

**THE INDONESIAN LANGUAGE INTERFERENCES ON THE
'ENGLISH DAY' PROGRAM OF RADIO SIMFONI FM
MALANG**

THESIS

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**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG
2023**

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MALANG**

THESIS

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2023

STATEMENT OF ACADEMIC INTEGRITY

I state that the thesis entitled “**The Indonesian Language Interferences on The 'English Day' Program of Radio Simfoni FM Malang**” is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

Malang, 12 April 2023

The researcher



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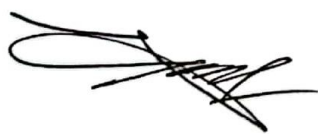
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APPROVAL SHEET

This is to certify that Adam Chesar Gunawan's thesis **The Indonesian Language Interferences on "English Day" Program of Radio Simfoni FM Malang**, has entitled been approved for thesis examination at Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the degree of Sarjana Sastra (S.S.).

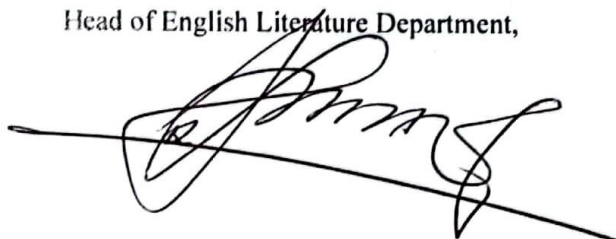
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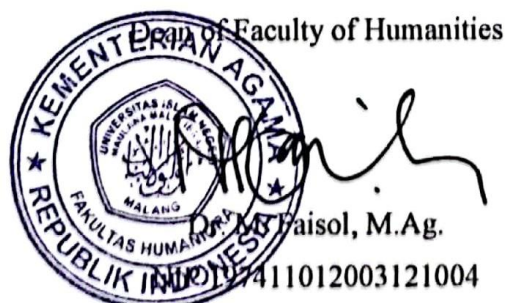


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MOTTO

“Don’t forget to always be Bold, Strong, and Go Beyond”

-Adam Chesar Gunawan

DEDICATION

Alhamdulillah *rabbil 'alamin*, I dedicate this essential thesis to myself for all my hard work and persistence. Thank you to myself, who always wants to be responsible for completing this thesis during busy work. Of course, I also dedicate this thesis to my parents, who allowed their first child to continue their education at the university level and are willing to pay the financial burden during this four-year study period, thanks to Esfandiari Yuniansyah and also Suryaning Diyah Chasan. Apart from that, I also want to thank my step-father and step-mother, Mohammad Yani Zazuli and Marfinah, who supported me like their biological children. Of course, I also dedicate this final project to my sister, Rafani Almira Faeyza, whom I left to achieve my goals in university. Also, my other siblings, Salsabila Aisyrah Sherafina, Sarfaraz Rafan El Zazuli, and Anindya Fauzia, this thesis dedicated to them. Last but not least, of course, remember that I also dedicate this research to Radio Simfoni FM Malang, where I grew and developed in studying the world of radio and where I choose as the object of my thesis research.

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Praise the Almighty, Allah SWT, for guiding and blessing me in accomplishing this thesis entitled "**The Indonesian Language Interferences on the 'English Day' Program of Radio Simfoni FM Malang.**" Sholawat and salam always be presented to our prophet Muhammad SAW, which hopefully will continue to intercede for all of us until the end of the day.

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These pieces of paper embody all the hard work, support, joy, and prayers from those precious people I have mentioned above. Furthermore, this thesis could be better and has many drawbacks. Any critics or suggestions for better future studies are expected to enrich the results of this study.

The researcher

Adam Chesar Gunawan

ABSTRACT

Gunawan, Adam Chesar (2023). *The Indonesian Language Interferences on the 'English Day' Program of Radio Simfoni FM Malang.* Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor Prof. Dr. H. Mudjia Rahardjo, M.Si.

Keywords: *Indonesian language interference, social background, pattern of language interference*

Radio is a mass media that continues to provide factual information to its listeners. However, the information radio broadcasters convey to listeners can be confusing if they experience Language Interference, the phenomenon of using one language influenced by another. It is similar to what happened in this study, Language Interference, by broadcasters of the 'English Day' program on Radio Simfoni FM Malang in September - December 2022. As many as eight broadcasters were indicated to have interfered with the Indonesian language using English. This research has revealed the types of Indonesian Language Interference, the social background of Indonesian Language Interference, and the patterns formed from Indonesian Language Interference. This study uses a qualitative descriptive method with a field approach through the lens of Language Interference theory by Uriel Weinreich (1953). This study found three types of Indonesian Language Interference: Phonological Interference, Grammatical Interference, and Lexical Interference. In addition, it was also found that the social background of Indonesian Language Interference was based on the Speaker's Bilingual Background, Limited English Language Vocabulary, and Broadcaster's Disloyalty to the Target Language. Then, the Indonesian Language Interference in the 'English Day' program has an 'English - Indonesian – English' pattern. The pattern of Language Interference also gets influenced by the social background of the broadcasters. Furthermore, this research explains that Language Interference also occurs in mass media, such as radio. Therefore, the researcher suggests that future researchers can conduct similar research on the radio or other mass media.

ABSTRAK

Gunawan, Adam Chesar (2023). *The Indonesian Language Interferences on the 'English Day' Program of Radio Simfoni FM Malang.* Skripsi. Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Prof. Dr. H. Mudjia Rahardjo, M.Si.

Kata kunci: *Interferensi bahasa Indonesia, latar belakang sosial, pola interferensi bahasa*

Radio merupakan media massa yang terus memberikan informasi faktual kepada pendengarnya. Namun, informasi yang disampaikan oleh penyiar radio kepada pendengar dapat membingungkan apabila mengalami Interferensi Bahasa, yaitu fenomena penggunaan satu bahasa yang dipengaruhi oleh bahasa lainnya. Hal tersebut seperti yang terjadi pada penelitian ini, Interferensi Bahasa yang dilakukan oleh penyiar program *'English Day'* pada Radio Simfoni FM Malang pada bulan September - Desember 2022. Sebanyak delapan penyiar terindikasi telah melakukan Interferensi Bahasa Indonesia dalam penggunaan Bahasa Inggris. Penelitian ini telah mengungkap jenis-jenis Interferensi Bahasa Indonesia, latar belakang sosial Interferensi Bahasa Indonesia, dan pola yang terbentuk dari Interferensi Bahasa Indonesia. Penelitian ini menggunakan metode deskriptif kualitatif dengan pendekatan lapangan melalui lensa teori Interferensi Bahasa oleh Uriel Weinreich (1953). Penelitian ini menemukan tiga jenis Interferensi Bahasa Indonesia yang digunakan, yaitu Interferensi Fonologis, Interferensi Tata Bahasa, dan Interferensi Leksikal. Selain itu, ditemukan pula latar belakang sosial terjadinya Interferensi Bahasa Indonesia didasarkan pada latar belakang dwibahasa penutur, keterbatasan kosa kata bahasa, dan ketidaksetiaan penyiar terhadap bahasa sasaran. Kemudian, Interferensi Bahasa Indonesia pada program *'English Day'* tersebut memiliki pola *'English - Indonesian - English.'* Pola Interferensi Bahasa Indonesia tersebut juga mendapatkan pengaruh dari latar belakang sosial yang dimiliki oleh para penyiar. Lebih lanjut, penelitian ini membuka pemahaman bahwa fenomena Interferensi Bahasa juga terjadi di media massa, seperti radio. Oleh karena itu, peneliti menyarankan kepada peneliti selanjutnya dapat mengadakan penelitian serupa di radio ataupun di media massa lain.

مستخلص البحث

كوناوان, ادم شيسار (٢٠٢٣) تدخل اللغة الإندونيسية في 'انجليز داي' من برنامج الرديو سمفوني ف م مالانج, البحث الجامعي قسم اللغة الإنجليزية وادبها. كلية العلوم الإنسانية. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الأستاذ الدكتور الحج موجيا راهرجو.

الكلمات الأساسية: تدخل اللغة الإندونيسية, خلفية الإجتماعية, أنماط تدخل اللغة

رديو هو وسائل الإعلام الجماهيرية الذي يخبر الإعلام الحقيقي مستمرا الى المستمعين. لكن هذا الحال يستطيع ان يتفق بالعكس اذا كان الإخبار مخبرا بتدخل اللغة, هو استعمال اللغة المتأثرة باللغة الأخرى. ومع ذلك, يمكن أن تكون المعلومات التي يقدمها المذيع إلى المستمع مربكة إذا تعرضت لتداخل اللغة، وهو ظاهرة استخدام لغة واحدة تتأثر بلغة أخرى. هذا ما حدث في هذه الدراسة، حيث تم تنفيذ تداخل اللغة الذي قام به مذيعو برنامج "يوم الإنجليزية" على راديو سيمفوني إف إم مالانغ في شهر سبتمبر - ديسمبر ٢٠٢٢. كانت ثمانية المذيعين تدخل اللغة الإندونيسية في لغة الإنجليزية. هذه الدراسة كشفت عن أنواع التداخل اللغوي الإندونيسي، وخلفيات التداخل اللغوي الإندونيسي، والأنماط التي تتكون من التداخل اللغوي الإندونيسي. استعمل هذا البحث بالطريقة الوصفية النوعية التي قد تأسست علي نظرية تدخل اللغة لأوريل وينريج (١٩٥٣). أظهرت هذه الدراسة وجود ثلاثة أنواع من التداخل اللغوي الإندونيسي، وهي التداخل الصوتي والتداخل النحوي والتداخل الدلالي. كما تم العثور على الخلفية الاجتماعية لحدوث التداخل اللغوي الإندونيسي بناءً على خلفية المتحدثين ثنائي اللغة وقصور المفردات اللغوية وعدم ولاء المذيعين للغة لديه نمط "English Day" المستهدفة. بالإضافة إلى ذلك، وجد أن التداخل اللغوي الإندونيسي في برنامج "الإنجليزية - الإندونيسية - الإنجليزية". وتتأثر هذه الأنماط بالخلفية الاجتماعية للمذيعين. وعلاوة على ذلك، تفتح هذه الدراسة فهمًا جديدًا لحدوث ظاهرة التداخل اللغوي في وسائل الإعلام مثل الراديو. ولذلك، يقترح الباحثون على الباحثين المستقبليين إجراء دراسات مماثلة في الراديو أو وسائل الإعلام الأخرى.

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CHAPTER I

INTRODUCTION

In this section, the researcher introduces the study's background, the study's problem and significance, the study's scope and limitation, and the definitions of essential terms throughout this study.

A. Background of the Study

Radio is classified as one of the mass media, which has four main functions: educating, informing, entertaining, and persuading listeners about what is conveyed by Radio broadcasters (Nazaruddin, 1974, as quoted in Nasor, 2017). Recently, the role of community Radio in the digital era is as a messenger of information at the forefront of providing timely and factual information to the public dialogue, as stated by Fraser & Estrada (2002) and Ismandianto et al. (2022). It is also essential to social change, free from the hoaxes of information that often appear in new and other media. In addition, Radio is a unique and classified communication medium that will never die or be timeless, even in a major disaster (Fraser & Estrada, 2002). Because the channel that radiates from the Radio will stay alive and continue to function to spread information and not be disturbed by any disaster waves.

According to Kelly (2018), Radio media is the only communication tool that can be accessed continuously and is the first to provide information about specific events to the population. It can happen

because when a disaster occurs, not infrequently, the internet network and telephone connecting cables can no longer be used. The same terms applies to Radio everywhere, including in Indonesia, where someone can feel the positive effects of this medium. In a different year, a terrible disaster has befallen Indonesia, namely, the Aceh floods and the devastating of Mount Merapi eruption. At that time, it proved that community Radio could provide specific information to communities, especially areas hit by natural disasters (Birowo, 2010). Radio has been directed towards assisting disaster preparedness by providing early and timely warning information when there are signs of disaster threat. Of course, the Radio function is beneficial for disseminating information at any time (Birowo, 2010).

Related to that, Radio distribution in Indonesia is also expanding, such as national and private Radio, both commercial and community-based. Leppänen (2007) said that Radio existence in this digital era also penetrated the educated young generation, such as those still in school or university. The younger generation is integral to society (Leppänen, 2007). For that reason, radio stations have used Internet technology to collaborate. It has been embraced by computer users worldwide because it works together as a single system that can be used from any computing platform in this digital era (Harliantara, cited in Ismandianto et al., 2022). As mentioned, it is also most potent in bringing about social change through the Radio function (Sachdeva & Tripathi, 2019, as cited in Garg & Mishra, 2020).

Currently, according to McClung et al. (2007), teenagers have the privilege of having more media options that this generation can use when compared to previous generations available to them than ever before. However, as stated by Weintraub in McClung et al. (2007), teenagers are interested in Radio because this media is easy to adapt to their lifestyle. After all, the Radio is considered comfortable and straightforward to carry anywhere. Vagle (1991) explained that the language used in Radio broadcasts results from an assortment of languages, between written and spoken languages that have merged into one. It is due to the two types of language interaction. Even so, the amount of discourse and the type of language interaction on the Radio differs from spoken and written situations.

The language used when broadcasting Radio has been adjusted based on the regulations of each Radio and adjusted to the segmentation or target audience of the Radio vision in question (Geis, 1986). As is done by private FM Radio channels, especially in India, have different regulations in terms of content, language, and presentation, which have their broadcasting style, namely fast, catchy, friendly, and interactive (Garg & Mishra, 2020). Other Languages on the Radio provisions are portrayed in one Radio station's regulations in Solo, Indonesia. In there, broadcasters allow using language by mixing code-switching with nuances of humor as well as several poetic, directive, phatic, expressive, and referential functions whose purpose is to attract the sympathy of listeners so that they can continue to interact with broadcasters (Rohmadi, 2004).

This case also confirms that humans have a uniqueness in communicating daily, which distinguishes the characteristic of communicating between humans and other living things. Yule in Rahardjo (2018) identified five different features: displacement, arbitrariness, productivity, cultural transmission, and duality. In more detail, displacement means that the language of human communication can reach discussions from the past, present, and even the future with various existing tenses and adapted to the structure of existing languages (Rahardjo, 2018). Then what is meant by arbitrariness is that the language used by humans has no relationship between the form of language and its meaning.

Therefore, each community group can make its own words or symbols according to their agreements. The nature of human language is also called productivity, the ability to continuously create new expressions or words to describe new objects or situations (Rahardjo, 2018). Even though human physically inherit the body shape from parents, such as eyes, skin color, hair color, and others, they do not inherit their language; that is called cultural transmission (Rahardjo, 2018). Human acquire language in cultures with speakers of other languages, not from parental genes. Duality is also a characteristic that distinguishes human language from other creatures because human language is formed at two structural levels simultaneously, or what is often called duality (double articulation).

In addition, the format of the language used is also diverse, especially in mass media like Radio. The Radio in several countries,

including Indonesia, allow or even fully orient themselves to use local, national, or mixed international languages. In addition, Chaira (2015) said that the ability to master international languages is one of the significant needs now gradually used by Indonesian people, such as English, Arabic, Chinese, and Japanese. That condition has long been since Indonesian society became multilingual or can speak several languages (Chaira, 2015). Even so, in daily practice, due to many vocabularies from several languages being studied, sometimes Indonesian people experience small obstacles in using the language. That is influenced by the language used with other languages that have been or are being studied. That is what researchers all over the world called the phenomenon of Language Interference.

The researcher who first defined Language Interference, Weinreich (1953), argues that Language Interference implies rearranging patterns resulting from incorporating foreign elements into a more structured language domain. Examples cover most phonemic, morphological, and syntactic systems and some related vocabulary areas. Dulay & Bun in Lott (1983) mentions Interference is the automatic and structured transfer of language, only on the surface, the structure of the first language to the Second Language. He believed this, too, because someone is used to interfering with it. Likewise, Lott in Bhela (1999) says that Interference is a person's mistake when using a language that is not customarily used or can be called a foreign language. It does not rule out the possibility of being followed by the influence of the arrangement or structure of his

mother tongue or the language used by someone as an everyday language of communication.

Luo (2014) even sees that this language disorder can occur among learners when a person uses everything, including feelings and the structure of sentences, from their mother tongue to the foreign language used at a particular moment. Sometimes, it can be an effective way for someone to learn a language. Beardsmore, as quoted in Derakhshan & Karimi (2015), also said that a learner experiences difficulties in a second language, so it is typical for someone, even no matter how high their social status is, to experience Language Interference.

First-Language Interference is based on the view of Fontiveros-Malana (2018) as the main factor that influences the ability and competence of English produced by someone. Wardani (2019) also agrees that this Language Interference phenomenon can happen to anyone because they see a significant and slightly striking difference between the mother tongue and the target language as the language used at that time. Chowdhury et al. (2021) show that source Language Interference prevails frequently and even proves to exist and is found in simple words.

This Language Interference occurs in terms of phonology, vocabulary, and grammar because there is a chronic disorder between the first and second languages. Thus, efforts to study Language Interference are considered one of the wise actions of many researchers worldwide to produce an original and functional language plan. Types of Interference according to the classification of Weinreich & Martinet, also Cenoz et al.

in Baykalova et al. (2018), the form of Language Interference consists of Phonetic; Semantics; Grammatical; Lexical. It also consists of Stylistic; Orthographic; Linguistic, and Culture Oriented; Socio-cultural. For this reason, this Language Interference inevitably has various forms in the existing skills, be it in writing or speaking skills that certain people carry out. However, Language Interference can also affect someone being spoken to or communicated to misunderstand what others say or write in their writing (Baykalova et al., 2018).

The investigation of the phenomenon of Language Interference still exists today. It is still worth it to be studied more deeply, such as exploring developing theories or expanding the study of the object. That is evidenced by many previous studies that have focused on Language Interference in the ability to write English. Related research is easy to find in various journals because it is the form of Interference in writing that occurs more often and is studied compared to other abilities. Therefore, many researchers have researched Language Interference by researchers abroad and in Indonesia. There are found some research on mother tongue Interference in English writing ability in Indonesia Iman (2020); Qomariana et al. (2018); Arifin (2011). In further discussion, three studies found that Language Interference was influenced by the bilingual background of the speaker, loyalty to the target language, the limited vocabulary of the learner's acquired language, and the need for synonyms, prestige, and style (Iman, 2020).

