lain?) iye, tapi kadang juga kalau temanku yang pintar bahsa inggris, kutemani pakai bahsa inggris.*

2. **Could you tell us what make it difficult for you to speak English?**

   *Cara penyebutannya… penyebutannya. (pernah kah gara gara tidak kita tahu penyebutannya, beralih ki ke bahasa indonesia ta?) iye.*

3. **Do you often fall back to your mother tongue during the interactions between you and your friend? If yes, what makes you do so?**

   *Jarang, iye. (kenapa?) karena kalau menurut ku campur-campur to' susah, iye. (lebih susah campur-campur I kalau dibandingkan sama bahsa arab?) kalau bahasa arab juga jarang ka juga campur-campur I, kayak nda bisaka saya camour-campur bahasa.*

4. **Do you think using your mpther tongue has a negative effect on your language learning?**

   *Iye, karena kalau sering ki pakai bahasa ibu bakal keterusan ki. Bakaal apadih bakal terbiasa ki.*

5. **Do you fall back to your mother tongue when communicating in English? If yes, how can you handle it?**

   *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. (kalau misalnya belajar sediri ki, apa biasanya ta buka?) musik, iye. Iye karena kalau bukan musik, film. (kalau misalnya nonton film ki, kita fokus ki di*

*subtittlenya atau listening ta?) subtilttle, tapi 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.*

**NSI_(I4) / 19 Mei 2025**

1. **Are you interesetd in English?**

   *Lumayan, lumayan tertarik ka saya sama bahsa inggris (sering ki kah berbicara bahsa inggris?) jarang, jarang teraplikasikan. (karena?) karena… apadih… kaku, kaku bicara bahasa inggris dan takut ka salah dalam penyebutannya.*

2. **Could you tell us what make it difficult for you to speak English?**

   *Kayak minim kosakata (bisa diceritakan, bagaimana itu kesulitan e kasi susah ki berbicara bahasa inggris?) kayak misalnya mirip-mirip kayak 'right' kan sama 'right' eee ada yan kanan artinya, ada yang benar begitu. Susah sekali penyebutannya juga.*

3. **Do you often fall back to your mother tongue during the interactions between you and your friend? If yes, what makes you do so?**

   *Jarang ji, iye. Karena saya kalau mauka berbahasa inggris, biasa lama memang dipikiran apa yang mau dibilang baru nanti dikeluarkan jadi tidak tercampur mi lagi.*

4. **Do you think using your mpther tongue has a negative effect on your language learning?**

   *Iye, karena tidak terbiasa ki berbahsa inggris tapi biasanya bahasa indonesia atau bahasa ibu anu juga kayak lingkungan. Kalau misalnya jarang orang berbahasa inggris di dekat ta, otomatis kayak ragu ragu ki berbahasa inggris. (kalau kita lebih sering ki berbahsa inggris atau arab?) bahasa arab, karena lebih sering mendengar bahasa arab kayak tidak diragukan mi lagi kebenarannya berbahasa arab. Kan kalau bahasa inggris masih ragu-ragu pengucapan. Iye lebih sering bahsa arab.*

5. **Do you fall back to your mother tongue when communicating in English? If yes, how can you handle it?**

   *Banyak-banyak belajar kosakata, sama eee mencari lingkungan yang memang ada bahasa inggrisnya begitu e. (kalau misalnya cari-cari kosakata ki begitu, biasanya dapat darimana?) bisa jadi dari musik sama kalau dari film paling kayak 1 kalimat*

*1 kalimat ji. Biasa juga dapat, misalnya kan kayak ada kosakata dari kamus belajar bahasa inggris, cari di kamus habis itudiingat lagi bilang pernah ki dapat begini di kamus.*

**RA_(I5) / 19 Mei 2025**

1. **Are you interesetd in English?**

   *Suka.(menurut ta bahasa inggris itu susah atau gampang?) eee kalau kosakatanya menurut ku susah tapi kalau pengucapannya mudah. (sering ki kah pakai bahasa inggris kalau di asarama atau lebih sering bahasa arab?) jarang sekali bahasa arab.*

