

**INDONESIAN LANGUAGE INTERFERENCE TOWARD STUDENTS' ENGLISH  
PRONUNCIATIONS: A PHONOLOGICAL ANALYSIS AND IMPLICATIONS FOR  
TEACHING SPEAKING**

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**Abstract:** *This study aims to determine the types of phonological interference in students' pronunciation of Indonesian into English along with the factors that occur in the two languages and how this interference can be implied in English Learning. This study uses qualitative descriptive methods and the data obtained using interview techniques, recording techniques, and card data. The results of this study indicate that there are five types of phonological interference on students' pronunciation which are analyzed based on vowel and consonant phonemes. In this study, Indonesian is the cause of interference in English. Two factors contribute to interference, namely internal factors related to the language itself and external factors related to habits, learning at school, and language attitudes in learning English. The case of interference, especially phonological interference, can be implied in learning English because it can develop learning a language, improve students' pronunciation skills, and can change students' mindsets in learning English.*

**Keyword:** *Phonological Interference, Bahasa Indonesia, Phoneme*

## **INTRODUCTION**

Language belongs to a specific linguistic system. Every country has a language that is used to communicate every day. A language is a communication tool or sound symbol used by humans to interact with each other easily in society. According to Kridalaksana and Djoko Kentjono (in Chaer, 2014: 32) language is a system of sound symbols used by members of social groups or communities to communicate, cooperate, and understand themselves. Language is also the most important instrument for society, without language humans cannot communicate with other social creatures. In life, language and communication cannot be separated from life. Communication is an integral part of everyday life. It can even be said that communication is an expression of life itself. The role of communication in education is very important, even its role is very influential in education. Even today it is often said that the quality of education, both high and low, will be influenced by communication.

Indonesian society is a bilingual society, this is because the Indonesian people use the first language, namely Indonesian (mother tongue), and also a local (regional) language which can be called the national language, and the second language, namely English as the international language in communicating. With the existence of bilingualism, when speaking English, Indonesian people, especially students in the English learning process, often experience language deviations. This is due to the mixing of the national language or the first

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language, namely Indonesian (mother tongue) with English which causes deviations in a language. This occurrence of deviation or confusion in a language can be called interference. The definition of interference according to Ngalm (2014: 70) interference is an event where elements of another language enter the language that is being used without changing the original. Interference also occurs when the bilingual speaker includes two languages at once in the speech, in terms of clauses, morphemes, phonemes, as well as words, sentences, and phrases.

In learning English, students often experience interference with English pronunciation. Students often make mistakes in pronouncing the sound of a word in English. In English, the sound of a word is very important in communicating so that there is no misunderstanding in capturing or giving information to the other person. According to Nurwahyu (2017) as cited by Zulfa Mangifera Indica (2021) Misconceptions are always closely related to students' competence in understanding concepts because inaccuracy in understanding concepts can be interpreted by misconceptions. In students' English pronunciation, there are often sound changes that result in misconceptions in communication, this can be said with the term phonological interference due to sound deviations in a word. Phonology is one of the types of interference, according to Jendra (2012) in Yunilis Andika, Sumarlam, and Wakit Abdullah. Interference is divided into four types, namely phonological interference, lexical interference, morphological interference, and semantic interference.

Research that discusses linguistics, especially on the interference of a language, is very interesting to study. In terms of language, Indonesia is a country that has many varieties of languages. Therefore, previous researchers who discussed interference must have used different languages, different objects, and different results. The previous research, written by Andri Saputra (2021) under the title "THE FIRST LANGUAGE INTERFERENCE TOWARD STUDENTS' ENGLISH SPEAKING AS FOREIGN LANGUAGE" found findings related to the types of interference, namely grammatical interference, and lexical interference. This study is somewhat different from previous studies because it discusses the type of phonological interference related to the sound system of a language.

From the description above, it can be illustrated that this study focuses on phonological interference in students' pronunciation which is centered on the sound system of a language in learning English, factors that contribute to the interference of a language, and its implications for learning English. This research is very useful in learning English to improve skills in speaking English can improve students' pronunciation speaking skills and can also change students' mindset toward learning English.