Interference can be a negative language transfer, such as using mother tongue patterns or the language pattern used as the basis for daily communication or called a first Language. Alternatively, roles that lead to errors or inappropriate forms in the target language. The object of study in these studies uses writing as an essay. It is done because it is easier for researchers to analyze and find any Language Interference that occurs or not. Furthermore, the objects of study in some of these studies are not those who cannot speak English. Most of them are currently studying at the school or university level. The form of Language Interference in writing skills can be classified as semantic and morphological Interference, including mastery of vocabulary and grammar in English. The sentence construction used by several objects in the study shows the most frequent grammatical errors that need to be revised, such as tenses or subject-verb agreements.

Language Interference in writing can also be caused by regional languages such as Balinese or Indonesian as the national Language in Indonesia. The findings from research related to this matter are that Language Interference can occur due to differences in the mother tongue's grammatical system and English. These differences include specific rules for verb and modal particle usage, lack of tense and number markers, lack of plural noun markers, and use of the article '*the*' and pronouns used in Indonesian. It was even found in Iman's research (2020) that participants were writing essays in English using sentence structure according to Indonesian grammar rules, such as putting the head noun before modifier.

In addition to research in Indonesia, there are several studies of Language Interference experienced by speakers of other languages in Kazakhstan and Russia in the research of Kenzhetyev (2016) and Thailand in the research of Rattanadilok Na Phuket & Bidin (2016). In Kenzhetyev's research (2016), the participants' writings indicate mother tongue Interference in the inappropriate use of adverbs. It is further explained in the research of Rattanadilok Na Phuket & Bidin (2016) that the mother tongue played a significant role during the writing process to assist in understanding the given topic, brainstorming to generate thoughts, and translating ideas into a sentence. Bennui (2016) said that the structure and culture of the Thai Language must have interfered with their application of English in writing. The studies above show that mother tongue Interference or the use of language as the basis for daily communication in someone's writing in various countries is still common today.

Language Interference in writing English several studies have also been conducted on a person's speaking ability in English. However, more research on Language Interference in written form needs to be done. Several studies on Language Interference when speaking in English have been investigated, such as the study conducted by Suliman (2014), which examined how the first language interferes with another language's production of English while speaking by students in a rural area Sarawak, Malaysia. The study found that students still depend on the Language of their first Language when using English in their speech production.

Students who use Malay as their primary language also agree that speaking English is more complex than other skills, such as writing. That is also in line with Subandowo's (2017) research, which took the object of study on second-semester students at a university in Lampung, Indonesia. It is also found in the native language impairment accompanying the ability to speak English in these Indonesian students. It was found that her native language was Javanese, and this affected her ability to speak English.

Many pieces of research on mother tongue Interference that affects a person's pronunciation have also been carried out, such as those conducted by Rahmah et al., (2023); Noviyenty & Putri (2020); Chaira (2015); Hu (2015); and also Manrique (2013). In detail, the finding of Rahmah et al., (2023) and Noviyenty & Putri (2020) is similar. Both of them found that the Mother Tongue is interfered in pronouncing English in such a particular time. Those mother tongue language are Javanese and Rejang language, which the student has used as the basis for their daily communication. Similarly, Chaira (2015), in a study of Language Interference in pronunciation carried out by students at an Islamic school in Aceh, Indonesia, Interference occurs most frequently in graphemes ' *ph*', ' *s*,' and ' *x*.' Chaira (2015) also argues that speakers from other countries will rarely find first Language Interference in the use of English in their pronunciation.

Language interference in speaking skills that affects a person's pronunciation of other languages also occurs in other countries. This is consistent with research conducted by Sales (2022) and Hu (2015). Sales

(2022) held the investigation in Phillipines the results show that among Hiligaynon native speakers who use English as the second language in every transaction in Mambukal Resort, Negros Occidental have done the Language Interference. Especially they struggled to put the correct stress on the correct syllables, and that each word exhibited an unprecedented wave of intonation. On the other hand, the finding from Hu (2015) was Chinese immigrants living in the United States also experience Language Interference in the use of English in their pronunciation. In Hu (2015), Zhang and Yin argue that there are very noticeable differences between Chinese and English. It can be seen as Mandarin can be classified as a tonal language.

First Language Interference and influence on English pronunciation happen in Columbia as well as has been studied by Manrique (2013). This study proves that some students from several classes at one of the universities in Columbia also experience first-Language Interference when they use English, especially in terms of pronunciation. Uniquely, this study found that native Spanish Language Interference also had a small positive effect. It may be because it states that it may support the learning structure in the new language or facilitate the acquisition of meaning in another language when one wants to use English.

Furthermore, based on the above studies, it has brought a fundamental function to subsequent studies. Unfortunately, with the current scientific strength of linguistics, few domestic or foreign studies

have been conducted to investigate the phenomenon of Language Interference in the world of Radio more deeply and broadly. Several studies that have been conducted on the Radio that examine Language Interference only focus on Makassar Language (Patima, 2022) and Madura Language (Winarsih & Indrawati, 2021) that interfered in the use of Indonesian in their daily activities. Besides, it also occurs in non-formal language pattern Interference in using formal Indonesian on the Radio, as the findings from Muqorrobin (2014).

As the researcher has explained above earlier, Radio for humans is important, especially for the younger generation. This vast gap makes the researcher want to study further the phenomenon of Indonesian Language Interference in using English on Radio Simfoni FM Malang on the *'English Day'* program. Therefore, the researcher would like to take this opportunity to explore further the phenomenon of language, often referred to as the mother tongue or first language, or the language used for everyday communication, but also the phenomenon in linguistics, namely the Language Interference.

In his book, Weinreich (1953) clearly states that the forms of Language Interference that occur and intersect have been stated in the study of linguistics, the section on descriptive linguistics. The causes of Interference phenomena are sometimes determined and can be solved by linguistic methods. As if two languages' phonetic or grammatical systems were compared and the differences were drawn, one usually has a list of potential forms of Interference in certain contact situations. Interference

that occurs in linguistics shows the result of the influence of one language on other languages, such as the language that a person learns for the first time or is often called the mother tongue of other languages that are being studied or rarely used. Nevertheless, they are still in the learning stage (King, as quoted in Baykalova et al., 2018).

Moreover, 43 Radio announcers at Radio Simfoni FM Malang in 2022 are UIN Maulana Malik Ibrahim Malang students. Some have the same first language, namely Indonesian, and others use the Indonesian language as the basis for daily communication. However, specific broadcast programs, namely '*English Day*,' must use English for two hours. In practice, it turns out that they experience Interference from the Indonesian Language when broadcasting Radio programs that require them to speak English and implement languages with different kinds of Interference into their English pattern. The basis of this study is to examine kinds of Indonesian Language Interference in the use of English by broadcasters in the program '*English Day*' on Radio Simfoni FM Malang. Also, the researcher wants to know the social background and how is the pattern of Indonesian Language Interference.

The Language Interference theory by Uriel Weinreich (1953) is used in this research. Weinreich's theory was chosen because it is suitable for studying linguistic phenomena in this research object. It is also hoped that the results of this research can make a real contribution to the Radio community. Also, on the other hand, the researcher wants the results of this study to help Radio Simfoni FM Malang as a reference material to

improve the ability of broadcasters, especially those still learning to use English. The researcher hopes it can make adjustments and avoid Language Interference, as explained in this study when broadcasting on the Radio on foreign language programs. Apart from that, this can also encourage existing Radio broadcasters to understand better the use or selection of vocabulary and the correct pronunciation of the vocabulary used. Furthermore, it can also correctly arrange grammatical structures in English so that the quality of the '*English Day*' broadcast program can improve.

B. Problems of the Study

In this study, the researcher explains further the Interference of the Day' of Radio Simfoni FM Malang. Based on this, it has been formulated several research problem formulations as follows:

- a. What kinds of Indonesian Language Interference have Radio Simfoni FM Malang's broadcasters done in the '*English Day*' program?
- b. What is the social background for Indonesian Language Interference by the broadcasters of Radio Simfoni FM Malang in the '*English Day*' program?
- c. How is the pattern of Language Interference used by Radio Simfoni FM Malang broadcasters in the '*English Day*' program?

C. Significance of the Study

By writing this study, the researcher hopes to develop the readers knowledge through theory and practice. This research is expected to make a real contribution both academically and practically. Academically, this study is designed to broaden the readers viewpoint on Language Interference caused by the effect of the Indonesian language. Practically, this research should also help similar researchers find solutions to improve the correct use of reference English. As such, it is expected to be put to practical use.

D. Scope and Limitations

The scope of this study shows the parameters that are important to the topics mentioned in the study. In this study, the statement of limits becomes the limit of the problem. This study aims to analyze the Indonesian Language Interference in English broadcasts on specific Radio programs managed by UIN Maulana Malik Ibrahim students, namely Simfoni FM Malang.

In addition, the research period for the *'English Day'* program of Radio Simfoni FM Malang itself is carried out every Wednesday from September to December 2022. Thus, this study only covers the broadcast of the *'English Day'* program after the research period.

E. Definition of Key Terms

Avoiding any misunderstandings in the research is needed. To make the readers understand better, the researcher provides some of these terms that have been defined as follows:

1. Indonesian Language Interference

A phenomenon occurs when someone uses a certain language but gets influenced by the Indonesian language.

2. Social Background

A fundamental reason for someone to take particular actions is based on their social conditions.

3. The Pattern of Language Interference

A language pattern is formed from the results of a particular Language Interference.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses more deeply about Language Interference, which helps to analyze the research object. The ideas discussed in this chapter are about Language Interference itself. Starting from its meaning, types, and explanations, the factors why Language Interference occurs, as well as conveying the patterns that might occur in each Interference. Furthermore, the researcher also explains Language Interference from a person's psychological perspective. Further explanation will be explained in several points below:

A. The History of Radio Simfoni FM Malang

Initially, Radio Simfoni FM was the idea of the Arabic Language Student Association (HMJ) of IAIN Sunan Ampel Malang for the 1996/1997 period. However, because too many obstacles were encountered in that period, this could not be realized. It was only in the following period, namely 1997 to 1998, that the idea was recognized with the help of Vice Chancellor III for Student Affairs, who handled interest and talent issues.

The founders of Radio Simfoni FM consist of Muhammad Anwar Shoddiq, Muhammad Bahrul Alim, Muhammad Miftahul Husna, Muhammad Misbahul Munir, Abdul Qadir Anshori, Abdul, Wahib

Widodo, and Syaiful Tashdiq who jointly founded the campus radio. Initially, the founders of Radio Simfoni FM experimented by broadcasting on a frequency that had yet to be fixed under the name STAIN FM.

Then around mid-November, Ir. Muhammad Anton Hendra, someone who understands the field of radio management, finally helped in the birth of STAIN FM precisely on December 5, 1998, by occupying the frequency of 104.50 MHz. It was also on that date that STAIN FM, which was previously part of the III department of DEMA (Student Council) of IAIN Sunan Ampel Malang, which handled talent and interest issues, turned into a UKM (Student Activity Unit), specifically in the radio field along with the ratification of AD/ART.

On December 10, 1998, STAIN FM changed to SINFONI FM (Stain Information Radio), occupying the frequency of 104.40 MHz. Along with the rapid developments carried out by the academic community, the status of the STAIN campus changed to UIIS (Sudan Indonesian Islamic University), then the State Islamic University (UIN) Malang. Now the State Islamic University (UIN) Maulana Malik Ibrahim Malang, according to the agreement at the Meeting General Annual Member (RUAT), SINFONI FM adjusts the name to SIMFONI FM without any abbreviation which means tone and is considered the most appropriate and suitable name and safe from any changes.

As a mass media, Radio Simfoni FM Malang Radio also has a vision and mission that it carries to become the basis for its activities. Its idea is to increase efficiency and facilitate the dissemination of all forms of

information and activities of the academic community to benefit education and da'wah. At the same time, its mission is to disseminate all forms of communication, especially data from the activities of the academic community, to increase student professionalism in the world of informatics, especially in the world of radio, and to improve the ability to communicate with the outside world.

Currently, Radio Simfoni FM has the status of a community radio engaged in education and da'wah. After going through a long series of processes, in 2015, Simfoni FM became the first community radio with legality in Malang City. It follows the official recommendation of the Malang City Government Communication and Information Service (KOMINFO). In addition, Simfoni FM is also the first campus radio with East Java legality per the official recommendation from the East Java Regional Indonesian Broadcasting Commission (KPID). Henceforth, Simfoni FM ace dan Kreasiis obtained official recommendations and legitimacy from the Minister of Communication of Indonesia and the Indonesian Broadcasting Commission (KPI) Central Jakarta.

The SIMFONI FM Student Activity Unit (UKM) has a white S symbol under the words SIMFONI FM above the words The Power Hits Station and the frequency below the 'S' symbol with a gold double elliptical circle background on a blue base which has a meaning according to the provisions in the regulations alone. Greetings Student Activity Unit (UKM) SIMFONI FM has a salute to listeners, namely "Sobat Muda".

B. The History of Language Interference

Weinreich (1953), the first researcher to define Language Interference, argued that Language Interference meant reorganizing patterns resulting from incorporating foreign elements into the more structured language domain. Examples cover most phoneme, morphology, and syntactic systems, as well as some related areas of vocabulary. Furthermore, Weinreich (1953) divided the forms of speech Interference into three parts: phonological Interference, grammatical Interference, and lexical Interference. Phonological Interference can occur in the language of bilingual speakers due to their knowledge of other languages. Both are related, so grammatical and lexical Interference can occur in speaking and writing. It appears as components listed in the following order: Phonetic, semantic, lexical, grammatical, orthographic, stylistic, linguistic, culturally oriented, and socio-cultural.

Weinreich's (1953) definition of Language Interference has attracted the attention of other linguistic researchers who have also discussed this phenomenon. As Dulay & Bun explained in Lott (1983), Language Interference is the automatic and habitual transfer of the surface texture of the native language to the target language. According to Lott (1983), Language Interference is the error language that learners make when speaking new terms related to their native language. In Lott's (1983) study, an error was deemed to result from the native tongue if it met one of the following standards, excessive use of analogies, transfer of structure, and a linguistic or intra-linguistic mistake. The excessive use of metaphors

is when a person misuses a word from the vocabulary list because it resembles a word in their native tongue regarding phonology. It also includes spelling, semantics, or syntactic structure—the abuse of the grammatical rules of the target language by applying those of their originating tongue.

According to Lott in Bhela (1999), when speaking a foreign language, a person's Interference errors are followed by native language effects. A different opinion came from Ellis in Bhela (1999) states that speech Interference is called 'transmission.' It can influence the second-language acquisition of first-language learners. It depends on the learner's perception of communicability and level of sophistication in learning a second language (English, in this case). Therefore, he also argues that language impairment is not harmful. It happens because students must learn what is right and cannot do what they know. Thus, the studies of Selinker (1971), Seligar (1988), and Ellis (1997) argue that when learning a target language, learners use their everyday knowledge of the language to construct their own intermediate rules. Nevertheless, only if someone is sure will it help in learning tasks. On the other hand, they are accustomed to using a second language to enable proper communication.

As quoted in Prananingrum (2006), O'Grady and Dubrovolsky argue that Interference is the inappropriate use of the first language construct in bilingual systems. It was also explained in more detail in subsequent investigator results by Sinha et al. (2009). They found that Interference stems from a learning theory approach describing the habit

formation process in language learning. Obstacles include errors that occur when learning a second language. Errors of this type should be categorized into three errors: Development errors, unknown errors, and well-defined errors. Developmental Errors are about speakers of a second language who initially learn their second language. When young, they often make mistakes that do not adequately represent the learner's native language. In contrast, ambiguous errors are classified as ones that fall into two categories: those caused by intervention or during development. Then errors that do not fit into the category of developmental errors or disorders are referred to as unique errors.

Luo (2014) also found Interference from the native language. Learners may use their previous native language experience to organize phone calls in their second language, which is partly true. Learning a language can be an effective method for someone. Moreover, according to his findings, Interference occurs at more than just the level of pronunciation by different phonological systems. Nevertheless, this is also evident on other levels, such as collocations and lighting. In fact, consistent with the previous statement. Beardsmore, as quoted in Derakhshan & Karimi (2015), also said that a learner experiences difficulties are producing a second language. So it is common for someone, even no matter how high their social status, to experience language disorders. It further proves that the phenomenon of Language Interference is still very worthy of research, especially in other fields that researchers rarely touch as the object of study.

The first, linguistic Interference, is based on the views of Marana and Maribel (2018) and is a significant factor influencing human-produced English proficiency and proficiency. Moreover, according to Qomariana, Puspani, and Rahayuni (2018), Language Interference can affect everyone, including Indonesian citizens. The first or native language system and the second or English state are the causes of dysfunction. The article '*the*' has no markings to indicate hours and numbers. It also shows the lack of markers for plural nouns, specific guidelines for using verbs and modal verbs, and pronoun forms as examples of variants.

Wardani (2019) also agrees that Interference can occur due to considerable differences between native and target languages. Chowdhury et al. (2021) show that source Language Interference prevails frequently and even proves to exist and is found in simple words. This Language Interference occurs in terms of phonology, vocabulary, and grammar because there is a chronic disorder between the first and second languages. Thus, efforts to study Language Interference are considered one of the wise actions of researchers to produce an original and functional language plan.

C. Indonesian Language Interference

The role of English in language development in Indonesia also has an extraordinary contribution. In addition to being adopted as an international language, most countries have agreed upon and used English

worldwide. English also supports language development for science in the era of globalization, especially in Indonesia (Karyanto, 2019). According to Chaer (2013) in Rifai (2019), English is one of the foreign languages that exists and functions as a means of communication between nations to gain knowledge and technology, which is recognized and widely used in Indonesia. However, Indonesian also still has to get their leading role in understanding the language by the Indonesian people. It is because the mother tongue or the language adopted as the Indonesian people's unifier is Indonesian. So, the two languages must support each other for the progress of one's language, especially for the people of Indonesia, without exception.