2. **Could you tell us what make it difficult for you to speak English?**

   *Eee menerjemahkan. (ceritakan ki coba apa yang bikin susah ki berbicara bahasa inggris) yang bikin susah bicara bahasa inggris?(bisa ki kah ceritakan ka apa kesulitan dalam berbahasa inggris waktu pertama kali ki masuk pondok?) kesulitannya iut, pertama karena baru-baru lagi dengar bahasa asing. Karena tiba-tiba disuruhki bilang begini harus berbahasa setiap hari begini, jadi sulit sekali itu menurutku, karena kan biasanya pakai bahasa indonesia jaki, bahkan bahasa daerah tidak ada… tidak ada dibilang bahasa begini, bahasa arab, bahasa inggris. Pas masuk disini langsung sulit dirasa, tapi kalau terbiasa ki, terbiasa setahun-dua tahun, alhamdulillah bisa tapi baru sedikit-sedikit. (waktu pertama masuk disini lebih mudah ki bicara pakai bahasa inggris atau bahasa arab?) bahasa inggris, karena bahasa inggris eee ditau memang sebelumnya itu, kalau bahasa arab kan jarang memang.*

3. **Do you often fall back to your mother tongue during the interactions between you and your friend? If yes, what makes you do so?**

   *Sering. Itu yang anunya yang… eee kayak rumus-rumusnya susah yang tambahan-tambahan katanya, iya. Itu yang bikin susah belajar.*

4. **Do you think using your mpther tongue has a negative effect on your language learning?**

   *Tidak adaji juga, karena kan bahasa indonesia itu bahasa sehari-hari ji. Jadi tidak adaji dampak negatifnya.*

5. **Do you fall back to your mother tongue when communicating in English? If yes, how can you handle it?**

*Solusinya? Solusinya itu… apadih… tidak tahu, hehe. (apa yang paling sering kita lakukan kalau misalnya belajar bahasa inggris ki?) pembacaan, iye.*

**S_(I6) / 29 Juni 2025**

1. **Are you interesetd in English?**

   *Hmm.*

2. **Could you tell us what make it difficult for you to speak English?**

   *Sebenarnya tidak sulit ji tapi tergantung dari lingkungan. Kalau misalnya berbahasa i teman-teman ta', banyak orang berbahasa, ikut ki juga. Tapi kalau semisalnya tidak, ya susah ki juga.*

3. **Do you often fall back to your mother tongue during the interactions between you and your friend? If yes, what makes you do so?**

   *Kalau disini, campur. Tapi kalau di pondok dulu ku, tidak bisa jadi full inggris. Tapi kalau pengucapan, yaa biasa juga salah. (tapi kalau grammar ta kita bagaimana? Biasa pakai struktur kata bahasa indonesi ki yang tidak sesuai sama aturan grammar dalam bahsa inggris?) iye*

4. **Do you think using your mpther tongue has a negative effect on your language learning?**

   *Yaa iyasih, iye. (bagaimana baahsa ibu ta mempengaruhi hal itu?) kayak logatnya begitu. (jadi kadang ikut aksen aksen bugis ta kalau bicara bahsa inggris k?) Iye.*

5. **Do you fall back to your mother tongue when communicating in English? If yes, how can you handle it?**

   *Tergantung lingkungan pi baru bisa. Kalau misalnya ada, kalau lingkungan ta selalu berbahasa bahasa, tidak ada campurannya baru bisa berbahsa juga. Tapi kalau misalnya ada yang bahasa ada juga tidak. (jadi kita butuh pengaruh dari lingkungan ta dih?) iye (jadi solusi ta kita, cari lingkungan yang?) berbahsa juga.*

**Appendix F**

**Table 4.1 (continued)**

| Interview Quote | Open Coding (Code) | Categori (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 |
| …kurang kosakata karena disini orang kayak lebih ke bahasa arab. | Lack of vocabulary for speaking. | Limited Vocabulary | Cause of Mother Tongue Intereference |