### **METHOD**

This research uses the qualitative descriptive method. According to Sugiyono (2014: 21), the descriptive analysis method is a statistic used to analyze data and samples by describing the data that has been collected as it is without any intention to make general conclusions. The data sources in this study were taken by all students of class X-KA 1 at SMKN 1 Mojoanyar. This study used instruments in the form of text, card data, and interview guidelines. The text

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is based on the material that has been studied in school such as narrative text. The data card table contains words that occur in pronunciation errors from students who are asked to read the narrative text and are classified based on the original word, dictionary transcription, students' pronunciation transcription, and categorized based on three types of phonological interference, namely, sound addition, sound omission, sound. replacements. The transcript of the results of this study uses the Oxford English Dictionary (OED) and is assisted by the application of the speech tool (IPA HELP). Then, the researcher also used interview guidelines. In this interview guideline, the researcher gave questions to students related to learning English at school.

At the technical stage, two techniques are used observation and interview. This observation technique is used to obtain data on the pronunciation of students who make mistakes in pronunciation through read-aloud in the text that has been given and recorded. Dalman (2010: 48) states that reading aloud is a reading activity that makes sounds or sounds of language quite loud and clear. Then, the recorded data is then transcribed according to the phonetic symbol and then classified based on the type of phonological interference and presented. Furthermore, interview techniques are used to obtain accurate data or information from respondents by recording and then transcribing. Furthermore, the data analysis stage, according to Perreault and McCarthy (2006: 176) explains that in qualitative data analysis activities, which is a type of research to dig deep and open information with answers that do not only contain yes or no. This data analysis technique has 3 steps, namely: data reduction, data display, drawing and verifying conclusion.

### FINDINGS AND DISCUSSION

#### *The Phonological Interference has Occurred in English Pronunciation The Sound of Students SMKN 1 Mojoanyar*

The following is a percentage result in the form of a table of student transcriptions in reading narrative texts that have been classified based on the type of phonological interference.

**Table 1. Percentage of Phonological Interference of Text Narrative A**

| <b>Kinds of Phonological Interference</b> | <b>Frequency</b> | <b>Percentage</b> |
|---|------------------|-------------------|
| Sound Addition                            | 310              | 115,7%            |
| Sound Omission                            | 181              | 67,5%             |
| Sound Replacement                         | 884              | 330%              |
| Sound Addition and Sound Replacement      | 310              | 115,7%            |

|                                      |       |        |
|--------------------------------------|-------|--------|
| Sound Omission and Sound Replacement | 181   | 67,5%  |
| <b>Total</b>                         | 1.886 | 696,4% |

**Table 2. Percentage of Phonological Interference of Text Narrative B**

| <b>Kinds of Phonological Interference</b> | <b>Frequency</b> | <b>Percentage</b> |
|---|------------------|-------------------|
| Sound Addition                            | 173              | 83,1%             |
| Sound Omission                            | 220              | 105,7%            |
| Sound Replacement                         | 688              | 330,7%            |
| Sound Addition and Sound Replacement      | 173              | 83,1%             |
| Sound Omission and Sound Replacement      | 220              | 105,7%            |
| <b>Total</b>                              | 1.474            | 708,3%            |

Based on the percentage table above, the two texts have 5 types of phonological interference, namely sound addition, sound omission, sound replacement, a combination of sound addition and replacement, and a combination of sound omission and replacement. While the type of phonological interference follows the theory of Berthold et al. as cited Mahendra et al. (2020) there are only 3 types, namely, sound addition, sound omission, and sound replacement. From the table of results of the analysis of the frequency of students' pronunciation in English pronunciation in narrative texts A and B, it can be described that of the two texts the most errors in students' pronunciation are sound replacements with the highest frequency compared to sound addition and omission.

***The Transcription of Phonological Interference***

The following is a table of recording results from word transcriptions that often appear in students' pronunciation errors.