Understanding English has also been structured as an essential capital for people without exception in the ASEAN area to compete in an increasingly developing era like today (Handayani, 2016). Furthermore, Indonesia, also part of the Association of Southeast Asian Nations (ASEAN), must adjust and satisfy its people to master English. Recently, it has become commonplace when learning English has been taught to Indonesian people, from the most basic school benches to the highest level of education. English also influences the communication process in the tourism industry, both between international tourists and domestic tourists, in terms of business and the economy (Damayanti, 2019). Tourism actors in Indonesia are also required to master English in order to be able to provide satisfaction to foreign guests, who will later increase the revenue

of a hotel or tourist spot in Indonesia. It is also used to attract foreign tourists to come and enjoy the tourist destinations served in Indonesia.

As someone who studies a foreign language not used in daily activities, Indonesians will undoubtedly find obstacles when using English. One of the obstacles is what is called Language Interference. This Language Interference can occur when Indonesian speakers use English in writing, reading, or speaking activities. The Indonesian Language Interference is caused by social background or a person's habit of using Indonesian instead of English (Samingan, 2016). It sometimes triggers memories or the production of languages that should use English. However, the person gets influenced by the primary language, so it changes the language that should be produced correctly to Indonesian.

Several studies have also proven that it is clear that there are several ongoing cases regarding forms of Indonesian Language Interference with the use of English, be it when reading, writing, or speaking. According to Samingan's research (2016), there are two types of Language Interference by EFL on objects located at IAIN Salatiga Indonesia as their research. These forms are lexical and syntactical Interference, each of which has its definition of Interference category. As with lexical Interference, there is in the form of absorption words and literal translations at the word level, whether in the form of prepositions, adverbs, or adjectives. Meanwhile, Interference at the syntactic level includes using structures in noun phrases and others in English, literal translations in nominal sentences and verbal in positive or negative forms.

Indonesian Language Interference in the use of English also occurs in the form of writing, especially for students. Based on research from Hajar, Saliya, & Muliati (2019), the biggest trigger for this Interference is because English has main components, namely morphology and syntax, which are not of particular concern in applying Indonesian. It can also be influenced by the limited understanding and mastery of English vocabulary that is remembered or known by these native Indonesian speakers. In this paper, Language Interference is the most straightforward form of detecting language deviation. It can happen because the English language composition has significant differences. One is when in English, the subject of a person's pronoun differs, whether for women or men. The Indonesian language does not have this difference, '*dia*' can be used for all genders. Things like that are also a source of confusion or concern enough to be able to redevelop the understanding of English by Indonesian citizens.

As mentioned above, the form of Indonesian Language Interference that occurs in the use of English also occurs in speaking skills. One of the studies conducted in Indonesia found that at STKIP Garut Indonesia, this Interference practice in English appeared during the production of several related silent letters. Fauziah & Mulyanto (2015) found that the students involved in the study indicated Interference in the use of Indonesian in English and occurred in English silent letters, such as */b/*, */gh/*, */k/*, */p/*, */t /*, and also */w/*. This type of Interference belongs to phonological Interference, which affects the production of several sounds

in speaking English. It can happen due to a lack of understanding of phonetics and phonology, an understanding of English vocabulary, and a lack of interest in students in English. If allowed to continue, it will cause someone invited to speak that language to misunderstand the information conveyed.

The Interference research on speaking skills is related to the research being conducted in this paper. If allowed to continue, the Indonesian Language Interference that occurred on Simfoni FM Malang Radio would cause the information shared by the broadcasters to be less well conveyed. Even though the two hours broadcasting the *'English Day'* program, they were required to use complete English, in reality, the broadcasters also found it challenging. They indicated they were interfering with Indonesian in using English. It is the first research on a Radio program like this that someone has carried out. The hope is to broaden further the scope of Language Interference research that might occur.

D. Kinds of Language Interference

Based on what Weinreich (1953) found, Language Interference has many types, namely Phonological, Grammatical, and Lexical Interference. More details about each type of Language Interference will be explained in the explanation below:

1. Phonological Interference

The problem of phonic or phonological Interference is a type of Language Interference related to how speakers perceive and reproduce sounds from one language, which is indicated by the influence of another language. This Interference arises when someone who understands or is even fluent in uses more than one language other than his mother tongue. It begins by identifying the phoneme of the secondary system with one in the primary system and reproducing it, subject to the phonetic rules of the preceding language. Phonological Interference occurs when the related devices of one language are transferred to another. It may result from the differences in speech capabilities between the two languages. For example, if the intonation and rhythm of one language are not represented on the device of another, Interference may occur.

Weinreich (1953) calls this phenomenon "*sound substitution*." It is because sometimes there are sounds from other languages that are included in the sound pronunciation of other languages. In the development of phonetic theory, researchers mapped this beyond simply a description of mispronounced sounds. Then, a search for the exact and verifiable causes of mispronunciations in primary systems of speakers. It is because the actual sounds produced by bilinguals lie as if in the structure of no man's land between the two phonemic systems.

a. Manners of Voicing English Consonants and Vowels

When humans pronounce English, or even every other language also has its own rules or manners that should be obeyed. In English itself, there are 22 vowels followed by 24 consonants. Roach (1983) has classified several manners in voicing English sounds, especially in producing English consonants (Table 1).

There are also other classifications in voicing English consonants, voiced and voiceless. The voiced consonants are /b/, /d/, /g/, /v/, /z/, /ð/, /ʒ/, /dʒ/. While the consonants that should not be voiced in terms of voiceless are /p/, /t/, /k/, /f/, /s/, /θ/, /ʃ/, /tʃ/.

	<i>Bilabial</i>	<i>Labio-dental</i>	<i>Dental</i>	<i>Alveolar</i>	<i>Palato-alveolar</i>	<i>Palatal</i>	<i>Velar</i>	<i>Glotal</i>
<i>Approximant</i>	w				r	j		
<i>Affricative</i>					tʃ dʒ			
<i>Fricative</i>		f v	θ ð	s z	ʃ ʒ			h
<i>Lateral</i>				l				
<i>Nasal</i>	m			n			ŋ	
<i>Plosive</i>	p b			t d			k g	

Table 1. English Consonants

Explained (Table 2) the English vowel sound as classified by Yong in Chaira (2015). In the table of English Vowel sounds, the grey cells are the phonemes in English that sometimes cause misunderstanding. In

contrast, the white cells (in Table 2) are the vowels that may occur in Indonesian vowels also.

	a:	aɪ	ə	ɒ	əʊ	eə
i:	ɜ:	aʊ	ɛ	ɪ	ʊə	æ
u:	ɔ:	ɔɪ	e	ʌ	ɪə	ʊ

Table 2. English Vowels

b. Manners of Voicing Indonesian Consonants and Vowels

The Indonesian language also has rules and manners that should be obeyed. It aims to prevent Language Interference itself from happening. Besides, as stated by Yong in Chaira (2015), the Indonesian language has eight vowels and 19 consonants. Also, the Indonesian language uses several loan sounds from English, like /z/, /f/, and /v/.

Further explanation will be captured in the Indonesian consonant chart (Table 3) by Ruijgrok (2008). In the table below, the grey cells are the phonemes that sound voiceless, while the white cells should be in terms of voiced Indonesian sounds. It can also be seen that the Indonesian language does not have fricative sounds.

	<i>Labial</i>	<i>Alveolar</i>	<i>Palatal</i>	<i>Velar</i>	<i>Glottal</i>
<i>Fricative</i>		s			h
<i>Glide</i>			y		w

<i>Liquid</i>				l r					
<i>Nasal</i>		m		n		ɲ		ŋ	
<i>Stop</i>	p	b	t	d	c	ʃ	k	g	ʔ

Table 3. Indonesian Consonants

Then the Indonesian vowel consists of 8 sounds, 2 of which are still debatable until now whether it should stand alone as one vowel or include in other vowels. It is vowel /e/ and /ɛ/, also /o/ and /ɔ/. It can happen because such a vowel does not need to be classified as one stand vowel. Also, the pronunciation of such a word using that sound is similar to another sound.

	ɪ	ɛ
a	u	ə
e	o	ɔ

Table 4. Indonesian Vowels

2. Grammatical Interference

Grammatical Interference refers to syntactical features. It is particularly sentencing shape (phrase order), use of pronouns and determiners, and tenses that are Interference by any specific language. As defined by Weinreich (1953) in his book, Interference is debated at that point or even nowadays with experts' aid. Meillet in Weinreich (1953) says that the grammatical structures of the two languages are impenetrable to every difference. Nevertheless, inside the end, this grammatical

Interference examines in element the usage of a language shape. It is stimulated by using different language preparations performed with the aid of using positive speakers. It has also been drastically researched, and many massive tendencies display that this Interference happens in excessive college students to college students.

Indonesian and English have different sentence structure patterns. In Indonesian, the word that defines the noun clause is placed in the first position. In English, the noun clause word is placed in the second position. However, both languages have their patterns in sentence structure. Students learning a second language commonly make grammatical errors when speaking and writing in English. It may need clarification about the patterns in English because they are very different from those in language and grammar.

Every language has its grammar. Indonesian and English each have rules of grammar. Both languages have different patterns, word order phrases, what words are defined, and what words are defined. In Indonesian, the defining word or primary as the noun phrase comes first, while in English, he comes second.

In English:	<u>New</u>	<u>book</u>
	<i>Secondary</i>	<i>Primary</i>
In Bahasa:	<u>Buku</u>	<u>baru</u>
	<i>Primary</i>	<i>Secondary</i>

Based on Weinreich (1953), he said that Grammatical Interference is split into two, mainly:

a. Morphological Interference

Morphology, according to Thornbury (1999), is a science that studies, more specifically, the formation of words and the systems or rules that underlie word formation. Just like at the phonological level, Language Interference can also occur at this morphological-grammatical level. For example, when an Indonesian speaker uses the word 'go.' so it is fitting that he uses the word '*pergi*' only. However, in English, a form of the sentence, whether it is past, present, or future. So 'go' should be written '*go,*' '*goes,*' '*went,*' and '*gone.*' These regulations are different from what is in the Indonesian language itself. It can happen because Indonesian has no system of agreement or harmony between nouns and verbs (subjects and predicates). Therefore, according to Mui'in (2008), all subjects are followed by the same predicate (verb), such as *I go, She goes, They go.*

b. Syntactical Interference

According to Suwito (1983), Syntactic Interference can occur if another language's sentence structure absorbs one language's sentence structure. In more detail, this can be seen in how a person uses words, phrases, and clauses in the sentences he writes or says. Examples of its use often occur when making plural nouns. Indonesian shows a different way than English. When someone wants to say '*banyak kucing*' not '*many cats.*' In Indonesian, when it says plural things, humans do not use the other words '*s*' or '*es*' in the object. So even though the word '*banyak*' is a plurality marker, it is not followed by the plural noun '*kucing kucing*'.

Another example is in the sentence, '*Anna sang that song with beautiful*'. This sentence is not English because the correct form is '*Anna sang that song beautifully*.' From this case, Interference can be proven because the sentence '*Anna sang that song with beautiful*' translated from the sentence '*Anna menyanyikan lagu itu dengan indah*'.

3. Lexical Interference

Lexical Interference, or in some research called Semantic Interference, occurs when the receiving language absorbs cultural insights into words from other languages. This process is called expansion. It is common for some words in this world to be expanded into other languages, one of which is Indonesia, which has adopted several words from foreign languages into Indonesian. For example, the Indonesian language adopted a word from English, such as '*musik*,' from what was originally in English as '*music*.' Another example is the word '*session*' becomes the word '*sesi*' or '*museum*,' which in Indonesian is also written '*museum*,' but the pronunciation is different.

Not to be a rarity, this borrowing process is reasonable and expected. Even based on Haugen in Nugraeni & Setiawan (2021), this semantic Interference can also be called language borrowing, which has several types. There are two types, namely, borrowing single words or phrases. Own words are divided into seven categories: essential words, compound words, derivative words, acronyms, self-names, reduplications, and word categories.

Furthermore, this lexical Interference can occur in the written format. Many examples occur, proven by research from Nugraeni & Setiawan, which examines semantic Interference in *Destinasi Indonesia Magazine*. That research discovered that the most prevalent sort of borrowing is word adoption. Both have the same writing but differ in pronunciation.

E. Social Backgrounds Causing Language Interference

Furthermore, Weinreich, in his other research (1957), has explained and also classified several social background or factors that cause Language Interference, namely:

1. Bilingual Background Speakers

Language Interference is significantly influenced by bilingualism, which is the capacity to communicate fluently in multiple languages. The speaker is impacted by the source language when speaking the target language. Language Interference affects not just bilingual individuals but also those who are fluent in many languages or have a working knowledge of their sentence structures. More precisely, this bilingualism causes Language Interference since a person will encounter another language more frequently than his tongue. Therefore, speaking two languages leads to consequences known as Language Interference, where the first language interferes with the second.

2. Disloyalty to the Target Language

The range of variables that might cause linguistic Interference also includes disloyalty to the target language. If this keeps happening, it will result in a bad attitude toward an abandoned language. Additionally, this will result in a breakdown of the target language's structure. Another effect is that bilinguals are forced to use the uncontrolled parts of their native tongue as outputs when they practice speaking and writing. As an illustration, there are instances later when other foreign language learners with a limited background in the target language tend to use spoken words—with the first language's structure and meaning. The employment of foreign languages that do not match the situation and look overbearing is on the rise, frequently occurring in Indonesia.

3. Limited Language Vocabulary

Most of a language's vocabulary consists of terms from the environment connected to daily living. According to Yule in Rahardjo (2018), language varies when people communicate with other species because language is shaped by cultural transmission. Our ability to speak different languages is learned via culture, not through our parents' DNA. In this manner, a person learning a new language will discover new words distinct from the original terms.

Vocabulary also plays a significant part in communicating like a natural speaker of the target language. Transferring a vocabulary from the

learner's mother tongue to the target language may prove challenging when they use their new language skills. When unable to select the most appropriate terms from the target language, the foreign language learner will attempt to insert the original word to make a point purposefully. For instance, because of the restricted vocabulary at the time, an Indonesian speaker of English would still utter '*ikat rambut*' while attempting to express '*hairband*.' Alternatively, as another illustration, it's not unusual for students to use specific terminology verbatim when they wish to express '*syukuran*.' Since someone has a restricted vocabulary in the target language, a person's grasp of the target language will improve with more vocabulary.

4. Prestige and Style

It is frequently considered cool when someone converses in a language other than theirs. It is another reason Interference could happen. This study's data was derived from a Radio broadcast on Simfoni FM Malang's '*English Day*' program. The disturbance will occur when specific words are used in a way that the speaker may not fully understand or utilize following the rules of the target language.

Commonly used foreign words also adhere to a person and become part of their style. Whether the meaning is connotative or denotative, the listeners still need help to grasp the true meaning. A typical practice among language users is to end every word with a derivative '*-ization*' affix. It should be emphasized that adding the suffix

'-ization' to state nouns is an adaptation and borrowing from English. The several languages that the speakers employ to communicate cause Interference. For instance, to get 'honestly' from the word 'jujur' and the suffix '-ly,' one should use 'honestly.'

Diani, Yunita, & Syafryadin (2019) argue that Language Interference is also due to two significant factors: Linguistic and Non-Linguistic Factors. Firstly, the term '*language factor*' refers to a factor brought on by variations in phonological rules between the first and second languages, such as Indonesian and English. Weinreich (1953) also considers the two languages' articulation location. In Diani, Yunita, & Syafryadin (2019), Hartman & Stonk stated that the next cause of Language Interference is a person's lack of understanding of the phonological structure of the target language. One of the causes of Language Interference is the propensity to become accustomed to one language's pronunciation against another.

Secondly, Language Interference in a person is also significantly influenced by non-linguistic elements. A person's belief or cognition about something with a long time horizon is their language attitude. Someone will appreciate and wish to use a language if it has a good attitude. However, a person with a bad attitude about language will despise and be lazy while using that language. The psychology of someone is another component in the prevalence of linguistic Interference, according to Mustikawati (2013). In this scenario, self-activation serves as a psychological response that also aids in the learning

process's success. This drive can boost a learner's capacity to master various abilities, including language proficiency while studying a second language. As a result, these occurrences will further inspire and motivate a person to recognize the value of honoring and remaining committed to his native language.

F. The Pattern of Language Interference

Douglass Magrath (2016) says that when someone makes an error in a linguistic sense, it can be tolerated when it is still understood. Even so, it still includes a violation in the world of language, which is called Language Interference. It is when a pattern or the other form a language follows what is in another language, in this case, the pattern of Language Interference that can occur depends on the type of Language Interference.

When someone uses a phonological Interference, the pattern can be seen when an accent of a person's pronunciation follows the pattern of the primary language or the language used in daily life. For example, suppose an Indonesian person using English in his pronunciation interferes with Indonesian. In that case, the pattern and the sentence arrangement can be seen from it. Whether form a particular pattern being spoken is influenced by the arrangement of the Indonesian language or not.

Another pattern that can be seen from one of the social background for Language Interference is the limited vocabulary of the

target language being used. In this case, if an Indonesian person uses English in a particular communication. Nevertheless, in the middle of the conversation he feels stuck or does not understand specific vocabulary, he will use the vocabulary of the original language. It can also be said as a pattern of someone who interferes with language. It is when someone needs to learn or is confused with some of the vocabularies from the target language. At a specific time, the person automatically will use vocabulary from the original language.

Šimáčková & Podlipský (2018) also argue that the number of respondents in a study will also make it easier to find a pattern of Language Interference being studied. Related to that and explained in the previous points, each language has its pattern or sentence structure. However, in this study, the researcher will also find out how the pattern used by the broadcaster on Simfoni FM Malang Radio on the '*English Day*' broadcast program when interfering with Indonesian Radio broadcasts using English.

In Malana's research (2018), several Filipinos in their research object tend to transfer patterns or linguistic rules from their native language into English usage. The Interference is also based on the type of phonological Interference. It can also be seen that the pattern of the native language of the speakers can also influence Language Interference. Even it can be applied to the use of English. For this reason, this Interference pattern can be studied so that there will be different

Language Interference patterns in each research object and in the Radio broadcasters of Simfoni FM Malang.

In other literature explanations, this pattern of Language Interference also occurs in code-switching, a process in which a person consciously switches the language used into another language. Nevertheless, Language Interference is very different from the code-switching done by speakers. The pattern of the opposite speed of correcting lexical errors when Language Interference occurs is on the basis that bilingual Language Interference occurs at many loci. It has also been further explained by Green's (1998) inhibition control model, cited in Declerck, Lemhöfer & Grainger (2017), explaining that bilingual Language Interference occurs between language representations. The example is like the language schemes, then between equivalent lexical representations and translation. Therefore, it could be because error detection of language representation occurs first but is still parallel to error detection at the lexical level. So, in the end, the last process is disrupted, and thus can explain the effect of language switching on the observed improvement levels.