| | | | |
|---|---|---|---|
| Kayak minim kosakata. kayak misalnya mirip-mirip kayak *'right'* kan sama '*right'* eee ada yang kanan artinya, ada yang benar begitu…. | Lack of vocabulary for speaking. | Limited Vocabulary | Cause of Mother Tongue Intereference |
| …kalau kosakatanya menurut ku susah… | Lack of vocabulary for speaking. | Limited Vocabulary | Cause of Mother Tongue Intereference |
| Cara penyebutannya,… | Difficulty in pronunciation. | Pronunciation difficulties | Cause of Mother Tongue Intereference |
| …kaku bicara bahasa inggris dan takut ka salah dalam penyebutannya. | Difficulty and fear of making mistakes in pronunciation. | Pronunciation difficulties | Cause of Mother Tongue Intereference |
| …Susah sekali penyebutannya juga. | Difficulty in pronunciation. | Pronunciation difficulties | Cause of Mother Tongue Intereference |
| …Eee nonton film | watching films | Independent Strategy | Strategy For Dealing With Interference |
| …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 | Students watch English-language films to increase their vocabulary. | Independent Strategy | Strategy For Dealing With Interference |

| | | | |
|---|---|---|---|
| kudengar apa bahasa inggrisnya…. | | | |
| Banyak-banyak belajar kosakata…. kalau dari film paling kayak 1 kalimat 1 kalimat ji | Students watch English-language films to increase their vocabulary. | Independent Strategy | Strategy For Dealing With Interference |
| …dengar-dengar musik juga | listening to music | Independent Strategy | Strategy For Dealing With Interference |
| …Eeeee liriknya, kan kayak kucari I apa maknanya ini lirik | Searching for the meaning of song lyrics. | Independent Strategy | Strategy For Dealing With Interference |
| …cari di kamus habis itu diingat lagi bilang pernah ki dapat begini di kamus. | reading practice | Independent Strategy | Strategy For Dealing With Interference |
| …pembacaan, iye. | reading practice | Independent Strategy | Strategy For Dealing With Interference |
| …biasa sama biasa chat-an sama teman. Iye karena ada biasa grup. | chatting in English | Interactional Strategy | Strategy For Dealing With Interference |
| Kalau salah, ustadzah bantu koreksi, teman juga bantu. | peer and teacher correction | Social Support | Strategy For Dealing With Interference |
| …Kayak misalnya kalau saya berbicaraka sama teman, kayak ee | peer and teacher correction | Social Support | Strategy For Dealing With Interference |

| | | | |
|---|---|---|---|
| kalau pakai bahasa anu kan bahasa inggris sama bahasa indonesia tidak boleh, jadi kadang kalau bicara begitu ki kayak langsung sadar ki baru langsung nakasi ingat ki teman begitu jadi itu bagusnya…. | | | |
| …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. | peer and teacher correction | Social Support | Strategy For Dealing With Interference |
| …pergika bertanya sama ustadzah atau temanku yang pintar. Bilang apa… apa dibaca kalau begini tulisannya… | peer and teacher correction | Social Support | Strategy For Dealing With Interference |