**3. Table of Transcription Words That Often Appear Phonological Interference in Pronunciation of Narrative Text A**

| <b>No</b> | <b>Original Word</b> | <b>Students Pronunciation</b>   |
|-----------|----------------------|---|
| 1         | Once<br>/wʌns/       | /ɒntʃə/, /ɒns/, /ʌns/, /onse/, /wɒns/, /əns/, /ansə/,<br>/ɒn/, /ɒnke/, /ɒnsə/ |

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|    |                        |  |
|----|------------------------|--|
| 2  | Other<br>/'ʌðə(r)/     | /'bðər/, /ʌtər/, /'bdər/, /'btər/, /'bthər/  |
| 3  | Could<br>/kʊd/         | /tʃu:ld/, /kɒld/, /kʊld/, /ku:ld/, /kold/, /klod/  |
| 4  | Would<br>/wʊd/         | /wʊld/, /wu:ld/, /wɔ:ld/, /wold/, /wɒld/, /wod/  |
| 5  | Shouted<br>/ʃaʊt/      | /saʊtəd/, /ʃʊtəd/, /sɔ:ʊtəd/, /ʃot/, /sɔ:ʊtə/  |
| 6  | Just<br>/dʒʌst/        | /dʒu:st/, /dʒʊst/, /dʒu:s/   |
| 7  | First<br>/fɜ:st/       | /fi:rst/, /fərst/, /frɪz/, /fiə(r)st/  |
| 8  | Excited<br>/ɪk'saɪtɪd/ | /ək'sɪtəd/, /ek'sɪtɪd/, /ek'sɪtəd/, /eksɪtəd/, /ək'saɪtəd/,<br>/ek'saɪtəd/, /ek'saɪtəd/, /ɪg'zɪt/, /ek'stɪtʃ/, /ek'stɪtʃəd/,<br>/ek'skɪtəd/                              |
| 9  | Bird<br>/bɜ:d/         | /bi:rd/, /bɪ:rd/, /bri:d/, /bi:rt/   |
| 10 | Believe<br>/br'i:lv/   | /bə'li:v/, /bi:lev/, /be'li:v/, /br'lev/, /bə'liv/, /bə'lɪv/,<br>/belf/  |
| 11 | Say<br>/seɪ/           | /saɪ/  |
| 12 | Word<br>/wɜ:d/         | /wɔ:rd/, /wʌrd/, /wɒt/, /word/, /wɔ:rd/, /wɔ:rd/   |
| 13 | Except<br>/ɪk'sept/    | /ek'tʃept/, /ek'sept/, /ekspekt/, /eksəpət/, /æk'spet/,<br>/ek'səp/, /ək'sept/, /ek'spət/, /ek'spəs/, /ek'spet/,<br>/ek'spek/, /ek'si:p/, /ek'stʃep/, /es'kep/, /ek'sep/ |
| 14 | But<br>/bʌt/           | /bʊt/, /but/   |
| 15 | Tried<br>/traɪd/       | /trɪəd/, /trɪəd/, /tɪəd/, /trɪd/, /tri:əd/, /taɪəd/, /ti:əd/,<br>/trɪd/, /tɪrd/, /tred/  |
| 16 | Turn<br>/tɜ:n/         | /tu:rn/, /tru:n/, /tʊn/, /tɔ:rn/, /tɔ:rn/  |
| 17 | Although<br>/ɔ:l'ðəʊ/  | /ɒl'ðəʊ/, /ʌl'ðəʊ/, /ɔ:lðəh/, /ɔ:ltoʊ/, /ʌl'θəʊ/, /ʌl'toʊg/,<br>/ɔ:ltoʊ/, /ɒl'ðəʊ/, /ʌl'θəʊg/, /el'toʊg/   |
| 18 | Kept<br>/kept/         | /kɪp/, /kɪpt/, /ki:pt/   |
| 19 | Saw<br>/sɔ:/           | /sʌw/  |
| 20 | Over<br>/'əʊvə(r)/     | /'ɒvər/  |