Long before the discussion above, Skiba (1997) once argued that code-switching is a face of Language Interference that might occur when a person speaks two or more languages. However, he also explains that the inability to express makes code-switching provides continuity in speech rather than presenting Interference in language. On this basis, it is stated that the pattern that may occur in code-switching will also be

different from the pattern in Language Interference. Code-switching is the case because code-switching provides a mechanism by which two languages can be integrated without causing Interference in conversations between two bilingual speakers. However, the emphasis here is that if the space for code-switching is not used carefully, it will undoubtedly end in patterns that lead to Language Interference.

Chen & Ho (1986) research answers the Interference patterns that may also occur in this study. Previously, the research results that were reviewed by the two of them were researched by Magiste (1984). According to Magiste, the pattern of Interference within and between languages is determined by a person's language proficiency level. However, in the end, Chen & Ho's (1986) research found that the results contradict this hypothesis. They argue that the object of their research is that the language similarities between the first language and the target language used and the language proficiency of the speakers determine the pattern of Interference between and within languages in bilinguals. This discussion regarding patterns of Language Interference have further discussed and adapted to researcher's findings on Language Interference carried out by broadcasters on the program '*English Day*' of Radio Simfoni FM Malang.

G. Psychology of Language Interference

Although it is evident that Interference with language happens, this is part of the disciplinary study of sociolinguistics. Rahardjo (2006)

stated in his inaugural speech that sociolinguistics, as a communication tool, also serves as a social reinforcement instrument. The social circumstances of these speakers have a substantial impact on their language acquisition. Furthermore, as Mustikawati (2013) states, one of the repercussions of linguistic Interference that might arise is a person's psyche. The researcher wishes can give a psycholinguistic perspective that intersects with sociolinguistics.

The researcher references Carroll (1968), who believes that Interference theory has yet to concentrate on the learning issues encountered while learning a second language. It has also improved the definition of the psychological problem of contrastive linguistics and demonstrated why Interference theory has been mainly mute on it. The concept of positive and negative transfer in second language acquisition is genuine. Language Interference, or transmission in the brain, can result in excellent or harmful ideas. When someone successfully transfers the language, this is considered a success, but on the contrary, it is considered a failure.

Carroll (1968) also said that Interference theory has at least two psychological implications. First, Interference is referred to as forgetting, assuming that the habit is lost because the new experience interferes and, therefore, 'accumulates' memory traces. Their similarity determines the impact of these new experiences on the experiences with which traces were interposed. Because new learning is meant to 'act back' on earlier learning, this sort of Interference is commonly referred to as retroactive

inhibition. When the learner is sleeping, a minor interruption to taught responses occurs.

The second meaning of Interference occurs when one learner ‘acts forward’ on the following learning task; this effect is sometimes referred to as ‘proactive’ inhibition. Humans may be dealing with this type of Interference in contrastive linguistics, where the idea is that habits of the first language tend to impede or otherwise affect the learning of habits of the second.

On one occasion, Bernadet Marres revealed that Interference theory in cognitive psychology is a theory that states the cause of memory loss. It is specifically Interference that occurs between several objects of information that have similarities or similarities in the process of storing and recalling information from the brain. Some of this information is already saved and kept in memory.

On the other hand, memory has difficulties separating this information from other information. Interference occurs in both short-term and long-term memory. However, it is more common when remembering discrete data such as addresses, numbers, names, personal identity, area codes, and other items.

Based on Bernadet Marres, there are two sorts of Interference in the area of psychology connected to linguistics:

1. Retroactive Interference

Retroactive Interference is a psychological phenomenon that

occurs in a person's mental life and is directly tied to the problem of forgetting. This type of Interference is described as a memory disruption process that occurs only momentarily. In psycholinguistics, for example, while speaking a given language but experiencing rehearsal Interference, a person will tend to stay silent and opt not to continue addressing the word or sentence.

2. Proactive Interference

In psychology, proactive Interference occurs when existing forms of memory obstruct the acquisition of new memories. Proactive distraction can arise when prior memories prevent a person from retaining fresh memories. In psycholinguistics, a case study occurs when a person speaks a foreign language but becomes stuck or confused in transferring that language. However, owing to his proactive kind of Interference, he instantly tries to discover alternate synonyms for other phrases or directly asks the listeners of his speech for aid.

CHAPTER III

RESEARCH METHOD

This section will describe the research methodology that is being employed in the current investigation. This chapter includes the research design, data source, research instruments, data collection technique, data analysis, triangulation, and consent forms.

A. Research Design

In general, this research was conducted using a qualitative descriptive approach. It is based on the thoughts of Cresswell (2019), who says that a qualitative method is an approach to studying human phenomena. Also, based on what Rahardjo (2018) said, the researcher of this study also used qualitative methods to understand behavior and events from an objective perspective. The researcher explored the research results by describing and explaining the phenomenon of Indonesian Language Interference that occurred when the broadcasters used English at Simfoni FM Malang Radio in Malang City.

This work generates and proves Weinreich's (1953) theory by providing further explanation with results and discussion. This study aimed to clarify the aspects and types of Interference from the Indonesian Radio broadcaster Simfoni FM Malang. Also, in this study, the researcher has found a pattern for Language Interference by the broadcaster of the

'*English Day*' program at Simfoni FM Radio based on the Weinreich's (1953) theory with additional foundational ideas from other sources.

The researcher has divided the research design into pre-research, implementation, and post-research. Firstly, the researcher has analyzed the problems or phenomena that may arise on the object chosen, known as Language Interference itself that occurred in Radio Simfoni FM Malang. Then the researcher reviewed the theoretical suggestions by adjusting the conditions of the research object. After that, the researcher determined the theory relevant to the research study's object. To enrich the understanding, the researcher has read several previous research journals related to the theory that has been established. About 30-50 journals related to Language Interference have been further studied by researchers worldwide. After considering some limitations and suggestions that can be implemented in research projects, the researcher formulated research questions and objectives.

After all, the researcher has implemented the research as the next part of the research design. At this stage, the researcher analyzed the data obtained, audio, and broadcast scripts for the related program on '*English Day*.' The amount of audio and broadcast scripts collected from September - December 2022. The researcher also has attached a transcript of the audio already asked for permission and proved by the consent form attached from the Simfoni FM Malang Radio crew.

The final stage of this research was post-research, in which the researcher explained the data results. The data result also answered the

research question that has been done. The researcher has explained the data analyzed in this part of the research. Then the data found presented the findings as clearly as possible. Finally, the research findings concluded, and the researcher also recommended the next researcher who will be held the same research.

B. Data Source

The Radio Simfoni FM Malang Student Activity Unit (UKM) is one of the Student Organizations (ORMAWA) under the auspices of the UIN Maulana Malik Ibrahim Malang. This organization is focused and engaged in broadcasting and Radio, which has undergone several adjustments. Radio Simfoni FM Malang has several activities divided into Off Air and On Air activities. The Off Air activities include major annual events, namely National/International Holiday Celebrations (PHBN/PHBI), Anniversary, and Simfoni Broadcast and Competition (STATION). Furthermore, as a radio, Simfoni FM also has On Air activities covering all broadcasting activities, both in production and live broadcasts.

Qualified human resources also support the running of the Radio Simfoni FM organization. At least 43 members are joining in 2022 as crew and broadcasters on Radio Simfoni FM Malang. The broadcast schedule is determined based on each broadcaster's free time on the sidelines of their UIN Maulana Malik Ibrahim Malang lecture activities. Then with that time

was allocated to several radio broadcast programs, one of which is the *'English Day'* program.

In this study, researcher has studied the data collected from radio broadcasts on the *'English Day'* program from Simfoni FM Malang Radio. *'English Day'* Program is continuously broadcast live via streaming only on Wednesdays from 18.00 - 20.00 WIB. The topic of the *'English Day'* program is information about education and preaching around the world, which is adapted to the segmentation of Radio Simfoni FM itself. The announcers are members of the Simfoni FM Radio organization from various departments in UIN Maulana Malik Ibrahim Malang interested in participating and learning to broadcast Radio, especially in English.

The data have been taken through air checks or broadcast recordings provided by the Radio. The data collected and examined in this study were from September to December 2022, with around eight broadcasters of this English program. For instance, there were ten broadcasters in that timeframe, but only eight were selected for further research related to this Language Interference research. It is based on the consideration that the other two broadcasters need to meet the standards of the researcher for further research.

There are two standard determinations from researchers to determine whether the eight broadcasters are worthy of further research as objects of research. First, they have good communication skills, either in Indonesian or English. It is the main basis that broadcasters must also own. Second, the broadcasters of *'English Day'* must have good English in

communicating. It is also the main standard for a person to convey information to his listeners, the same as when they use Indonesian.

The airchecks that have been approved and permitted have been investigated further concerning the linguistic phenomenon. Interviews have been conducted with all Radio broadcasters on the '*English Day*' program. Some questions have been asked, such as *What are the obstacles to broadcasting in English?*, *Do you think these obstacles can also affect you to interfere with language?*, *Do you feel that you are doing a form of language interference when you are broadcasting Radio?* Moreover, a few other questions about the factors and effects of Language Interference have already asked in order to complete the supporting data from this research.

C. Research Instruments

The instruments used in this research include three things conveyed by Cresswell (2017): human, participant observation, and interviews. The first instrument is the human, or the researcher himself. The researcher is fully responsible for all research processes from beginning to end. The second research instrument is participant observation. In this case, the researcher is also referred to as a participant in the object of this research.

The researcher is also ex-member of the Simfoni FM Malang Radio organization. Also, it is easier for the researcher to make observations and have no difficulty conducting interviews with

broadcasters of related programs, which is also categorized as the third research instrument. Interviews were conducted to add more accurate data from the Malang Simfoni FM Radio broadcasters regarding the Language Interference being performed.

D. Data Collection

To collect the data, the researcher has asked permission from the Radio organization Simfoni FM Malang under UIN Maulana Malik Ibrahim Malang. Once approved, the researcher collected air checks or broadcast recordings provided by the Radio of Simfoni FM Malang. The requested aircheck is the Radio program '*English Day*' from September to December 2022. To complete the information in this research, the researcher has also contacted the station manager, broadcaster of the '*English Day*' program, and the person who has an essential role on Simfoni FM Malang to ask about their willingness to be interviewed. Then, those people who have agreed to be interviewed and asked to fill out the prepared consent form. Then the collected data are ready to be examined, and conclusions will be presented in this study's findings.

E. Data Analysis

The researcher used Weinreich's theory (1953) to analyze the data obtained. The theory divides Interference into phonological, grammatical,

and lexical Interference. According to Weinreich, many factors contribute to Interference: the background of the speaker's bilingualism, distrust of the target language, the limited vocabulary of the target language that one learner can master, prestige, and style.

In addition, the researcher also uses the additional rationale finding from other sources studied by other researchers, one of which is Magiste (1984). Based on Magiste's (1984) study said that a person's language proficiency level determines the pattern of Interference within and between languages. The results of this study have also become an additional foundation for the researcher in this study to find answers to the existing research questions.

F. Triangulation

The researcher also included data triangulation methods to prove and become the basis of this research. In this case, based on Rahardjo's understanding (2010), triangulation is a method for checking the correctness of data or information collected from research conducted by reducing at least as much as possible the bias that existed during data collection. The triangulation used is based on the findings of Denkin in Rahardjo (2010) and Putra (2013), namely triangulation method, inter-researcher triangulation, data source triangulation, theoretical triangulation, and time triangulation.

In this study, the researcher initially used the triangulation method. The data obtained varied and combined to become complete data

according to qualitative data collection techniques consisting of interviews, observations, and surveys. A survey was conducted at Radio Simfoni FM Malang to see the phenomenon of Language Interference. That survey was carried out several times during the *'English Day'* program to ensure this phenomenon was happening. Then the researcher in this study used the data from broadcast air checks obtained based on the approval of Radio Simfoni FM Malang and the broadcast scripts requested by several announcers.

The researcher also made involved observations to learn more about the habits and the ins and outs of the radio announcers during the broadcast of the program *'English Day.'* Also, the researcher obtained the data from the interview session with the announcers or the person taking an essential role on Radio Simfoni FM Malang. Those people asked to agree on the interview session that had already been conducted. Ultimately, those three data collection methods were compared and studied more thoroughly.

The broadcast aircheck data, which has two hours multiplied by 16 airchecks with total of 32 hours. However, the researcher only focused on when the announcers share information with listeners. For that reason, the data mentioned occurred around 10-15 minutes each hour, so there are 480 minutes of data from the radio broadcast program that have already been transcribed and further observed the data.

Meanwhile, the broadcast script requested by the researcher for the broadcasters is to help the researcher know the guideline for the direction

of the broadcaster's conversation every time they convey information to the listeners. The interview session has dug deeper into information that is felt and appears directly from the Language Interference actors, in this case, the announcers of the program '*English Day*.' Then the data was compared to determine whether the various data retrieval methods produce findings that refer to the same thing or even the opposite. For this reason, the researcher used triangulation of the types of methods based on these reasons.

Triangulation of data also was carried out in this study. The researcher in this study was also a former member or someone who has joined and experienced the radio broadcast of the '*English Day*' program at Simfoni FM Malang. It experience gave the researcher more understanding of the broadcast process and the program's broadcast mechanism to build a better understanding and make it easier for a researcher to analyze data from the object of this research. Also, this understanding gave the researcher easy access and approval to carry out additional data collection if needed because the location of the research object is easy to reach. Therefore, the researcher used the triangulation data because the observations made by the researcher are related to his involvement with the object of research, not entirely as a layman observing an object of research.

The Language Interference observed by the radio broadcasters for the '*English Day*' program in this study collected data from September - December 2022. Thus, a type of time triangulation is also used in this

study. The four-month airchecks are taken to see whether the type of Interference occurs in certain months or vice versa. Here, the researcher does not only take data from one broadcast of the program because it is possible that Language Interference on this radio broadcast only occurs once. For this reason, the researcher compared the data from September to December 2022 with a total of 16 English-language program broadcasts, whether the Language Interference continues to appear, and whether this also has a pattern that can be observed further according to the research objectives.

G. Consent Forms

A consent form attached to this section shows that several Radio broadcasters for Simfoni FM Malang on the '*English Day*' program have agreed to conduct an interview. The interview was carried out to obtain additional data needed in this study.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the findings from the research and discusses them deeply. It began with an explanation of the finding that Indonesian Language Interference occurred in the '*English Day*' program from September to December 2022. Furthermore, there are much information, explanations, and discussions about the Indonesian Language Interferences in the following paragraph.

A. Finding

Based on previously collected data, the researcher describes the discovery of the Indonesian Language Interference phenomenon in this discussion. The researcher had proven that Indonesian Language Interference in English occurred when Radio Simfoni FM Malang broadcasters were broadcasting. The phenomenon of Language Interference occurs in the '*English Day*' program in the period of September - December 2022. The radio program is broadcast every Wednesday from 18.00 - 20.00 West Indonesian Time (WIB). This research also confirmed that at least eight broadcasters carried out this phenomenon when broadcasting information on Simfoni FM Radio.

Previously, data collection had begun by gathering the required information about the profiles of broadcasting institutions, the profiles of

the radio announcers, and all information related to this research. After that, the researcher also analyzed data from 12 broadcasts of audio evidence and transcribed them into the written conversation. Then, the researcher listened to the audio broadcast again to observe and look for answers to the questions arranged in this study. It includes the type and pattern of Language Interference for each broadcasters. Then, the researcher also held an interview session with all relevant broadcasters and the On Air Manager of Simfoni FM Radio to get more comprehensive information.

For more details, the analysis results and findings from this study are explained in the following points:

1. Kinds of Indonesian Language Interference on ‘English Day’

Based on the audio recording of the broadcast program ‘English Day’ of Radio Simfoni FM Malang, which has been obtained by researcher and transcribed and studied further on 12 audio broadcasts alone. In the number of audio broadcasts, various types of Language Interference have been found following the findings of Weinreich (1953), namely:

Phonological Interference	81 times
Grammatical Interference	313 times
Lexical Interference	62 times

Table 5. Kinds of Indonesian Language Interference on ‘English Day’

The total Indonesian Language Interference that occurred in the use of English was 456 times, with further details will be discussed at the following points:

a. Phonological Interference

The Indonesian Language Interference seen in the speech of Simfoni FM Radio broadcasters was Phonological Interference. Language Interference generally occurs due to differences in the pronunciation of the two languages, which have their vocabulary.

Of all the audio recordings from the announcers who had broadcast the program *'English Day,'* 81 Indonesian Language Interferences were found. A detailed breakdown of the utterances made by all the broadcasters is provided in the table below:

Phonological Interference	
Broadcaster 1 (B1 = Sakha)	8 times
Broadcaster 2 (B2 = Dhara)	4 times
Broadcaster 3 (B3 = Ocha)	32 times
Broadcaster 4 (B4 = Ozza)	4 times
Broadcaster 5 (B5 = Friska)	-
Broadcaster 6 (B6 = Fara)	13 times
Broadcaster 7 (B7 = Gamall)	10 times
Broadcaster 8 (B8 = Fawwaz)	10 times

Table 6. Phonological Interference on 'English Day' Program by Broadcasters

After examining in more detail the types of phonological Interference in these utterances, they produce several particular types of phonological Interference. Information about this can be seen in the table below:

Phonological Interference	
Incorrect 1 Letter	43 times
Incorrect 2 Letters	27 times
Incorrect 3 Letters	5 times
Incorrect up to 3 Letters	4 times
Missing d/ed	2 times

Table 7. Phonological Interference on 'English Day' Program

The researcher only classifies those types of Phonological Interference based on how many Letters or pronunciations need to be more right in English. The types need to be corrected 1 Letter, 2 Letters, 3 Letters, up to 3 Letters, and also pronunciation that needs to be corrected in addition to/ed. For more details, in this session, the researcher will explain some of those utterances:

Datum 1 (see in Table 13)

Context : The utterance occurs when the B1 giving an information to the listeners.