**Appendix G**

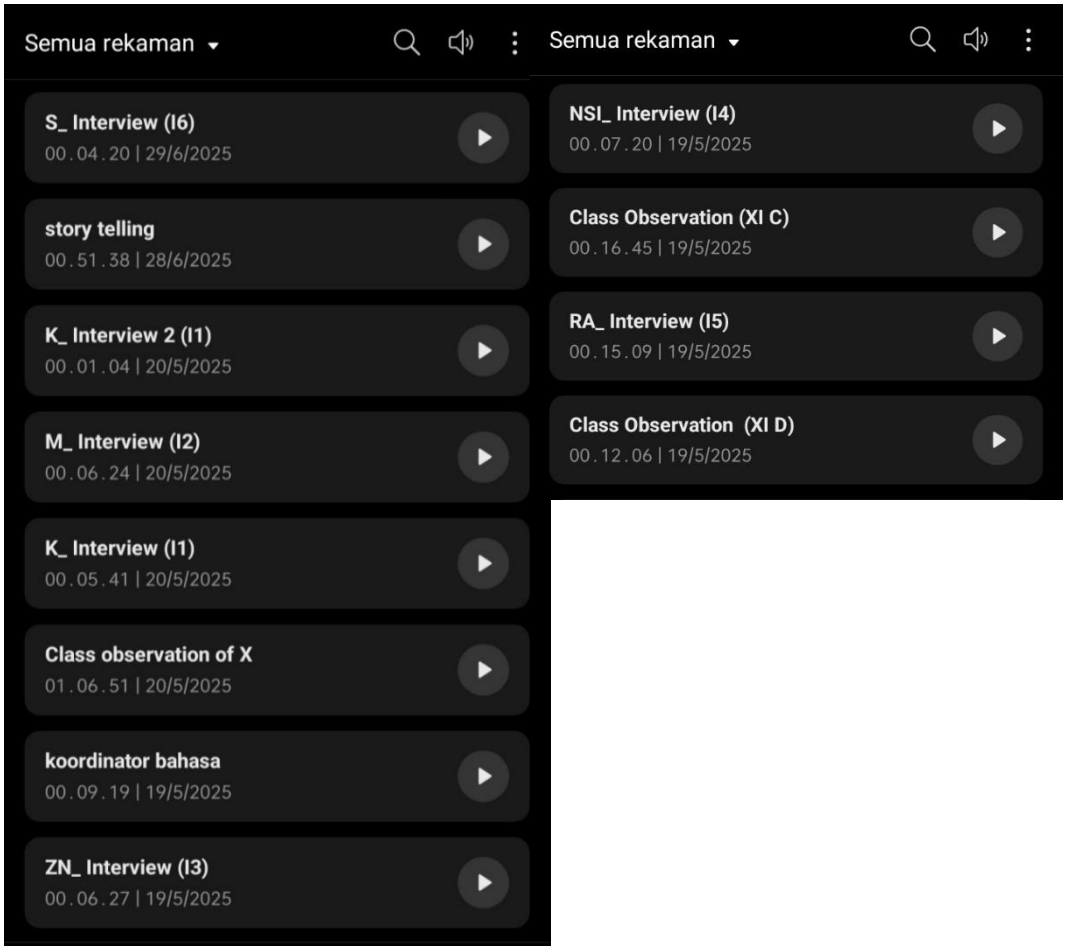
**Result of Documentation**

**Documentation of Interview and Observation**









Semua rekaman
S_ Interview (I6)
00.04.20 | 29/6/2025
story telling
00.51.38 | 28/6/2025
K_ Interview 2 (I1)
00.01.04 | 20/5/2025
M_ Interview (I2)
00.06.24 | 20/5/2025
K_ Interview (I1)
00.05.41 | 20/5/2025
Class observation of X
01.06.51 | 20/5/2025
koordinator bahasa
00.09.19 | 19/5/2025
ZN_ Interview (I3)
00.06.27 | 19/5/2025
Semua rekaman
NSI_ Interview (I4)
00.07.20 | 19/5/2025
Class Observation (XI C)
00.16.45 | 19/5/2025
RA_ Interview (I5)
00.15.09 | 19/5/2025
Class Observation (XI D)
00.12.06 | 19/5/2025

**VALIDATION PAGE**

The proposal entitled : **The Interference of the Mother Tongue on the English Speaking Skill Development**

Proposed by the following student :

| | |
|---|---|
| Name | : Andhini Ramadhani Idris |
| Reg. No. | : 221 110 011 |
| Department | : Pendidikan Bahasa Inggris |
| Faculty | : Keguruan dan Ilmu Pendidikan |

After being supervised and reviewed, this has fulfilled the requirements and is recommended for proposal seminar at Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Parepare.

Parepare, March 13th 2025

First Supervisor,

**Dr. Khadijah Maming, S.Pd., M.Pd.**
NBM. 986 844

Second Supervisor,

**Sudarmanto, S.Pd., M.Pd.**
NBM. 0911098903

Approved by,

**Chief of Program Studi**
**Pendidikan Bahasa Inggris,**

**Dr. Khadijah Maming, S.Pd., M.Pd.**
**NBM. 986 844**

**UNIVERSITAS MUHAMMADIYAH PAREPARE (UMPAR)**
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN (FKIP)**
KAMPUS I : Jl. Muhammadiyah No. 8 Telp. (0421) 21608 Parepare
KAMPUS II : Jl. Jend Ahmadd Yani Km. 7 Telp. (0421) 22575 Parepare

**PERBAIKAN NASKAH USULAN PENELITIAN**
**YANG TELAH DISEMINARKAN**

Naskah usulan Seminar Proposal Saudari,

Nama Mahasiswa : Andhini Ramadhani Idris

Nomor Induk Mahasiswa : 221 110 011

Program Pendidikan : S1 (Sarjana)