**4. Table of Transcription Words That Often Appear Phonological Interference  
in Pronunciation of Narrative Text B**

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| No | Original Word                   | Students Pronunciation  |
|----|---------------------------------|---|
| 1  | Poor<br>/pʊə(r)/                | /pɔr/, /pu:r/, /pɔr/, /pɔr/, /pɔ:r/   |
| 2  | Monkey<br>/'mʌŋki/              | /'mɔŋki/, /'mʌnki/, /'mʌnki/, /'mɔŋki/, /'mɔŋkei/,<br>/'mʌnkei/, /'mɔnkei/, /'mʌnki/, /'mɔnki/, /'mɔnkei/,<br>/'mɔ:ŋki/, /'mu:nkei/, /'mɔ:nki/  |
| 3  | Gatherings<br>/'gæðərɪŋ/        | /'grʌdɪŋ/, /'gedərɪŋ/, /'gedrɪŋ/, /'gɛ:trɪŋ/, /'geθrɪŋ/,<br>/'getrɪŋ/, /'gadərɪŋ/, /'gatrɪŋ/, /'gɛ:drɪŋ/  |
| 4  | Appearance<br>/ə'pɪərəns/       | /ʌ'pɛərəns/, /ʌ'pɪrɪərəns/, /ʌ'pɪərəns/, /ʌ'pɛərəns/,<br>/ə'pɛərəns/, /ʌ'pɪərəns/, /ʌ'pɛərənsət/, /ə'pɪrɪns/, /ʌ'pɪrɪns/,<br>/ʌ'pɪrɪns/, /əp'pɛərəns/, /əp'pɛərəns/, /ɛ:pɛərəns/,<br>/ə'pɪrɪ:nse/   |
| 5  | Chose<br>/tʃəʊz/                | /kɔs/, /kɪʊs/, /tʃɔz/, /tʃɔz/, /kɔz/, /tʃɛz/, /kɔz/, /klos/,<br>/tʃɔuz/, /kɔs/, /tʃɔz/  |
| 6  | Honor<br>/'hɒnə(r)/             | /'hɒnɔr/, /'hɒnər/, /'hɒnɔr/  |
| 7  | Envious<br>/'enviəs/            | /'ɛnfɪs/, /'ɛnfɪs/, /'ɛnvɪs/, /'ɛnvɪs/, /'ɛnvɪu:s/,<br>/'ɛnvɪs/, /'ɛnvɪu:s/, /'ɛnvɪs/, /'ɛnfɪs/, /'ɛkvɪs/,<br>/'ɛnvɪu:s/  |
| 8  | Led<br>/led/                    | /lɪd/, /li:d/   |