*“Okay, you are still here with Sakha and Ozza on **English Day**”*

The datum written in bold is a Phonological Interference classified as Incorrect 1 Letter. The word ‘English’ should be pronounce /'ɪŋɡlɪʃ/, but B1 pronounce it with /'eŋɡlɪʃ/. It is because in Indonesian language, the way people pronounce words is same as the written form. It is different from English that the pronunciation of words sometimes it’s different. So, the Indonesian Language Interference occur at this utterance as the Phonological Interference.

Datum 2 (see in Table 13)

Context : The utterance occurs when the B4 giving an information to the listeners.

*“Yeah, of course and we can see the faces the happy faces, the faces, the **tired** faces, etc. It's very, it's feel more real yeah?”*

The datum written in bold is a Phonological Interference classified as Missing d/ed. The word ‘tired’ should be pronounce /'taɪəd/, but B4 pronounce it with /'taɪə/. Specifically, the ‘d’ is not pronounced by B4 in the utterance not as the practical Indonesian Interference. But, it classified as the common mistakes that Indonesian people always done in pronouncing English words. So, the Indonesian Language Interference occur at this utterance as the Phonological Interference.

Datum 3 (see in Table 13)

Context : The utterance occurs when the B3 giving an additional information to the listeners.

*“Yeah, me too. And then when we talk about the topography of Papua, Sobat Muda varies from swampy lowlands to highlands filled with tropical rain forests, and grasslands and valleys with **reeds**”*

The datum written in bold is a Phonological Interference classified as Incorrect 1 Letter. The word ‘reeds’ should be pronounce /ri:dz/, but B3 pronounce it with /re:dz/. It can easily happen because B3 got an Interference from Indonesian Language. It is because in Indonesian language, the way people pronounce words is same as the written form and that’s sometimes different with English form, like the word ‘reeds’ in that utterance. So, the Indonesian Language Interference occur at this utterance as the Phonological Interference.

Datum 4 (see in Table 13)

Context : The utterance occurs when the B3 giving an additional information to the listeners.

*“Yeah, tribes, Broadly speaking, the Papuan population can be divided into three **major** groups of people, residents of coastal areas and islands; the general characteristics of the people are living in houses on stilts and making a living by tapping sago and catching fish, like a fisherman.”*

The datum written in bold is a Phonological Interference classified as Incorrect 2 Letters. The word ‘major’ should be pronounced /'meɪdʒər/, but B3 pronounced it /'meɪyər/. As the researcher explained before, Indonesian people pronounce words is same as the written form. Whereas in English sometimes different, but sometimes go with the same form, like the word ‘major’. Eventually, B3 do not know the correct pronunciation of that word and trying to pronounce it like the usual English word, even though it still goes wrong.

Datum 5 (see in Table 13)

Context : The utterance occurs when the B7 asking for a feedback to his broadcast partner.

*“Yes, in our Kos, of course. And, have you ever like, what is it, fill your free time **with** something?”*

The datum written in bold is a Phonological Interference classified as Incorrect 1 Letter. The word ‘with’ should be pronounced /wɪð/, but B7 pronounced it with /wɪt/. It can easily happen because B7 got an Interference from Indonesian Language. It is because ‘ð’ does not exist in Indonesian, so B7 using ‘t’ to replace how to pronounce it. So, the Indonesian Language Interference occur at this utterance as the Phonological Interference.

Datum 6 (see in Table 13)

Context : The utterance occurs when the B7 giving a feedback to his broadcast partner.

*“Yes, of course, but, but not not credential, it has, it **has** to be avoided.”*

The datum written in bold is a Phonological Interference classified as Incorrect 1 Letter. The word ‘has’ should be pronounce /hæz/, but B7 pronounce it /he:z/. It is because ‘æ’ does not exist in Indonesian language, so B7 using ‘e:’ to replace how to pronounce it. So, the Indonesian Language Interference occur at this utterance as the Phonological Interference.

Datum 7 (see in Table 13)

Context : The utterance occurs when the B6 giving a respond to her broadcast partner about the topic.

*“So, yes, in Switzerland, you can see or you can find a lot of beautiful things because what's make this **country** famous is that it has very beautiful scenery and for, for, I wanna ask you something, Sobat Muda.”*

The datum written in bold is a Phonological Interference classified as Incorrect 3 Letters. The word ‘country’ should be pronounce /'kʌntri/, but B6 pronounce it /'countri/. As the researcher explained before, Indonesian people pronounce words is as same as the written form. Whereas in English different, like the word ‘country’ at this utterance that has it own way to pronounce in English. Therefore, the Indonesian Language Interference occurs at this utterance as the Phonological Interference.

Datum 8 (see in Table 13)

Context : The utterance occurs when the B6 giving an information about the topic to the listeners.

*“And as you know that in Switzerland, it's a famous place that travelers from all over the world come and yes, it's the best destination to go if you want to go in overseas, because it has some beautiful **creatures**, like the mountain of Alps, fairly is or Blue Lakes and, yes, all of them are really features cue.”*

The datum written in bold is a Phonological Interference classified as Incorrect 2 Letters. The word ‘creatures’ should be pronounce /'kri:tʃərz/, but B6 pronounce it /'kritərz/. It is because ‘ʃ’ does not exist in Indonesian language, so B7 using ‘te’ to replace how to pronounce it. So, the Indonesian Language Interference occur at this utterance as the Phonological Interference.

Datum 9 (see in Table 13)

Context : The utterance occurs when the B6 giving an information about the topic to the listeners.

*“Bern is the capital city of Switzerland and it's like, the dream place to visit for you like because there are many **architechatural** and natural sightseeing to check out”*

The datum written in bold is a Phonological Interference classified as Incorrect up to 3 Letters. The word ‘architechatural’ should be pronounce /,ɑrkə'tektʃərəl/, but B6 pronounce it like /,ɑrsi'tektʃərəl/. there are a lot of letters or wrong pronunciations that shouldn't be, and it's quite a lot, which

is more than 3 letters. So this is a serious violation for this type of Phonological Interference.

Datum 10 (see in Table 13)

Context : The utterance occurs when the B6 giving an information about the topic to the listeners.

*“Yes, this is for the last segment. We are ready, we are ready still gonna **accompanying** you till 8 PM on English day, so don't go anywhere with me because later on we will still talk about what's your future plan.”*

The datum written in bold is a Phonological Interference classified as Incorrect 3 Letters. The word ‘accompanying’ should be pronounce /ə'kʌmpəniŋ/, but B6 pronounce it like /'kʌmpəni/. Furthermore, same as previous explanation, but at this utterance B6 only incorrect 3 letters. But still, it is include at the type of Phonological Interference.

b. Grammatical Interference

As native speakers of Indonesian, the announcers of “English Day” have used Indonesian as their primary language. Meanwhile, on ‘*English Day*,’ they are required to use English in full. It is where the essential cause of the Grammatical Interference of the Indonesian Language appears.

After the researcher did a brief analysis, this is due to the significant difference between the grammatical language of the Indonesian Language and English. Therefore, it can be seen that the announcers of ‘*English Day*’

made as many as 313 Grammatical Interference, with the details of these utterances made by all of the announcers. More detailed information is provided in the table below:

Grammatical Interference	
Broadcaster 1 (B1 = Sakha)	86 times
Broadcaster 2 (B2 = Dhara)	43 times
Broadcaster 3 (B3 = Ocha)	36 times
Broadcaster 4 (B4 = Ozza)	37 times
Broadcaster 5 (B5 = Friska)	36 times
Broadcaster 6 (B6 = Fara)	38 times
Broadcaster 7 (B7 = Gamall)	29 times
Broadcaster 8 (B8 = Fawwaz)	18 times

Table 8. Grammatical Interference on 'English Day' Program by Broadcasters

After being re-examined by the researcher, the grammatical Interference that the radio announcers had carried out became conical into many different types. Such information can be seen in the table below:

Grammatical Interference	
Incorrect Word Order	8 times
Incorrect/Missing Word	47 times
Incorrect/Missing Verb	75 times
Incorrect Noun	5 times
Incorrect Conjunction	6 times
Incorrect/Missing Preposition	47 times
Incorrect/Missing Quantifier	5 times
Incorrect/Missing Determiner	77 times
Incorrect Agreement	25 times
Wrong Tense	18 times

Table 9. Grammatical Interference on 'English Day' Program

The types of Grammatical Interference are incorrect word order, incorrect/missing word, incorrect/missing verb, incorrect/missing preposition, incorrect/missing quantifier, incorrect/missing determiner, incorrect noun, an incorrect conjunction, incorrect agreement, and wrong tense.

Those types occur in order of the different grammatical that exist in the Indonesian Language and English, making Grammatical Interference the most Interference done by 'English Day' announcers. In this session, the researcher explained some of those utterances:

Datum 11 (see in Table 13)

Context : The utterance occurs when the B1 giving a response to a statement from his broadcast partner.

*"I see, and I think that's kind of **a** epidemic for all of us, for all of UIN's students because we now already have so many in our schedule today, don't you think Sobat Muda?"*

*"Aku mengerti, dan aku pikir itu **sebuah** wabah bagi kita semua, untuk semua mahasiswa UIN karena kita sekarang sudah memiliki begitu banyak jadwal kita hari ini, bukan begitu Sobat Muda?"*

The datum written in bold is a Grammatical Interference classified as an Incorrect Determiner. The determiner "a" or "an" is used to indicate an object which can be counted. The difference is, "a" is used to denote a single object that begins with a consonant, while "an" is used for words that begin with a vowel. In that utterance, the word that comes after is "epidemic" should use the determiner "an", but B1 uses "a". This happened because of the Interference of Indonesian. In Indonesian, to denote a singular noun, one can definitely use the word "a", there is no special classification like in English. So, it exists a grammatical Interference of Indonesian language.

Datum 12 (see in Table 13)

Context : The utterance occurs when the B1 giving a response to a statement from his broadcast partner.

*“Yeah, yeah, yeah, absolutely. Absolutely first time the first time I came to Malang, I **sleep** a lot and then sometimes I often wake up at 8 a.m”*

*“Ya, ya, ya, tentu saja. Benar-benar pertama kali aku datang ke Malang, aku banyak **tidur** dan kadang-kadang aku sering bangun jam 8 pagi”*

The datum written in bold is a Grammatical Interference classified as Wrong Tense. In the context of this utterance, B1 is telling his past story to his broadcast partner friends and listeners as well. In English, when telling past events, the language used is adjusted according to the rules of the past tense, in which the composition is Subject + Verb 2. However, it was found that there was an error made by B1 where he used the word "sleep" which should have used the word "slept". This can happen because of Interference from the Indonesian language which does not have a special structure and still uses the word "sleep" to show words in the past, present or future. So, it is exist a Grammatical Interference of Indonesian language.

Datum 13 (see in Table 13)

Context : The utterance occurs when the B3 giving a response to a statement from her broadcast partner.

*“Yes, Sobat Muda and don't you worry because we has so many, many **talk** left for you Sobat Muda, so don't you, just stay with us, okay”*

*“Ya, Sobat Muda dan kamu jangan khawatir karena kami masih punya banyak, banyak **pembicaraan** tersisa untuk kamu Sobat Muda, jadi jangan kamu, tetaplah bareng kita, oke”*

The datum written in bold is a Grammatical Interference classified as an Incorrect Noun. The word “talk” in that sentence seems to be fine, but there is an incorrect noun used. It should be using the word “talks” to represent that after the break of broadcasting, B1 and his tandem still having a lot of topics to give to the listeners, not only one. Therefore, it can be happen because “pembicaraan” or the translation of “talk” in Indonesian language classified as a plural word. Also in Indonesian language, there are no rules whether indicating the plural or singular noun. So, it is exist a Grammatical Interference of Indonesian language.

Datum 14 (see in Table 13)

Context : The utterance occurs when the B3 giving a response to a statement from her broadcast partner.

*“I think it’s awesome experience right? So please tell us Sakha for **me and Sobat Muda.**”*

*“Aku pikir ini pengalaman yang luar biasa, bukan? Jadi tolong beri tahu kami Sakha untuk **aku dan Sobat Muda.**”*

The datum written in bold is a Grammatical Interference classified as an Incorrect Word Order. It is because “me and Sobat Muda” following the pattern in Indonesia which translated like “Aku dan Sobat Muda”. In English, every pronoun should be put in the last to referring the person who are talking. On the other side, Indonesian Language is the opposite

way from the English, every pronoun is located in the front. So this utterance classified as Grammatical Interference of Indonesian Language.

Datum 15 (see in Table 13)

Context : The utterance occurs when the B3 was asking a question to the listeners.

*“So you know, Sobat Muda, fall in love with wrong person is maybe is **current** trending?”*

*“Tahu gaksih Sobat Muda, jatuh cinta pada orang yang salah mungkin sedang trending **saat ini**?”*

The datum written in bold is a Grammatical Interference classified as an Incorrect Word. The word “current” is a Noun, but at this sentence is incorrect to modify the word “trending” after it. It should be occurs an adverb “currently” after the verb “trending”. It is can be happen because in Indonesian Language the meaning of “current” is “saat ini” that has no rules should be put in the specific place. So, it is known that occurs Grammatical Interference of Indonesian Language, here.

Datum 16 (see in Table 13)

Context : The utterance occurs when the B4 giving a response to a statement from her broadcast partner.

*“Yeah, maybe **I ready** but he is not yet”*

*“Ya, mungkin **aku siap** tapi dia belum”*

The datum written in bold is a Grammatical Interference classified as Missing Verb. The phrase “I ready” is clearly having an issue here, it is because missing a verb “am”. It can be happen because if it is translated to Indonesian language means “aku siap” and do not needed any verb to fill

in between those words. So, it is can be seen that here also exist a Grammatical Interference of Indonesian language.

Datum 17 (see in Table 13)

Context : The utterance occurs when the B1 giving an information to the listeners.

*“Of course, we are **in** English Day, so must speak in English, no, Indonesia here, right.”*

*“Tentu saja, kita **di** English Day, jadi harus ngomong pake bahasa Inggris, enggak, Indonesia di sini kan.”*

The datum written in bold is a Grammatical Interference classified as Incorrect Preposition. The word “in” used in this utterance is not quite right, because the next word, “English Day”, is a verb. So that the preposition that should be used is "on" to show a more specific time. This happens due to Interference from the Indonesian language, which only uses the word "di" to describe a place or time. So that this is classified as a form of grammatical Interference.

Datum 18 (see in Table 13)

Context : The utterance occurs when the B2 giving a response to a statement from her broadcast partner.

*“Yes, exactly, because she is I think Najwa Shihab is one of gorgeous **person**.”*

*“Ya, tepatnya, karena menurut aku Najwa Shihab adalah salah satu **orang** yang cantik.”*

The datum written in bold is a Grammatical Interference classified as Incorrect Subject-Verb Agreement. The word "person" refers to only one person, whereas in English to indicate several people use the word

"people. In this utterance, B2 gets Interference from Indonesian, because in Indonesian there are no specific rules for plural or singular to describe the word "person". So, this utterance can be classified as Grammatical Interference of Indonesian.

Datum 19 (see in Table 13)

Context : The utterance occurs when the B5 giving an information to the listeners.

*“Right, that's right anyway, talking about dreaming on movie. When we daydream on movie, it's actually the movie creates some **another** reality that are more perfect than our reality.”*

*“Benar, benar juga, berbicara tentang mimpi di film. Saat kita melamun di film, sebenarnya film itu menciptakan realitas **lain** yang lebih sempurna dari realitas kita.”*

The datum written in bold is a Grammatical Interference classified as Incorrect Quantifier. The word “another” in English used to explain the singular thing, whereas the word come after it is “reality” that in the context of B5’s utterance was referring to a lot of reality that created from the movies. The correct word should use in here is “other”. This can be happen because of the Indonesian Interference of the word "lain" which does not have restrictions on referring to singular or plural. So, this utterance can be classified as Grammatical Interference of Indonesian.

Datum 20 (see in Table 13)

Context : The utterance occurs when the B6 giving an information to the listeners.

*“And as you know that in Switzerland, it's a famous place **that** travelers from all over the world come and yes, it's the best destination to go if you want to go in overseas. So, if you want to take like was that very aesthetic or beautiful pictures, so you should go to Switzerland”*

*“Dan seperti yang Anda ketahui bahwa di Swiss, ini adalah tempat terkenal **yang** dikunjungi oleh para pelancong dari seluruh dunia dan ya, itu adalah tujuan terbaik jika Anda ingin pergi ke luar negeri. Jadi, jika Anda ingin mengambil foto yang sangat estetik atau indah, maka Anda harus pergi ke Swiss”*

The datum written in bold is a Grammatical Interference classified as an Incorrect Conjunction. The use of the word "that" in the above sentence is to bridge the phrase "it's a famous place" with "travelers from all over the world". However, the correct conjunction should use is "where" rather than "that". That's because the conjunctions needed are those that describe places, so "where" should be used. In Indonesian, the conjunction above means "yang mana / yang" which is where there is no specific specification when using it in a sentence. So, it can be concluded temporarily that there is indication of Grammatical Indonesian Interference in the utterance.

c. Lexical Interference

Samingan (2016) once stated that forms of lexical Interference, in the form of absorption words and literal translations at the word level, are

in the form of prepositions, adverbs, or adjectives from the language that is interfering. This phenomenon is called language expansion, when the target language absorbs cultural insights into the words of the speaker's primary language (Weinreich, 1953). In this study, the lexical Interference occurs using Indonesian terms applied on *'English Day.'*

Furthermore, based on research data, it is known that broadcasters of *'English Day'* at Simfoni FM Malang radio also carry out this form of lexical Interference. The total lexical Interference was 62 times, with the details of the utterances being carried out by only a few announcers. More detailed information is available in the table below:

Lexical Interference	
Broadcaster 1 (B1 = Sakha)	10 times
Broadcaster 2 (B2 = Dhara)	5 times
Broadcaster 3 (B3 = Ocha)	18 times
Broadcaster 4 (B4 = Ozza)	15 times
Broadcaster 5 (B5 = Friska)	8 times
Broadcaster 6 (B6 = Fara)	1 times
Broadcaster 7 (B7 = Gamall)	5 times
Broadcaster 8 (B8 = Fawwaz)	-

Table 10. Lexical Interference on 'English Day' Program by Broadcasters

The data from the table shows that almost all broadcasters interfered with this lexical type of language. However, there is one announcer, namely B8, who does not show any lexical Interference during his speech. Upon re-examination by the researcher, the lexical Interference carried out by the radio broadcasters turned out to be conical into two different types. This information can be seen in the table below:

Lexical Interference	
Loan Words	12 times
Indonesian Language	50 times

Table 11. Lexical Interference on 'English Day' Program

The types of Lexical Interference are absorption words/loan words, as well as Indonesian utterances, terms, and words. Loan words originate from foreign languages that are absorbed and integrated into a language. A particular language has generally accepted its use. The most dominating type of lexical Interference is utterances, terms, and words in Indonesian. In this session, the researcher will explain some of those utterances:

Datum 21 (see in Table 13)

Context : The utterance occurs when the B1 tries to bridges the previous discussion with the next discussion

“Okay, talking about our first few weeks on the experience, have some time in the college, offline learning finally. But, I gotta tell you this, are you sure you are having a good time in college lately?”