Program Studi : Pendidikan Bahasa Inggris FKIP UMPAR

Judul Usulan Penelitlian : The Interference of the Mother Tongue on the English Speaking Skill Development

Telah diperbaiki sesuai saran yang muncul dalam diskusi selama pelaksanaan seminar Proposal.

| NO. | Nama | JABATAN | TANDA TANGAN |
|---|---|---|---|
| 1. | Dr. Khadijah Maming, S.Pd., M.Pd. | Supervisor | 1. |
| 2. | Sudarmanto, S.Pd., M.Pd. | Supervisor | 2. |
| 3. | Dr. Syawal, S.Pd.,M.Ed. | Supervisor | 3. |
| 4. | Wahyuddin, S.Pd., M.Pd. | Supervisor | 4 |

Parepare, 2025
Ka. Prodi,

**Dr. Khadijah Maming, S.Pd., M.Pd.**
**NBM. 986 844**

**UNIVERSITAS MUHAMMADIYAH PAREPARE ( UMPAR )**
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN (FKIP)**
**KAMPUS I : Jl. Muhammadiyah No. 8 Telp. (0421) 21608 Parepare**
**KAMPUS II : Jl. Jend. Ahmad Yani Km. 6 Telp. (0421) 22757 Parepare**

بسم الله الرحمن الرحيم

Nomor : 504/FKIP/ II.3.AU/ A/ 2025
Lamp. : -
Hal : Permohonan Rekomendasi Penelitian

Kepada Yth.
**Ketua LPPM UMPAR**
Di, -
Tempat

**Assalamu Alaikum Warahmatullahi Wabarakatuh**

Dengan memohon Petunjuk Allah SWT, semoga segala aktivitas keseharian kita senantiasa mendapatkan rahmat-Nya. Amin Ya Rabbal Alamin

Sehubungan dengan pelaksanaan penelitian mahasiswa setelah Seminar Proposal Penelitian, dengan identitas mahasiswa yang bersangkutan sebagai berikut:

| | |
|---|---|
| **Nama** | **: Andhini Ramadhani Idris** |
| **NIM** | **: 221 110 011** |
| **Program Studi** | **: Pendidikan Bahasa Inggris FKIP UMPAR** |
| **Fakultas** | **: Keguruan dan Ilmu Pendidikan** |
| **Judul Penelitian** | **:The Interference of the Mother tongue on the English Speaking Skill Development"** |

Dengan ini kami sampaikan bahwa mahasiswa yang bersangkutan kiranya dapat diberi surat rekomendasi penelitian untuk digunakan dalam pelaksanaan penelitianya.

Demikian surat ini kami sampaikan, atas penerbitan surat izin penelitiannya kami ucapkan terima kasih.

***Nassruminallahi Wafathun Qariieb.***
***Wassalmu Alaikum Warahmatullahi Wabarakatuh***

Parepare, 12 Dzulqaidah 1446 H
09 M e i 2025 M

**Dekan,**

**Dr. Hj. Henny Setiawati, M.Pd**
**NBM: 858 103**

**Tembusan disampaikan kepada Yth.**
1. Gugus Penjaminan Mutu
2. Arsip

**UNIVERSITAS MUHAMMADIYAH PAREPARE**
**LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT**
**(RESEARCH INSTITUTE AND COMMUNITY SERVICES)**

Alamat : Gedung F3.19 Kampus II UMPAR, Jl. Jend. Ahmad Yani KM. 6 Kota Parepare, Kode Pos 91113, e-mail : lppm@umpar.ac.id

بسم الله الرحمن الرحيم

Nomor : 186/LPPM/II.3.AU/IP/2025
Lampiran : -
Perihal : **Permohonan Izin Penelitian**

Kepada Yth
**Pimpinan Pondok Pesantren Al-Iman Ulu Ale Kabupaten Sidrap**
di-
Tempat

*Assalamu Alaikum Warahmatullahi Wabarakatuh.*

Ketua Lembaga Penelitian dan Pengabdian kepada Masyarakat Universitas Muhammadiyah Parepare, menerangkan bahwa:

| | |
|---|---|
| **Nama** | **: Andhini Ramadhani Idris** |
| **NIM** | **: 221 110 011** |
| **Fakultas/Prodi** | **: FKIP/Pendidikan Bahasa Inggris** |