| 9  | Treasure<br>/'treʒə(r)/         | /'trɪsu:r/, /'trɪʒu:r/, /'tresu:r/, /'trɪsɔr/, /'treʒu:r/,<br>/'tɛərəsu:r/, /'trɪsɔr/, /'tesɔr/, /'treʒɔr/, /'treʒɔr/,<br>/'tɛ:sɔr/, /'tresɔr/, /'trasu:r/, /'treser/   |
| 10 | Advised<br>/əd'vaɪz/            | /et'fɪsɪt/, /ʌd'vɪsɪt/, /ʌd'vɪz/, /ʌt'fɪz/, /et'vɪsɪt/,<br>/ed'vɪsɪt/, /ʌfɪsɪt/, /ə'vɪsɪt/, /ɛn'fɪs/, /əd'vɪz/, /əd'vɪsɪt/,<br>/ɛ:vɪsɪt/, /ɛ:d'vɪsɪt/, /ɛ:d'vɪs/, /ad'vɪsɪt/  |
| 11 | Approached<br>/ə'prəʊtʃ/        | /ʌ'prɔt/, /ʌ'pɪru:sɪt/, /ʌ'prɔ:tʃ/, /ʌ'prɔsɪt/, /ə'prɔtʃ/,<br>/ʌ'prɔ:tʃ/, /ʌ'prəʊtʃ/, /ʌ'prɔtʃ/, /ʌ'prɔtʃ/, /ʌ'prɔfət/,<br>/ʌ'pru:tʃ/, /ʌ'pɛərənsɪt/, /ʌ'pɪrɔs/, /ʌ'pɔrəsɪt/, /ə'prɔt/,<br>/ʌ'prɛtʃɪt/  |
| 12 | Carelessly<br>/'keələsli/       | /'kerɪs/, /'tʃərələsli/, /'tʃərələsɪ/, /'kərələsli/, /'kerləsli/,<br>/'tʃərələsli/, /'kərələsli/, /'kerləsli/, /'kerləsli/, /'kerləsli/,<br>/'sɛ:rləsli/, /'tʃərələsli/, /'kərələsli/, /'kɛ:rləsli/, /'kerləsli/,<br>/'kerləsli/  |
| 13 | Caught<br>/kɔ:t/                | /kɔl/, /kɔt/, /tʃaʊt/, /tʃaʊg/, /kɔʊg/, /kɔt/, /tʃʌŋ/,<br>/tʃɔʊg/, /kɔ:t/, /tɔʊg/, /tʃɔt/, /kɔ:ʊt/, /kɔ:k/, /kɔ:g/,<br>/kɔt/  |
| 14 | Accidentally<br>/,æksɪ'dentəli/ | /,ʌksɪ'dentəli/, /,ʌksɪ'denli/, /,ʌtʃɪ'dentəli/, /,ʌsɪ'dentəli/,<br>/,ʌtʃɪ'dentəli/, /,ʌksɪ'dentəli/, /,ʌksɪ'dentəli/,<br>/,ɛksɪ'tentəli/, /,ʌsɪ'dentəli/, /,ʌksɪ'dentəli/, /,ɛ:ksɪ'dentəli/,<br>/,ʌtʃɪ'dentəli/, /,ɛ:ksɪ'dentəli/, /,ʌksɪ'dentəli/, /,ɛ:sɪ'dentəli/,<br>/,ɛsɪ'denli/ |
| 15 | Replied<br>/'rɪplai/            | /re'plai/, /re'plɪt/, /rə'plai/, /re'plɪd/, /r'plɪd/, /re'plɪ:t/,<br>/'rɪplɪt/, /rɛ'plɪt/, /re'plɪd/  |