The datum written in bold is a Lexical Interference which classified as Loan Words. The word “Okay” is originally come from English but absorb to Indonesian Language with “Oke”. The absobtion of that word into the Indonesian Language not only different in the word structure, but also how to pronounce the word. The pronunciation in English is /,oʊ'keɪ/, but in Indonesian Language is /,o'ke/. In this datum, the B1 pronounce “Okay” with the Indonesian Language pronunciation of “Oke”. So, this utterance classified as a Lexical Interference.

Datum 22 (see in Table 13)

Context : The utterance occurs when the B4 greets the listeners in the terms of her occurance in the broadcast program.

*“Assalamualaikum Warahmatullahi Wabarakatuh,
The All New Simfoni 107.7 FM, The Power Hits*

*Station, Dengerin Lagu Enak Pilihanmu, **halo** Sobat Muda.”*

The datum written in bold is a Lexical Interference which classified as Loan Words. The word “Hello” is originally come from English but absorb to Indonesian Language with “Halo”. Besides the absorption is changing the word form, of course also the pronunciation is different in both languages. In this datum, the B4 says “Halo” in Indonesian Language, instead of “Hello” in English as the function is the same, greets the audiens. So, this utterance classified as a Lexical Interference.

Datum 23 (see in Table 13)

Context : The utterance occurs when the B4 was talking in conveying information during the broadcast.

*“But even though we are feel tired right now, we have to cheerful and recharge our **energy** by listen us on English Day, so keep streaming”*

The datum written in bold is a Lexical Interference which classified as Loan Words. The word “Energy” is originally come from English but absorb to Indonesian Language with “Energi”. The absorption of that word into the Indonesian Language not only different in the word structure, but also how to pronounce the word. The pronunciation in English is /'enərdʒi/, but in Indonesian Language is /'enərgi/. In this datum, the B4 pronounce “Energy” with the Indonesian Language pronunciation of “Energi”. So, this utterance classified as a Lexical Interference.

Datum 24 (see in Table 13)

Context : The utterance occurs when the B3 was inviting the listener to do something, but suddenly she forgets what she is going to say in the broadcast.

*“Yes, because we came from English Literature Department. So Sobat Muda, if you want to get any insight from, about Indonesia especially but with an English language, you must **ini**,”*

The datum written in bold is a Lexical Interference which classified as Modifier in Indonesian Language. The word “ini” is originally come from Indonesian Language and the meaning is same with “this” in English. The function of that word is to modify the other word. The utterance of B3 instead of using the English word, she is using Indonesian Language as the response of when she was confused what she was going to say. So, this utterance classified as a Lexical Interference.

Datum 25 (see in Table 13)

Context : The utterance occurs when B3 wanted to explain an expression in Indonesian on broadcast.

*“You know what in Bahasa we talk about **kalau hujan turun itu ada dua kemungkinan, ada kenangan and genangan**, but in Bahasa. And then if we talk about the past, I suddenly want to talk about history Ndra, so what do you think?*

The datum written in bold is a Lexical Interference which classified as an Idiom in Indonesian Language. The sentence “**kalau hujan turun itu ada dua kemungkinan, ada kenangan and genangan**” means that if it rains, there are two possibilities, there are memories and puddles. It was a well-

known idiom from Indonesia and B3 was tried to explained it in ‘*English Day*’ as it was in Indonesian Language. Even though B3 clearly says that “but in Bahasa” to show that the sentence is in Indonesian Language, but still it was categorized as a Lexical Interference.

Datum 26 (see in Table 13)

Context : The utterance occurs when B3 responds to the speech from her broadcast partner.

*“On progress **lah**, on process”*

The datum written in bold is a Lexical Interference which classified as an Affix in Indonesian Language. The word “lah” or in Indonesian language known as a particle that used to affirming the predicate, both in news sentences, imperative sentences, and in requests or hopes. The utterance of B3 in this datum was showing that she wanted to emphasize that what she was said was really highlighted. Unfortunately, that utterance in ‘*English Day*’ also classified as Lexical Interference from Indonesian Language.

Datum 27 (see in Table 13)

Context : The utterance occurs when B7 responds to the speech from his broadcast partner.

*“Yes, in our **Kos**, of course, and, have you ever like, what is it, fill your free time with something?”*

The datum written in bold is a Lexical Interference which classified as Original Word in Indonesian Language. The word “kos” is short for the word "indekos" which means the activity of living in other people's homes with or without food by paying each month. In this case, the term is

attached to someone who is migrating and living temporarily in someone's residence. Unfortunately, this terms are not translates in English, which can be interpreted as "apartment, dorm, boarding house, flat, etc". So, this utterance also included in Lexical Interference.

Datum 28 (see in Table 13)

Context : The utterance occurs when B5 conveys the information to the listener.

*“Yes. And the way that they really bring Chadwick Bosman element to the movie Wakanda Forever, it's very, it is very deep **yah.**,”*

The datum written in bold is a Lexical Interference which classified as Particle of Resignation in Indonesian Language. The word “yah” is the Indonesian Language that says when someone want to ends the conversation. In English, actually the function can be equated with the meaning of the word “well”. The B5 also doing the Indonesian Language Interference, which here classified as Lexical Interference.

Datum 29 (see in Table 13)

Context : The utterance occurs when B6 inviting listeners to interact with her.

*“Hi Sobat Muda, you're still listening to English day on the second segment and yes, like I have said before, and this segment, we will still talk about the best destination to go for your holiday. And I have made the story on Simfoni's Instagram on @simfonifmmalang without space, and you can go and write your **gabungan** there. And please give me your recommendation or your, your favorite places*

to go for this holiday so that I can read it and I can show it to Sobat Muda on English day today”

The datum written in bold is a Lexical Interference which classified as Radio’s Term in Indonesian Language. The word “gabungan” is the action of the listener when responding to a call or command from the radio announcer. Usually in the form of interaction through social media or in other forms. This term could be replaced by the term "follow our topic" in English by a broadcaster, but B6 gets Interference from Indonesian so she does that. It was form of Indonesian Interference is classified as Lexical Interference.

Datum 30 (see in Table 13)

Context : The utterance occurs when B6 tries to explaining the Indonesian acronym into the English word.

*“I don't know, KKN, **Kuliah Kerja Nyata**. I don't know, it is like you volunteering to that village things, so that we have to do a lot of things with a local people there. Like, oh, it's not we are going in the fields or something, but yes, we do something meaningful there.*

The datum written in bold is a Lexical Interference which classified as Original Term in Indonesian Language. The word “KKN” is the acronym of “Kuliah Kerja Nyata”. KKN in English is defined as a community service. But at that time, B6 do not know what is the actual terms to say it in English. So she only tries to pronounce that word with English pronunciation. Unfortunately, that utterance also classified as Lexical Interference.

2. Social Backgrounds Causing Language Interference

The phenomenon of Language Interference is also closely related to the social background of the eight Radio Simfoni FM broadcasters. The variety of social backgrounds is also due to their native area, which has the primary goal of studying at UIN Maulana Malik Ibrahim Malang. For this reason, the researcher has collected data including regional origin, age, and educational background of their study majoring at UIN Maulana Malik Ibrahim Malang. It is done to get an idea of the social background of the broadcasters. Detailed information has been listed in the following table:

Number	Respondent (broadcaster)	Origin	Major of study	Age	Been broadcaster since
1.	Sakha	Jakarta	Psychology	21	November 2021
2.	Dhara	Banyuwangi, East Java	English Literature	20	October 2021
3.	Ocha	Blitar, East Java	English Literature	20	November 2021
4.	Ozza	Kediri, East Java	English Literature	21	October 2021
5.	Friska	Batam, Riau Island	Architectural Engineering	22	September 2021
6.	Fara	Trenggalek, East Java	English Literature	22	December 2019
7.	Gamall	Bogor, West Java	English Literature	21	November 2021
8.	Fawwaz	Wajok Hulu, West Kalimantan	Management	22	November 2021

Table 12. Information about the Respondents

The table clearly shows that the regions of origin of the eight 'English Day' broadcasters varied greatly, from Jakarta, the capital city of Indonesia, to Wajok Hulu, West Kalimantan. As local children from their respective areas of origin, at least they can master more than two

languages, the language of their area of origin and Indonesian. The radio broadcasters also agree that learning and mastering English is an obligation in this era. Although, when viewed from the educational background taken in their majors at UIN Maulana Malik Ibrahim Malang, some do not focus on learning English anymore. However, they also continue to study English outside of their majors.

The data collection also coincided with the interview session, which was held on Tuesday, 28 February 2023. The interview session went on smoothly, presenting eight broadcasters who took turns answering several questions raised by the researcher. In the first question, the researcher asked them about their social background in learning languages, especially English. Their answers varied; some broadcasters were born from ordinary families, their parents did not require or teach English as a mandatory thing to master, and others were quite the opposite.

All information regarding the social background of all broadcasters has influenced the emergence of Language Interference when they broadcast the radio. After looking at some of the social backgrounds or factors that Weinreich (1957) mentioned, it is aligned with that. It has also been carried out by the announcers of '*English Day*' who have the following social background:

a. Bilingual Background Speakers

The backgrounds of all the radio broadcasters, in fact, also influence the occurrence of this Language Interference. Nevertheless, in this case, it

is not because of the different origins of the broadcasters. However, it is because of the use of Indonesian, the primary language for the broadcasters. Thus, they can be referred to as bilinguals, which means that in their daily activities, they use Indonesian, but during the radio broadcast *'English Day,'* they use English for a long time, namely two hours of broadcast.

Consequently, it is what makes Indonesian Language Interference occur. On several occasions, this still overshadows the habit of using vocabulary or sentence structure in Indonesian. Broadcasters are influenced by the source language, Indonesian, while using the target language, English. Language Interference occurs because broadcasters are not used to or rarely meet languages other than Indonesian. Therefore, the background of mastering Indonesian, which is too strong, affects the broadcasters and tends to interfere with the second language.

Datum 31 (see in Table 14)

Context : The utterance occurs when B5 answering the question asked to her about "What is your social background in learning languages, especially English?"

"My social background in learning languages came from my family who actually urged me to learn English. And ever since I was little I was urged to watch movies and read books really get to English or the book language and the new language is English and watch it sometimes without the subtitles."

B5 says that she came from a family who urged her to have a great knowledge about English. Based on that also makes her practiced English with every media surround her, like book or even watching a movies without subtitles. Even though she came from that ambitious family, she does not taking the English Literature as her major at UIN Maulana Malik Ibrahim Malang. But still, she believe that her English knowledge really helped her at the university life.

When the researcher had the opportunity to interview all broadcasters, the researcher also asked when they started learning English. Surprisingly, most of them learned English starting from kindergarten, elementary school, or even one of the respondents who studied English from 4-5 years old.

Datum 32 (see in Table 14)

Context : The utterance occurs when B1 answering the question asked to her about “When did you first learn English, and could you understand it easily?”

“I was engaged with English learning from my mom by a lot of things that is playful and fun things to me. Then. And then it went through time and then until the time I joined kindergarten, my parents took me to a English course program, which was what they called KIDEA, it was the time when I join a program in which there are many other students as well. And I think I went through that program successfully and varies. I think, it's a, I went well for that and then. I went to Elementary and and then I go through up the up the roof with my English fields and then I went to

another english program. Which is which was called the International Language Program. And then i joined LIA, but then of course, my parents was told that. The teacher who was with me in LIA told me that I was too skillful and then. If the teacher want to engage this as the same level of English as I am than the other. The other student in the class with the. Would be, you know, having trouble studying. On the other hand, if the teacher would like to engage with the same level as the other students, I would not make it to the another step yeah to the other step. So then after that I never really so any English program after that.”

B1 said that he got influenced so much from his mother who worked as an English Teacher. Since kid, B1's mother and father make a great impression about English to B1. So that made him really enjoy learning English until he had an informal English course. From the above utterance, one of the social backgrounds of the Broadcasters can be seen. Then, exposure to English to all respondents from a young age surprised the researcher. According to the Decree of the Minister of Education and Culture (Kemendikbud) of the Republic of Indonesia No. 060/U/1993, the reason is the possibility of learning English programs in Indonesia as local content subjects in elementary schools but starting in grade 4 of elementary schools.

The mastery of English by the Simfoni FM radio announcers is different. Some have taken additional English language courses, such as at KIDEA, LIA, or Kampung Inggris,' Pare, East Java. Some of these broadcasters also mentioned to the researcher learning English they were

taught comprehensively in Islamic boarding schools. In that level of education, it is also known that continuous learning of English is implemented through an adjusted curriculum.

The learning media is also through books or practicing directly in their daily activities. Meanwhile, other broadcasters revealed that the media used in learning English also came from reading books, music, or watching a film or shows in a language other than English but using English subtitles.

The researcher also held an interview session with the On Air Manager from Radio Simfoni FM Malang to obtain more accurate data. The On Air Manager is responsible for all running programs on air and the development of broadcasts from existing broadcasters. A total of 4 questions were given to Melisa, the On Air Manager, in 2022, when the data for this research was taken.

Datum 33 (see in Table 15)

Context : The utterance occurs when the On Air Manager answering the question asked to her about “What is the educational background of ‘English Day’ broadcasters?”

"The PO (Program Officer division) previously recorded which announcers were from English-related study programs or who were already fluent in English, even though they were not from English study programs. So most of the ED announcers are foreign friends, and there are also some from psychology, management, and architecture study programs who are already fluent in English."

The various background studies by the broadcasters are because there are no special qualifications to become an '*English Day*' announcers. What is more, those who come from various types of educational backgrounds can become announcers on the program. They are welcome as long as they want to try to broadcast on the program.

It also makes the broadcast quality of these broadcasters mediocre and cannot be controlled properly and correctly. Even though it is undeniable that even someone from an English educational background can experience difficulties in the broadcast of '*English Day*.'

b. Limited English Language Vocabulary

During the interview session, the announcers of '*English Day*' also agreed that the difficulty in mastering English was their limited vocabulary. For example, when they want to describe 'bangkong,' a word that represents when people sleep for hours and their saliva drips onto the pillow, it is like what a giant frog does. With limited knowledge, they need help explaining the word in English.

On the other hand, there are strong reasons why on several occasions on '*English Day*' broadcasts, they prefer to use terms in Indonesian because they feel afraid of being wrong. This feeling also arises due to the limited vocabulary they understand, so they continue to insist on using the vocabulary they usually use in Indonesian, even though if the broadcasters search for it in English, the term also has an English version.

Datum 34 (see in Table 14)

Context : The utterance occurs when B4 answering the question asked to her about “Do you use English in your daily communication?”

"In daily communication especially in class because I am from English literature, but in a daily conversation. Like with my friends or my family just a little bit not."

From the above utterance, one of the Broadcasters' social backgrounds can be seen from it, especially about the durability of using English as a daily communication language. However, the rest of the broadcasters also agreed that although English is not their primary language, they still use it several times, such as when communicating with their families in their area of origin, speaking in slang from English, or using social media. It also shows that they are all at least exposed to English in their daily activities, even though it is not the primary language used in their communication.

In addition, that also causes them to experience difficulties speaking English entirely for a long time, namely when they broadcast the program ‘*English Day*’ on Radio Simfoni FM Malang. They admit that the limitation of vocabulary they know could be more extensive. It is also because they rarely read or listen carefully to literature in English. On the other hand, UIN Maulana Malik Ibrahim Malang students also need help understanding and using English grammar.

Datum 35 (see in Table 14)

Context : The utterance occurs when B6 answering the question asked to her about “What is your difficulties in learning English?”

"The grammar, I think. Because, I mean. At first I didn't know what grammar was, so I knew about grammar when I was in Pare. So in 2018 that was my first time learning about grammar since 0. So that's why I think grammar is the most difficult one."

From the above utterance, one of the Broadcasters' social backgrounds can be seen from it, especially about the difficulties in learning English. In addition, their environment, where they rarely use English, also contributes to their decreasing mastery of English because it is rarely practiced.

c. Disloyalty to the Target Language

This social background must be more visible on some English Day broadcasters, which is good. Because if this one social background is continuously carried out, it can interfere with the understanding and mastery of several other languages outside of their mother tongue.

In this case, disloyalty to the target language appears as a quick response from broadcasters when they do not know a word or term in Indonesian. Without thinking long and also based on wanting to inform something to their listeners quickly, they still use the term in Indonesian. If they were aware, they could translate the term also into English.

Datum 36 (see in Table 13)

Context : The utterance occurs when B6 tries to explaining the Indonesian acronym into the English word.

*“I don't know, KKN, **Kuliah Kerja Nyata**. I don't know, it is like you volunteering to that village things, so that we have to do a lot of things with a local people there. Like, oh, it's not we are going in the fields or something, but yes, we do something meaningful there.*

The datum written in bold is a Lexical Interference which is classified as a form of language interference in this study. The word 'Kuliah Kerja Nyata or KKN' used in their speech is called Lexical Interference. Regarding Weinreich (1953), language mixed with several touches of a foreign language is classified as one of the kinds of language interference.

Furthermore, Weinreich (1953) also argues that if someone continues to do this continuously, it can be said that the person is disloyal to the language being used at that time. In this case, the announcers of 'English Day' broadcast in English, but due to their social background, they at one point used Indonesian. It can be ascertained that in the September – December 2022 range, the broadcasters of 'English Day' Simfoni FM Malang are disloyal to the target language, English.

3. Pattern of Indonesian Language Interference on ‘English Day’

The Indonesian Language Interference made by the broadcasters, totaling 456 times, can be examined more deeply regarding the pattern. In

this research, the researcher has found three types of Language Interference: Phonological, Grammatical, and Lexical.