Adalah Mahasiswa Universitas Muhammadiyah Parepare yang bermaksud untuk melakukan penelitian dengan judul **"The Interference of the Mother Tongue on the English-Speaking Skill Development.**
Sehubungan dengan hal tersebut, dimohon kepada Bapak/Ibu untuk memberikan izin penelitian kepada Mahasiswa tersebut selama 3 (tiga) Minggu di **SMAS Al-Iman Ulu Ale Kabupaten Sidrap.**
Atas Perhatian dan kerjasamanya, diucapkan terima kasih.
*Wassalamu Alaikum Warahmatullahi Wabarakatuh.*

Parepare, 09 Mei 2025
**Ketua,**

**Dr. Iradhatullah Rahim, M.P.**
NIDN. 0926117601

Tembusan Yth.
1. Ketua BPH UMPAR
2. Wakil Rektor I UMPAR
3. Wakil Rektor III UMPAR
4. Dekan Fakultas Keguruan dan Ilmu Pendidikan UMPAR
5. Sdri. Andhini Ramadhani Idris
6. Arsip

**UNIVERSITAS MUHAMMADIYAH PAREPARE**
**LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT**
**(RESEARCH INSTITUTE AND COMMUNITY SERVICES)**

Alamat : Gedung F3.19 Kampus II UMPAR, Jl. Jend. Ahmad Yani KM. 6 Kota Parepare, Kode Pos 91113, e-mail : lppm@umpar.ac.id

بسم الله الرحمن الرحيم

Nomor : 186/LPPM/II.3.AU/IP/2025
Lampiran : -
Perihal : **Permohonan Izin Penelitian**

Kepada Yth
**Kepala SMAS Al-Iman Ulu Ale Kabupaten Sidrap**
di-
Tempat

*Assalamu Alaikum Warahmatullahi Wabarakatuh.*

Ketua Lembaga Penelitian dan Pengabdian kepada Masyarakat Universitas Muhammadiyah Parepare, menerangkan bahwa:

| | |
|---|---|
| **Nama** | **: Andhini Ramadhani Idris** |
| **NIM** | **: 221 110 011** |
| **Fakultas/Prodi** | **: FKIP/Pendidikan Bahasa Inggris** |

Adalah Mahasiswa Universitas Muhammadiyah Parepare yang bermaksud untuk melakukan penelitian dengan judul "**The Interference of the Mother Tongue on the English-Speaking Skill Development.**
Sehubungan dengan hal tersebut, dimohon kepada Bapak/Ibu untuk memberikan izin penelitian kepada Mahasiswa tersebut selama 3 (tiga) Minggu di **SMAS Al-Iman Ulu Ale Kabupaten Sidrap.**
Atas Perhatian dan kerjasamanya, diucapkan terima kasih.
*Wassalamu Alaikum Warahmatullahi Wabarakatuh.*

Parepare, 09 Mei 2025
**Ketua,**

**Dr. Iradhatullah Rahim, M.P.**
NIDN. 0926117601

Tembusan Yth.
1. Ketua BPH UMPAR
2. Wakil Rektor I UMPAR
3. Wakil Rektor III UMPAR
4. Dekan Fakultas Keguruan dan Ilmu Pendidikan UMPAR
5. Sdri. Andhini Ramadhani Idris
6. Arsip

# VALIDATION PAGE

The proposal entitled : **The Interference of the Mother Tongue on the English Speaking Skill Development**

Proposed by the following student :

Name : Andhini Ramadhani Idris

Reg. No. : 221 110 011

Department : Pendidikan Bahasa Inggris

Faculty : Keguruan dan Ilmu Pendidikan

After being supervised and reviewed, this has fulfilled the requirements and is recommended for Result Seminar at Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Parepare.