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|    |                    |   |
|----|--------------------|---|
| 16 | Thoughts<br>/θɔ:t/ | /tu:ts/, /toug/, /ðɔ:t/, /tʌu:g/, /ðoug/, /ðout/, /tok/,<br>/toks/, /tu:gəts/, /tous/, /θɔ:ks/, /θout/, /tongs/, /tɔ:ks/,<br>/tɔ:g/, /θɔ:ut/, /tɔ:us/, /tɔ:gs/, /tɔ:ug/ |
| 17 | All<br>/ɔ:l/       | /ʌl/, /al/, /ɑ:l/   |
| 18 | Found<br>/faund/   | /fon/, /found/, /foun/, /fund/, /fun/, /fɒn/  |
| 19 | But<br>/bʌt/       | /bʊt/, /but/  |
| 20 | Upon<br>/ə'pʊn/    | /ə'pən/, /ʊ'pən/, /ʊ'pɑ:n/, /ʊ'mpən/, /ʊpɔ:n/, /ʊpɒn/,<br>/wʌn/   |

Based on tables 3 and 4, it can be seen that there is phonological interference in English pronunciation or it can be said that there is sound interference. Some of the words in the table above experience sound changes due to additions, subtractions, substitutions, and combinations between the three which are influenced by two phonemes, namely vowels and consonants. Disruption from vowel /ʌ/ to /ɒ/, vowel /ʊ/ to /ɒ/, vowel /ɪ/ to /ə/, vowel /ɔ:/ to /ʌ/, consonant /k/ to /tʃ/, consonant /θ / becomes /ð/, consonant /ʒ/ becomes /s/, judging from the changes in vowels and consonants here can change the sound and there is an error in pronouncing a word. As in one of the words above "Saw" The sound change that often occurs in the pronunciation of the word "Saw" is /sʌw/ by changing the vowel /ɔ:/ to /ʌ/. The word "Saw" should sound /sɔ:/ and become /sʌw/. Then in the example of the word "word", the sound changes that often occur in the pronunciation of the word "Word" are /wɔ:rd/ by changing the vowel /ɜ:/ to /ɒ:/ and adding the consonant /r/. The word "Word" which should sound /wɜ:d/ becomes /wɒ:rd/. From these words, it can be seen that there is an increase in phonemes and changes in sound due to phonological interference. Based on the results of the transcription above, it can be concluded that interference occurs due to phoneme changes in pronouncing a word. However, not only can phoneme changes change the sound addition, and subtraction of phonemes can also change the sound, as previously explained. As from the word "would" which should sound /wʊd/ to /'wɒld/ and added a consonant /l/ so that when students pronounce the word it sounds the same as the original writing, and students are still confused in reading when they find words with two vowels/diphthongs. Like "ou, au, ea, oa, ie" to make a sound. In addition, Indonesian does not have phonetic symbols like English, so the sound produced is fixed and does not change except for the letter "e" in Indonesian, which has 2 sounds, namely pepet and taling. In English, we do not study the alphabet (a, b, c, d, e, f, g, h, l, etc.) but learn about the sounds produced.

***The Factors of Interference***

After conducting interviews with students in class X-KA 1, it was found that the factors of interference made by students were found. These factors are divided into two, namely internal and external interference. Internal factors are factors that come from the language itself. This factor is related to the sound of the language or the sound system of the two languages where interference occurs. In the sound system of the two languages, there are differences so that students are bound by it. Based on the results of the interview, the

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linguistic factor greatly affects the students' pronunciation. Students can hardly understand the second language (English) because they are used to the first language (Indonesian). So that there are many errors in the phonological component that result in Indonesian language interference with English.

Then external factors are divided into 3 aspects, namely, habits, learning at school, and language attitudes. In the habit aspect, students are very less accustomed to learning English.

*"No, I don't like reading or listening to music in English" (Student 16)*

*"I have never watched films in English but mostly watched in Indonesian" (Student 17)*

As in the student's statement above, it can be concluded that there is a lack of self-awareness in learning, honing skills, and improving the quality of learning English.

*"By giving assignments through records and sometimes explaining less detailed material, so it is difficult to understand" (Student 11)*

The statement above is an aspect of learning at school. In student learning at school the teacher's lack of creativity in learning English to students' pronunciation.

*"English is a difficult word to understand" (Student 14)*

Based on the statement above, it can be concluded that students still find it difficult in English subjects. With such a mindset that causes interference in learning English.

### ***The Implication for English Learning***

Based on the results of the study, there was interference between Indonesian and English in students' pronunciation. In this case, it can be described that the student's lack of interest in learning and lack of training in pronunciation for English lessons so that students' skills in pronunciation and vocabulary are reduced. The results of this study can also help educators as a reference in language learning and can grow innovations in language learning to minimize language interference, this is also based on the theory of (Novita: 2013). This implication is very important to do in learning activities in English in the classroom and outside of school because it can develop English, especially in speaking skills in learning English. It is also useful to increase students' enthusiasm for learning English, improve speaking skills (pronunciation), and increase students' interest in learning English. The most important thing can also change the mindset of students in learning English.

## **CONCLUSION**

Based on the results of this study, it can be concluded that there is interference in learning English. The interference is included in the type of phonological interference which discusses the sound of a language. This interference occurs because of deviations in the two languages, namely the first language and the second language. The two languages have different phonetics. In Indonesian pronunciation, it is more in the form of the alphabet which is read



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the same as the letters. while in English in the form of phonetic symbols that have different sounds and learn more about the sound produced. The cause of this interference has two factors, namely internal and external. Internal factors are factors that discuss the language itself. While the external discusses habits, learning at school and language attitudes. Therefore, from this case, there is a need for implications for learning English, especially in speaking skills. The implication in learning English is that students can get used to learning English, especially on pronunciation. In developing these skills students can do positive activities such as reading or listening to music and watching films in English. Teachers can also carry out activities in learning English creatively and innovatively such as introducing or inviting students to use applications in learning English.

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