Phonological Interference by the broadcasters is not immediately apparent by itself. However, other factors also affect the radio announcers, namely disloyalty to the target language. More clearly, this is a particular pattern of Interference of the phonological type.

Based on Magiste's (1984) findings, the patterns of language interference, in general, can be found if one already knows the person's proficiency in using a particular language. At the same time, in this study, the researcher found that the proficiency of the Simfoni FM announcers in using English is lower than proficiency in using Indonesian. Some of the social backgrounds have also been explained in the previous point, which is the background.

In this study, the pattern of language interference in this study is '*English – Indonesian – English.*' In the English utterance of the radio broadcast '*English Day*' at a particular moment, the utterance appears in Indonesian. Even so, after the Indonesian language interference appeared, the broadcaster could return to the real track, using English again in their utterances used during broadcasts. However, this pattern of language interference cannot be separated from several social backgrounds that also influence the occurrence of this pattern.

Datum 37 (see in Table 13)

Context : The utterance occurs when the B3 giving an additional information to the listeners.

*“Yeah, tribes, Broadly speaking, the Papuan population can be divided into three **major** groups of people, residents of coastal areas and islands; the general characteristics of the people are living in houses on stilts and making a living by tapping sago and catching fish, like a fisherman.”*

Phonological type Language Interference in the word 'major' should be the pronounce /'meɪdʒər/, but the B3 pronoun it /'meɪjər/. As the researcher explained, Indonesian people pronounce words the same as the written form. In English, it is sometimes different, but sometimes it goes with the same form, like the word 'major.' Finally, B3 does not know the correct pronunciation of that word and tries to pronounce it like the usual English word, even though it still goes wrong.

Datum 38 (see in Table 13)

Context : The utterance occurs when the B3 giving an additional information to the listeners.

*“Oh yeah, yeah, yeah, yeah, yeah. I will love him if he has beautiful brain with the value that he has. In in my mind or in my opinion, the boy or man that he have beautiful **brain**, I think it's sexy”.*

Above Phonological Interference in the word 'brain' should be the pronounce /brem/, but the B3 pronoun it /bram/. The explanation is same as previous utterance, there was an interference from Indonesian Language. So from this, it can be seen that the pattern of this type of phonological Interference has an influence from the disloyalty factor to the target language. In addition to all types of Interference, it is also influenced

by bilingual background speakers or the speakers' mastery of other foreign languages.

In general, the pattern of phonological interference is when the speaker uses the full English language. However, on several occasions, a greeting suddenly did not match what it should have, indicating the occurrence of language interference. This gap indicates interference from how the Indonesian-language broadcasters pronounce the word or sentence. It is where the phonological type of language interference pattern can be seen.

The pattern in Grammatical Interference are more or less the same as Phonological Interference. The pattern found from the utterance data in Grammatical Interference can only be seen clearly by knowing that other factors, such as disloyalty to the target language, influence it.

Datum 39 (see in Table 13)

Context : The utterance occurs when the B1 giving a response to a statement from his broadcast partner.

*“Yeah, yeah, yeah, absolutely. Absolutely first time the first time I came to Malang, I **sleep** a lot and then sometimes I often wake up at 8 a.m”*

*“Ya, ya, ya, tentu saja. Benar-benar pertama kali aku datang ke Malang, aku banyak **tidur** dan kadang-kadang aku sering bangun jam 8 pagi”*

The above grammatical Interference occurs when B1 is also telling his past story to his broadcast partners, friends, and listeners. In English, when telling past events, the language used is adjusted according to past tense rules, in which the composition is Subject + Verb 2. However, the

announcer follows the Indonesian grammar, which does not have a particular structure, and still uses the word "sleep" to indicate past, present or future words.

Datum 40 (see in Table 13)

Context : The utterance occurs when the B3 giving a response to a statement from his broadcast partner.

*“Yes, it’s never **give** us a happiness but I think, it’s in him. But you know no one point that I can learn from first love is first love is in Bahasa we said it ambil hikmahnya.”*

It should be ‘gives’ not ‘give’ as the correct English Grammar. Then, those two above sample from 313 times this Grammatical type Interference. As with the previous type, this Grammatical Interference has the influence of the disloyalty factor to the target language. In addition to all types of Interference, they are still influenced by bilingual background speakers or speakers' mastery of other foreign languages.

In general, the pattern of Grammatical Interference is when the speaker uses English ultimately, but on several occasions, an utterance suddenly does not match what it should. This discrepancy arises when the broadcasters need to use proper English grammar instead Indonesian grammar. Furthermore, the pattern of grammatical Language Interference can be seen.

Slightly different from the two previous types of Interference, Lexical Interference not only gets the effect of disloyalty to the target language and

bilingual background speakers but also has a limited language vocabulary. That is what makes this type of Interference pattern very visible.

Datum 41 (see in Table 13)

Context : The utterance occurs when B3 tries to responding her broadcast partner

*“You know what do you agree that the air after the rain is really cool? I mean like we can breathe new air, like, you know, **oxygen**.”*

The word “Oxygen” is originally come from English but absorb to Indonesian Language with “Oksigen”. The absorption of that word into the Indonesian Language not only different in the word structure, but also how to pronounce the word From that utterances, it can be seen that there is an interference from the Indonesian language since B3 pronounces it with the Indonesian word /'oksigan/. But in English, there is a different way how to pronounce ‘oxygen’, it should be pronounce /'aksɪdʒən/.

Datum 42 (see in Table 13)

Context : The utterance occurs when B6 tries to explaining the Indonesian acronym into the English word.

*“I don't know, KKN, **Kuliah Kerja Nyata**. I don't know, it is like you volunteering to that village things, so that we have to do a lot of things with a local people there. Like, oh, it's not we are going in the fields or something, but yes, we do something meaningful there.*

Lexical Interference in the above statement is the word "KKN" is the acronym of "Kuliah Kerja Nyata." Speakers should use the word KKN in

English is defined as community service, rather than using actual Indonesian words.

The example above was taken as one of the samples out of 62 times this Lexical Interference type. In general, the pattern of lexical Interference is when the speaker uses English ultimately, but on several occasions, this Interference occurs. Due to the need for more understanding of English vocabulary, the speakers use the vocabulary of the Indonesian language.

Indeed, the beginning of this Lexical Interference arose due to a pause in speech because the announcers were transferring words or expressions they usually use in Indonesian into English. However, speakers choose to interfere with Indonesian if these efforts are unsuccessful. It is where the pattern of Lexical Language Interference can be seen.

B. Discussion

The researcher continued this research into a discussion session after the session's findings had been discussed and some of the findings that had been obtained were explained. Then, in this discussion session, the researcher discuss the results of the findings more comprehensively. It is nothing other than to answer the research questions that already exist in this study and are contained in Chapter 1.

Furthermore, the researcher uses the leading theory of thought from Weinreich (1953), as stated in Chapter 3, which discusses the types of Language Interference consisting of three types: Phonological Interference and Grammatical and Lexical Interference. The theory is used to answer

the first research question: "What kinds of Indonesian Language Interference have Radio Simfoni FM Malang's broadcasters done in the *'English Day'* program?".

Based on the findings of this study, there were three types of Indonesian Language Interference in the use of English in the broadcast program *'English Day'* with a total of 456 times the Interference. The first Interference is Phonological Interference which appears 81 times. Phonological Interference is also divided into several types, namely incorrect Interference with one letter, two letters, three letters, up to 3 letters, and also missing d/ed pronunciations. All English Day broadcasters carried out Phonological Interference except for B5 (Broadcaster Friska).

Then, the second Language Interference is Grammatical Interference which shows the results 313 times this form of Interference. These utterances were made by all broadcasters of *'English Day'* without exception. After examination in more detail, this grammatical Interference consists of several more types of speech, namely Incorrect Word Order, Missing Words, Verb, Nouns, Conjunction, Prepositions, Quantifiers, Determiner, Agreements, and also in Wrong Tense.

The last type of Language Interference that also appears in the speeches of the announcers of *'English Day'* is Lexical Interference. This Interference appeared 62 times and was carried out by all broadcasters except B8 (Broadcaster Fawwaz). Lexical Interference consists of only two types of utterances found on this *'English Day,'* namely Loan Words and utterances that use the Indonesian language literally.

Then still, the researcher also takes Weinrech's (1953) thinking about the social background that causes Language Interference. Three factors things are behind it: bilingual speaker background, disloyalty to the target language, and limited language vocabulary. This theory has also been proven in the present study and answered research question number two, "What is the social background for Indonesian Language Interference by the broadcasters of Radio Simfoni FM Malang in the *'English Day'* program." All these types of social backgrounds, in fact, significantly affect the occurrence of Indonesian Language Interference in the use of English.

Furthermore, these three factors are interrelated, causing the Radio Simfoni FM Malang *'English Day'* broadcasters to carry out Language Interference. However, fundamentally Bilingual Background Speakers influence. As Indonesians, they have yet to use English in their daily activities in total. The thing that also influences the emergence of Language Interference is the limited vocabulary of the announcers. When they are confused about finding Indonesian vocabulary in English, it is common for them to use Indonesian vocabulary immediately. It can happen because there is the influence of disloyalty to the target language.

The results of the researcher's analysis to find out the social background of the broadcasters of *'English Day'* are not necessarily based solely on observation. However, the researcher also conducted interviews with those concerned. The results of the interviews were re-analyzed by the researcher and showed that their backgrounds differed in family,

education, and the way they socialized with their surroundings. However, when they have to broadcast radio entirely in English, their main problem lies in their limited use of the language and their knowledge of the proper use of English.

Furthermore, the social background of *'English Day'* broadcasters also shows how much they interfere with language and the quality of their English speaking. However, this cannot be concluded because the frequency between one broadcaster and the other broadcasters differs in the *'English Day'* broadcasts from September to December 2022.

Finally, the researcher answered the third research question, "What is the pattern of language interference used by the broadcasters of Radio Simfoni FM Malang in the *'English Day'* program?". Still, the researcher used Weinrech's (1953) theory to answer this question while adding to Magiste's (1984) thought. The interference pattern that appears in this study is *'English - Indonesian - English.'*

In the English utterances of the radio broadcast *'English Day'* at a particular moment, the utterances appeared in Indonesian. Indonesian utterances are referred to as language interference. Even so, after the Indonesian language interference appeared, the broadcasters could return to the actual track, using English again in their utterances used during broadcasts. However, this pattern of language interference cannot be separated from several social backgrounds that also influence the occurrence of this pattern.

This Indonesian interference can also be seen based on each existing type. Each type of interference has other causative factors that can cause language interference. Firstly, Phonological Interference Patterns can be seen when a broadcaster is also affected by disloyalty to the target language. So that when someone uses the correct English pronunciation, there are times when the live broadcaster uses the Indonesian pronunciation of words, and the pronunciation of words from the two languages is different. Pronunciation of words in Indonesian generally sounds the same as written words, but vice versa in English.

Additionally, Indonesians are still encouraged to speak English, even when the words are incorrect, which has an impact on the Grammatical Interference pattern. If the researcher listens to it again, it can be heard that if the announcers do not utilize the proper English grammatical patterns, some of the utterances may lead to misconceptions. The misuse of verbs, nouns, conjunctions, prepositions, and other words reveal the pattern. The pattern occasionally appears when the announcers begin to have trouble pronouncing the words in the correct order, and occasionally after they have been repeated.

The Lexical Interference Pattern is the most straightforward pattern to see and find in the utterances of this study. It can be seen when the announcers need clarification with one of the Indonesian words or expressions that he wants to convey in English. It is common for them to use literal utterances in Indonesian. Some even use Indonesian speech in a

way that sounds like a native English speaker, even with Indonesian words or phrases.

After being confirmed with the On Air Manager, Indonesian Language Interference in the use of English on the '*English Day*' program on Radio Simfoni FM Malang is a phenomenon that continues to occur. On the other hand, broadcasters need to be made aware of the linguistic phenomena they are doing. Therefore, through this research, the researcher hopes broadcasters can gain a new understanding and improve their English speaking skills.

Also, from this study, the researcher can see that the attitude towards English of the Radio Simfoni FM Malang's 'English Day' broadcasters should be improved. That is because they interfere with the Indonesian language in the use of English. Language interference is a bad action that should be avoided by many people, especially bilingual speakers, which often occur.

Language interference on radio broadcasters is said to be bad because the effects of this phenomenon can confuse radio listeners. It is caused by the broadcasters providing information to the listeners but can confuse them because they experience language interference. It is very dangerous for broadcasters because it violates the main function of the radio itself, namely to inform, educate, persuade, and entertain. The four radio functions cannot be implemented if the broadcasters experience language interference.

CHAPTER V

CONCLUSION

In this chapter, the researcher presents conclusions of what had been found and analyzed throughout this study. This chapter concludes the findings and discussions of the previous chapter. It will also state the researcher's suggestion for the readers that want to hold a similar study in the future.

A. Conclusion

This study analyzes the phenomenon of Indonesian Interference in using English on the broadcast program '*English Day*' Radio Simfoni FM Malang. Language Interference Theory by Uriel Weinreich (1953) was used in this study to help the researcher completing this current research. This study examines the utterances produced by at least eight '*English Day*' broadcasters in September - December 2022.

This study found that it was confirmed that during the radio broadcast time of '*English Day*' program, the campus radio broadcasters from UIN Maulana Malik Ibrahim Malang performing the Indonesian Interference in the use of English, which of the broadcasters should use English in full and correctly in the 2 hours every Wednesday night.

In total, there 456 utterances are classified as three types of Language Interference by the '*English Day*' broadcasters. Those types include: Phonological Interference occurs 81 times; Grammatical Interference

occurs 313 times; and Lexical Interference occurs 62 times. Each type of Language Interference also has its types of discharge. Of the three types of Language Interference, there are at least two analyzed broadcasters not to do all types of Language Interference.

The researcher also managed to find the social background of the broadcasters in the occurrence of Language Interference on the '*English Day*' program Radio Simfoni FM Malang. The results of the analysis of the researcher and the results of interviews with the broadcasters show they have three social backgrounds that underlie them: bilingual background speaker, limited language vocabulary, and also disloyalty to the target language; which of those social backgrounds is interrelated to one another.

In addition, this study also found a pattern that emerged from the Language Interference carried out by eight broadcasters. The interference pattern that emerged in this study was '*English - Indonesian - English*.' In the English greeting from the radio broadcast '*English Day*' at certain moments, the greeting appeared in Indonesian, which known as an Language Interference. Even so, after the interruption of the Indonesian language appeared, the broadcaster was able to get back on track, using English again in the speech used during the broadcast. In more detail, this interference pattern can be seen in each of these interference types. Also, from each of these patterns there are factors from the social background that also influence the emergence of the pattern.

B. Suggestion

This study is expected to enlighten the readers on the selected issue and enrich the endeavor of social studies that have been done previously. The researcher also hopes that this research can open new horizons to the reader that the phenomenon of Language Interference can also occur in the radio fields. However, the researcher also realized this research leaves room for future studies to complement or question. The researcher suggests that readers who want to conduct similar research take a different locus and are more profound than previous studies. Also, the researcher suggests conducting Language Interference research on other mass media that have yet to be or are still investigated in the same field.

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CURRICULUM VITAE



Adam Chesar Gunawan was born in Lumajang on January 25th, 2000. The author was born from the couple Esfandiari Yuniansyah and Suryaning Diah Chasan. He is the first child of two siblings, namely Rafani Almira Faeyza. SMAN 3 Lumajang was his last education before entering the university. During the school, he participated in several activities, such as Basketball Extracurricular. He also often wins competitions, such as basketball championships with his teammates, row competitions throughout Lumajang Regency, the youth champions of East Java traffic pioneers, and many others. In 2018 he graduated from the school, and in 2019 he continued his education in the English Literature Department of UIN Maulana Malik Ibrahim Malang and graduated in 2023. During his university life, he became a very active student in activities on and off campus. Some of those activities are members of the Department of Student Association (HMJ) of the English Literature Department, Student Activity Unit (UKM) Radio Simfoni FM Malang, Malang Campus Radio Union, and many others. He also won several competitions, such as the Humanities Faculty of SAC writing competition and several competitions in the field of public speaking. He also worked the opportunity before graduating from university; he became a professional announcer on Malang, MFM Radio.