Parepare, 23 Juli 2025

| First Supervisor, | Second Supervisor, |
|---|---|
| **Dr. Khadijah Maming, S.Pd., M.Pd.** | **Sudarmanto, S.Pd., M.Pd.** |
| **NBM. 986 844** | **NBM. 1184636** |

Approved by,

**Chief of Program Studi**

**Pendidikan Bahasa Inggris,**

**Dr. Khadijah Maming, S.Pd., M.Pd.**

**NBM. 986 844**

**UNIVERSITAS MUHAMMADIYAH PAREPARE (UMPAR)**
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN (FKIP)**
KAMPUS I : Jl. Muhammadiyah No. 8 Telp. (0421) 21608 Parepare
KAMPUS II : Jl. Jend Ahmadd Yani Km. 7 Telp. (0421) 22575 Parepare

**PERBAIKAN NASKAH USULAN PENELITIAN**
**YANG TELAH DISEMINARKAN**

Naskah Seminar Hasil Saudari,

Nama Mahasiswa : Andhini Ramadhani Idris

Nomor Induk Mahasiswa : 221 110 011

Program Pendidikan : S1 (Sarjana)

Program Studi : Pendidikan Bahasa Inggris FKIP UMPAR

Judul Usulan Penelitlian : The Interference of the Mother Tongue on the English Speaking Skill Development

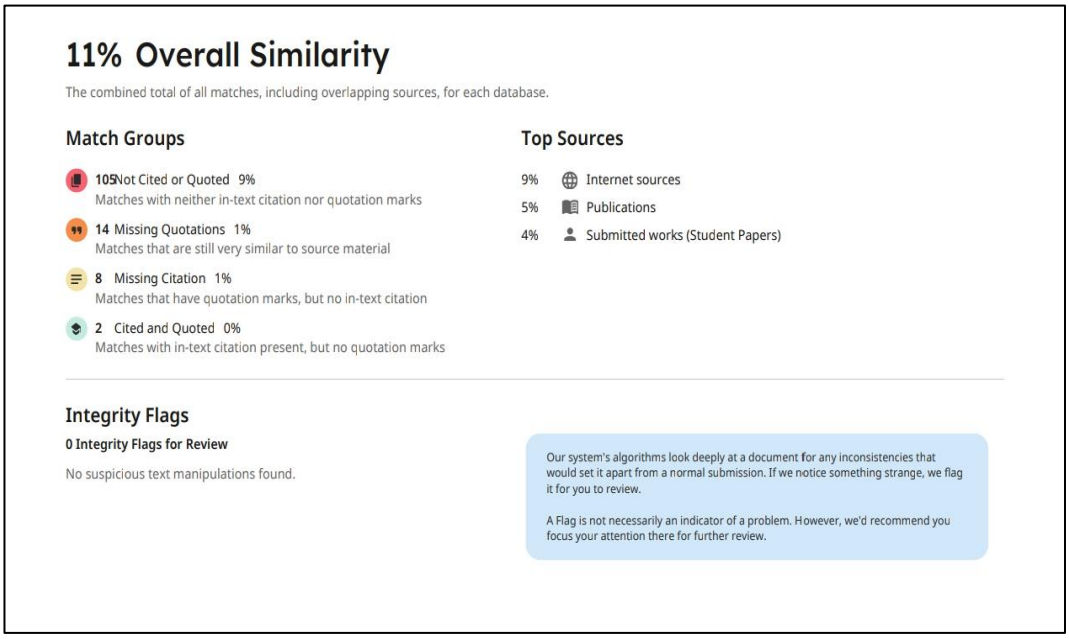
Telah diperbaiki sesuai saran yang muncul dalam diskusi selama pelaksanaan seminar hasil.

| NO. | Nama | JABATAN | TANDA TANGAN |
|---|---|---|---|
| 1. | Dr. Khadijah Maming, S.Pd., M.Pd. | Supervisor | 1. |
| 2. | Sudarmanto, S.Pd., M.Pd. | Supervisor | 2. |
| 3. | Sianna, S.Pd., M.Pd. | Supervisor | 3. |
| 4. | Wahyuddin, S.Pd., M.Pd. | Supervisor | 4. |

Parepare, 20 Agustus 2025
Ka. Prodi,

**Sianna, S.Pd., M.Pd.**
**NBM. 118 4641**

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## SURAT KETERANGAN

Nomor:604/PERPUSTAKAAN UMPAR/I.3/B/M-P/2025

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| Nama | : Pariman Parid, S.I. Pust |
| NBM | : 1277 093 |
| Jabatan | : Kepala Perpustakaan UMPAR |

Menerangkan bahwa :

| | |
|---|---|
| Nama | : ANDHINI RAMADHANI IDRIS |
| Nim | : 221110011 |
| Fakultas/Prodi | : BAHASA INGGRIS |
| Hasil Similarity | :11%(Seblas Persen} |
| Judul | : THE INTERFERENCE OF THE MOTHER TONGUE ON THE ENGLISH SPEAKING SKILL DEVELOPMENT |

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Kepala Perpustakaan,

Pariman Parid, S.I. Pust
NBM : 1277 093

Tembusan Yth.
Arsip

## VALIDATION PAGE

The thesis entitled : **The Interference of the Mother Tongue on the English Speaking Skill Development**

Proposed by the following student :

Name : Andhini Ramadhani Idris

Reg. No. : 221 110 011

Department : Pendidikan Bahasa Inggris

Faculty : Keguruan dan Ilmu Pendidikan

After being supervised and reviewed, this has fulfilled the requirements and is recommended for **Thesis Exam** at Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Parepare.

Parepare, 21 August 2025

| First Supervisor, | Second Supervisor, |
|---|---|
| **Dr. Khadijah Mamma, S.Pd., M.Pd.** | **Sudarmanto, S.Pd., M.Pd.** |
| **NBM. 986 844** | **NBM. 118 4636** |

Approved by,

**Chief of Program Studi**

**Pendidikan Bahasa Inggris,**

**Sianna, S.Pd., M.Pd.**
**NBM. 118 4641**

**UNIVERSITAS MUHAMMADIYAH PAREPARE (UMPAR)**
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN (FKIP)**
KAMPUS I : Jl. Muhammadiyah No. 8 Telp. (0421) 21608 Parepare
KAMPUS II : Jl. Jend Ahmadd Yani Km. 7 Telp. (0421) 22575 Parepare

## PERBAIKAN NASKAH UJIAN TUTUP

Naskah Ujian Tutup Saudari,

Nama Mahasiswa : Andhini Ramadhani Idris
Nomor Induk Mahasiswa : 221 110 011
Program Pendidikan : S1 (Sarjana)
Program Studi : Pendidikan Bahasa Inggris FKIP UMPAR
Judul Usulan Penelitlian : The Interference of the Mother Tongue on the English Speaking Skill Development

Telah diperbaiki sesuai saran yang muncul dalam diskusi selama pelaksanaan ujian tutup.

| NO. | Nama | JABATAN | TANDA TANGAN |
|---|---|---|---|
| 1. | Dr. Khadijah Maming, S.Pd., M.Pd. | Supervisor | 1. |
| 2. | Sudarmanto, S.Pd., M.Pd. | Supervisor | 2. |
| 3. | Ali Wira Rahman, S.Pd., M.Pd. | Supervisor | 3. |
| 4. | Nasrullah, S.Pd., M.Pd. | Supervisor | 4. |

Parepare, 02 September 2025
Ka. Prodi,

**Sianna, S.Pd., M.Pd.**
**NBM. 118 4641**

# CURRICULUM VITAE



The reseacher, Andhini Ramadhani Idris was born on October 28th 2003, in Pinrang, Indonesia. She is the second child of three sisters of her father Andi Idris and her mother Darwati. She began her education at TK Satu Atap Pinrang, continued her study at SDIT Al-Ikhlas Pinrang, and then pursued her junior high education at SMPIT Al-Ikhlas Pinrang. Afterwards, she continued her study at Al-Iman Islamic Boarding School Ulu-Ale Sidrap. The Researcher then continued her higher education at Universitas Muhammadiyah Parepare, Faculty of Teacher Training and Education, majoring in English Education. During her time as a student, the reseaecher actively joined several organizations. She served as the Head of the Religious Division in the English Education Students' Association (EESA) FKIP UMPAR, and also as the General Secretary in the Ikatan Mahasiswa Muhammadiyah (IMM) Dzajman Al-Kindi FKIP UMPAR. In addition to organizational activities, the writer was also selected and successfully completed the Teaching Campus Program (Kampus Mengajar) Batch 6 in 2023, organized by the Ministry of Education, Culture, Research, and Technology of Indonesia. Finally, the writer accomplished her undergraduate study by conducting a research Entitled: "**The Interference of the Mother Tongue on the English Speaking Skill Development.**"