APPENDIX

• **Table 13, The Details of Indonesian Language Interference**

Informations :

D : Datum 1 – 456

R : Respondents Broadcaster 1 – 8 (B1-B8)

P : Phonological Interference

G : Grammatical Interference

L : Lexical Interference

Date	R		Utterance	Language Interference		
	D	B		P	G	L
07-09-2022	1	1	"Okay, you are still here with Sakha and Ozza on <u>English</u> Day, (/ˈɪŋɡlɪʃ/ to /ˈɛŋɡlɪʃ/)	✓		
	2	1	"...they say all of us as students have <u>so many</u> college stuff,..." (incorrect quantifier, much)		✓	
	3	1	"...what the actual word for this trend...?" (missing verb, is)		✓	
	4	1	"Yes, <u>it's very</u> life changing experience." (uncomplete Determiner, a very)		✓	
	5	1	"So you Sobat Muda, really have to <u>try</u> have some,..." (uncomplete to-infinitive form, try to)		✓	
	6	1	" <u>Okay</u> , talking about our first few weeks on the experience,..." (Okay to <u>Oke</u>)			✓
	7	1	"But but your face looks like the the <u>opposite</u> ." (/ˈɒpəzɪt/ to /'əpəzɪt/)	✓		
	8	1	"You, you look like <u>crying</u> inside." (uncomplete word, in the)		✓	
	9	1	"...because friends <u>is</u> everything you need today..." (incorrect singular verb, subject-verb agreement, are)		✓	
	10	1	"I see, and I think this kind of <u>a epidemic</u> for all of us,..." (incorrect Determiner, an)		✓	
	11	1	"So, being <u>as</u> a college student, especially in UIN." (incorrect preposition, unnecessary)		✓	
	12	1	"...the first time I came to Malang, I <u>sleep</u> a lot..." (wrong tense, slept)		✓	
	13	1	"...and then sometimes I often <u>wake up</u> at 8 a.m." (wrong tense, woke)		✓	
	14	1	"And do you think that being active in class is a <u>must</u> or..." (/mʌst/ to /mʌsk/)	✓		
	15	1	"...having fun with friends that <u>reminds</u> me of a song..." (incorrect singular verb, subject-verb agreement, remind)		✓	

16	1	"...we are actually almost <u>a</u> halfway there until graduation." (incorrect Determiner, unnecessary)		✓	
17	1	"Yes, I know that our time as <u>Mahasiswa</u> as college..."			✓
18	1	"...and don't you worry because we <u>has</u> so many,..." (incorrect subject pronoun, subject-verb agreement, have)		✓	
19	1	"...many <u>talk</u> left for you Sobat Muda,..." (incorrect countable noun, talk)		✓	
20	4	"...dengerin lagu enak pilihanmu, <u>halo</u> Sobat Muda." (Hello to <u>Halo</u>)			✓
21	4	"...so you have to <u>listen</u> us at <u>www.simfonifm.com</u> ,..." (missing preposition, to)		✓	
22	4	"...because we will play your <u>music favorite</u> song,..." (incorrect word order, favorite song)		✓	
23	4	"...so keep stay <u>tune</u> ." (incorrect verb, tuned)		✓	
24	4	"...finally <u>we back</u> to offline learning." (missing verb, are)		✓	
25	4	"...can see the faces the happy faces, the faces, the <u>tired</u> faces,..." (/ˈtaɪəd/ to /ˈtaɪə/)	✓		
26	4	"But even though we are <u>feel</u> tired right now..." (incorrect verb, feeling)		✓	
27	4	"But even though we are feel <u>tired</u> right now..." (/ˈtaɪəd/ to /ˈtaɪə/)	✓		
28	4	"...we have to cheerful and recharge our <u>energy</u> ..." (Energy to <u>Energi</u>)			✓
29	4	"...we have <u>to cheerful</u> and recharge our energy..." (missing verb, be)		✓	
30	4	"...because I can meet my friends and it's <u>totally</u> fun." (/ˈtəʊtli/ to /ˈtəʊtali/)			✓
31	4	"...very fantastic and it's <u>gonna hard</u> ." (missing verb, be)		✓	
32	4	" <u>Absolutely</u> and I think we will,..." (/ˈæbsəlu:tli/ to /ˈabsɔːlu:tli/)			✓
33	4	"So, Sobat Muda, you have to make sure you prepare <u>vitamin</u> ..." (loan word, vitamin)			✓
34	4	"...suddenly <u>being</u> morning person." (incorrect word, become)		✓	
35	4	"...suddenly being <u>morning</u> person." (missing a determiner, the/a)		✓	
36	4	"...suddenly being morning <u>person</u> ." (incorrect word, people)		✓	
37	4	"Yeah, difficult to <u>early sleep</u> ..." (incorrect word order, sleep early)		✓	
38	4	"...yeah, in Indonesia we call it <u>bangkong</u> ,			✓

			yeah.”			
	39	4	“But actually, active is a <i>must</i> ...” (/mʌst/ to /mess/)	✓		
	40	4	“...because if <i>we not</i> active we will,...” (missing verb, are)		✓	
	41	4	" <i>What's song?</i> " (missing a determiner, the/a)		✓	
	42	4	“...if you have <i>story</i> about your offline learning...” (missing a determiner, the/a)		✓	
14-09-2022	43	3	"Yes, I think it's good to eat a <i>bowl</i> of noodles, right?" (/bəʊl/ to /ball/)	✓		
	44	3	“ <i>Right</i> , and then we, we spread our happiness,...” (/raɪt/ to /raɪk/)	✓		
	45	3	“...but with an English language, you <i>must</i> ini,” (/mʌst/ to /must/)	✓		
	46	3	“...but with an English language, you must <i>ini</i> ,”			✓
	47	3	"You know <i>what</i> do you agree...” (/wɒt/ to /wat/)	✓		
	48	3	“I mean like we can breathe new <i>air</i> , like, you know, oxygen.” (/ɛr/ to /er/)	✓		
	49	3	“I mean like we can breathe new air, like, you know, <i>oxygen</i> .” (Oxygen to Oksigen)			✓
	50	3	“Yeah, the <i>highlight</i> is the air, the new oxygen,” (/ˈhaɪ laɪt/ to /ˈhaɪk laɪk/)	✓		
	51	3	“... <i>kalau hujan turun itu ada dua kemungkinan, ada kenangan and genangan</i> , but in Bahasa.”			✓
	52	3	"No, no, no, is, it's about <i>the Indonesian</i> history, especially in Papua, Ndra.” (incorrect Determiner, uncessary)		✓	
	53	3	“...let's give a song for Sobat Muda that <i>might</i> lead to Sobat Muda...” (/maɪt/ to /maɪk/)	✓		
	54	3	“..., so this <i>Glimpse</i> of Us from JOJI.” (/ɡlɪmps/ to /ɡlɪms/)	✓		
	55	3	“...varies from swampy lowlands to <i>highlands</i> ...” (/ˈhaɪləndz/ to /ˈhaɪkləndz/)	✓		
	56	3	“and grasslands and valleys with <i>reeds</i> .” (/rɪdz/ to /redz/)	✓		
	57	3	“And in the middle <i>lined</i> by a series of high mountains.” (/laɪnd/ to /laɪnd/)	✓		
	58	3	“Who <i>do</i> know about the Jayawijaya mountains, yeah?” (incorrect word, does)		✓	
59	3	“...because <i>there are</i> three highest peaks which,” (/ðeər ar/ to /ðeɪ ar/)	✓			
60	3	“...although <i>located</i> near the equator, are always covered...” (/ˈləʊ,kertəd/ to	✓			

			/'lo:kert/)			
	61	3	"...Papua National Sports Week (PON), <u>dua ribu</u> , 2021..."			✓
	62	3	"...although located <u>near</u> the equator, are always covered..." (/nɪr/ to /neɪr/)	✓		
	63	3	"Papuan population can be divided into three <u>major</u> groups..." (/meɪdʒər/ to /meɪjər/)	✓		
	64	3	"...it's like life in <u>community</u> in area of favourite swamp list..." (/kəm'junəti/ to /kɔ:mu'nəti/)	✓		
	65	3	"...it's like life <u>in community</u> in area of favourite swamp list..." (missing a determiner, the/a)		✓	
	66	3	"...it's like life in community <u>in area</u> of favourite swamp list..." (missing a determiner, the/a)		✓	
	67	3	"On progress <u>lah</u> , on process"			✓
	68	3	"On progress lah, <u>on proccess</u> " (Process to Proses)			✓
	69	3	"...the 20th PON or <u>Pekan Olahraga Nasional</u> was held in Papua?"			✓
	70	3	"...the 20th PON or Pekan Olahraga Nasional <u>was</u> held in Papua?" (/wʌz/ to /wəz/)	✓		
	71	3	"...the 20th PON or Pekan Olahraga Nasional was <u>held</u> in Papua?" (/held/ to /hel/)	✓		
	72	3	"...quoting the Minister of <u>Youth</u> and Sports of the Republic..." (/juθ/ to /jut/)	✓		
	73	3	"...quoting the Minister of Youth and Sports of the <u>Republic</u> ..." (Republic to Republik)			✓
	74	3	"...or we call it <u>Menpora</u> in Bahasa, ..."			✓
28-09-2022	75	3	"Don't worry, because <u>in segment 2</u> ,..." (missing a determiner, the)		✓	
	76	3	"OMG, O 2 is come back here in <u>English</u> Day till 8 PM." (/ˈɪŋɡlɪʃ/ to /ˈɛŋɡlɪʃ/)	✓		
	77	3	"I think Sobat Muda <u>will happy</u> too." (missing a verb, be)		✓	
	78	3	"that sometimes strong romantic feelings can make it <u>difficult</u> ." (/ˈdɪfəkəlt/ to /ˈdɪfɪkəlt/)	✓		
	79	3	"...to notice that maybe there are <u>benchmarks</u> ..." (/ˈbentʃ,mærks/ to /ˈbetʃ,meks/)	✓		
	80	3	"...or there are some <u>other</u> major red flags in the relationship,..." (/ˈʌðər/ to /ˈɔ:ðər/)	✓		
	81	3	"...falling in love with <u>wrong</u> person is current trending." (/rɒŋ/ to /wrɒŋ/)	✓		
	82	3	"...falling in love <u>with wrong</u> person is current trending." (missing a determiner, the)		✓	

83	3	"...fall in love with wrong person maybe is <u>current</u> trending." (incorrect word, currently)		✓	
84	3	"You know Sobat Muda, maybe it shouldn't <u>worse</u> like,..." (missing a verb, be)		✓	
85	3	"...fall in love with your friends, maybe <u>in same</u> organization?" (missing a determiner, the)		✓	
86	3	"Yes, it's <u>cinlok</u> "			✓
87	3	"Yes, it's never <u>give</u> us a happiness but I think,..." (incorrect verb, gives)		✓	
88	3	"Yes, it's never give us <u>a</u> happiness but I think,..." (incorrect Determiner, uncessary)		✓	
89	3	"But you know no one point that I can <u>learn</u> from first love..." (/lɜrn/ to /lɜn/)	✓		
90	3	"...I can learn from first love is first <u>love</u> is in Bahasa..." (/lʌv/ to /lɔ:v/)	✓		
91	3	"...first love is in Bahasa we said it <u>ambil hikmahnya</u> ."			✓
92	3	"Yes, yes I am take the <u>hikmah</u> ."			✓
93	3	"... <u>why you</u> give your attention and maybe your love..." (missing a verb, do)		✓	
94	3	"...love to your maybe your friends in your <u>organization</u> ?" (/ˌɔrgənə'zeɪʃən/ to /ˌɔrgənə'seɪʃən/)	✓		
95	3	"Sobat Muda let's <u>we</u> hear the reason from Ozza." (incorrect word, uncessary)		✓	
96	3	"...we don't have no reason <u>for falling</u> in love with someone." (incorrect word, to fall)		✓	
97	3	"I will love him if he <u>has beautiful</u> brain with the value that he has." (missing a determiner, a)		✓	
98	3	"...the boy or man that he <u>have</u> beautiful brain,..." (incorrect word, has)		✓	
99	3	"...the boy or man that he <u>have beautiful</u> brain,..." (missing a verb, do)		✓	
100	3	"...the boy or man that he have beautiful <u>brain</u> ,..." (/brem/ to /braɪn/)	✓		
101	3	"...yeah how the, the way he <u>solving</u> the problem." (incorrect verb, solved)		✓	
102	3	"...what <u>will</u> you do if your friend fell in love with you..." (incorrect tense, would)		✓	
103	3	"...what will you do if your friend fell in love with you..." (incorrect tense, falls)		✓	
104	3	"Oh, yeah. <u>Friend</u> zone is difficult,..." (missing a determiner, the)		✓	
105	3	"...note it Sobat Muda, <u>friend</u> zone is difficult." (missing a determiner, the)		✓	

106	4	"Yuhu, <i>haloo</i> , finally welcome back and we will talk about (Hello to Halo)			✓
107	4	"... <i>that makes</i> you us more, more happy." (incorrect word, unnecessary 'that')		✓	
108	4	"...that makes you us more, <i>more happy</i> ." (incorrect word, happier)		✓	
109	4	"Okay, so keep stay <i>tune</i> on www.simfonifm.com ." (incorrect verb, tuned)		✓	
110	4	"I cannot see the color correctly, yes, so I just <i>trobos</i> that."			✓
111	4	"Yeah, in Bahasa we say it <i>trobos</i> ."			✓
112	4	"Yeah, maybe <i>I ready</i> but he is not yet." (missing verb, am)		✓	
113	4	"So it's <i>cinlok</i> , right?"			✓
114	4	"Maybe <i>cinlok</i> yes absolutely I did, but, and not happy ending."			✓
115	4	"Maybe cinlok yes absolutely I did, but, and <i>not happy</i> ending." (missing a determiner, a)		✓	
116	4	" <i>Actually</i> , that's my first love, but why yah,..." (incorrect word, unnecessary 'that')		✓	
117	4	" <i>Actually</i> , that's my first love, but why <i>yah</i> ,..."			✓
118	4	"“Oh, I see. I see, yeah, because that's <i>totally</i> painful yeah.” (incorrect word, unnecessary 'that')		✓	
119	4	"So you just <i>ambil hikmahnya</i> ."			✓
120	4	"Oh reason why I <i>cinlok</i> ?"			✓
121	4	"Because our intention is because our <i>interaction</i> ..." (/ɪntəˈrækʃən/ to /ɪntrækʃən/)	✓		
122	4	"...and our intensity in the organization <i>is</i> very high." (incorrect verb, am)		✓	
123	4	"Is he has <i>a</i> beautiful eyes, or how?" (incorrect word, unnecessary)		✓	
124	4	"But you don't have <i>feeling</i> to him." (missing a determiner, the/a)		✓	
125	4	"But you don't have feeling <i>to</i> him." (incorrect word, unnecessary)		✓	
126	4	"If I don't feel <i>same</i> thing about the way he feel,..." (missing a determiner, the)		✓	
127	4	"If I don't feel same thing about the way he <i>feel</i> ,..." (incorrect verb, feels)		✓	
128	4	"I just <i>tell</i> that I don't have the same feel that he did." (incorrect word, say)		✓	
129	4	"I just <i>tell that</i> I don't have the same feel that he did." (missing word, him)		✓	
130	4	"I just tell that I don't have the same <i>feel</i> that he did." (incorrect word, feeling)		✓	

	131	4	"Yes, and I don't want <u>broke</u> our friendship." (incorrect verb, to break)		✓	
	132	4	"I don't feel anything, I don't wanna called like <u>PHP</u> you know?"			✓
	133	4	"...not always, but I still think it <u>is</u> cannot." (incorrect word, unnecessary)		✓	
	134	4	"I <u>have friend</u> is boy and I was have a feeling from him,..." (missing a determiner, a)		✓	
	135	4	"I have friend <u>is</u> boy and I was have a feeling from him,..." (incorrect word, who is)		✓	
	136	4	"I have friend <u>is boy</u> and I was have a feeling from him,..." (missing a determiner, a)		✓	
	137	4	"I have friend is boy and I <u>was have</u> a feeling from him,..." (incorrect verb, had)		✓	
	138	4	"I have friend is boy and I was have a feeling <u>from</u> him,..." (incorrect word, for)		✓	
05-10-2022	139	1	"We are <u>in</u> English Day, so must speak in English, no, Indonesia here, right." (incorrect preposition, on)		✓	
	140	1	"...you become <u>more happy</u> ?" (incorrect word, happier)		✓	
	141	1	"I think <u>English like</u> my second partner,..." (missing a verb, is)		✓	
	142	1	"One of the best ways to find our partner is through <u>Internet</u> ,..." (loan word)			✓
	143	1	"Somehow maybe we find some of interested in <u>getting know</u> ..." (missing word, to)		✓	
	144	1	"Sometimes I do find some kind of stuff and you find <u>a</u> strange to give..." (incorrect word, it)		✓	
	145	1	"...some information <u>about game</u> in Discord,..." (missing a determiner, the/a)		✓	
	146	1	"Debate Competition that will gain our public speaking <u>skill</u> in English." (incorrect agreement, skills)		✓	
	147	1	"All right, yes, <u>debate</u> competition will increase our..." (missing a determiner, the/a)		✓	
	148	1	"...English public speaking <u>skill</u> , right? (incorrect agreement, skills)		✓	
	149	1	"Yeah, <u>that</u> I'll improve our skill in English." (incorrect word, unnecessary)		✓	
	150	3	"Actually, I'm <u>fall</u> in love of English when I was in Junior High School." (wrong tense, fell)		✓	
	151	3	"Actually, I'm fall in love <u>of</u> English when I was in Junior High School." (incorrect preposition, with)		✓	

	152	3	"Actually, I'm fall in love of English when I was in Junior <i>High School</i> ." (/hai/ to /haɪk/)	✓		
	153	3	"...she is so friendly <i>while</i> teaching English subject." (/waɪl/ to /we:l/)	✓		
	154	3	"...I'm <i>fall</i> in love with English." (incorrect verb, falling)		✓	
	155	3	"... <i>I'm join</i> like English conversational club..." (incorrect verb, I join)		✓	
	156	3	"...our teacher is from one <i>of organization, Peacecops</i> ." (missing a determiner, the/a)		✓	
	157	3	"...our teacher is from one of <i>organization, Peacecops</i> ." (Organization to Organisasi)			✓
	158	3	"...Yes, yes, real <i>bule</i> , Miss Eliza and then ..."			✓
	159	3	"...and then she <i>share</i> it to apa, the her country and then..." (incorrect verb, shares)		✓	
	160	3	"...and then she share it to <i>apa</i> , the her country and then..."			✓
	161	3	"...and then she share it to apa, <i>the</i> her country and then..." (incorrect word, unnecessary)		✓	
	162	3	"Anyway, we are <i>break</i> for the Adzan, don't go anywhere..." (missing preposition, on)		✓	
	163	3	"Anyway, we are break for the <i>Adzan</i> , don't go anywhere..." (Azan to Adzan)			✓
	164	3	"...I think <i>it's awesome</i> experience right?" (missing a determiner, an)		✓	
	165	3	"I think it's <i>awesome</i> experience right?" (/ˈasəm/ to /ˈawesəm/)	✓		
	166	3	"So please tell us Sakha for <i>me and Sobat Muda</i> ." (incorrect word order, Sobat Muda and me)		✓	
	167	3	"I'm too afraid <i>with</i> that kind of Competition." (incorrect preposition, of)		✓	
	168	3	"...maybe soon <i>lah</i> with you maybe."			✓
	169	3	"...and then your experience <i>about</i> Debate competition, so fun." (incorrect preposition, with)		✓	
	170	3	"So I think when we're going to <i>apply</i> something..." (/əˈplai/ to /əˈplɪ/)	✓		
	171	3	"...English will be <i>the</i> you know..." (incorrect Determiner, unnecessary)		✓	
	172	3	"...Indonesia or in Bahasa, we call it <i>Syarat</i> ."			✓
12-10-2022	173	1	"I think this is the first time we ever met <i>in</i> English Day together?" (incorrect preposition, on)		✓	
	174	1	"Especially this time when we all go <i>to</i> home and..." (incorrect word, unnecessary)		✓	

175	1	"...when we go to go to our <i>kos</i> because we are not in home right"			✓
176	1	"...when we go to go to our kos because we are not <i>in</i> home right" (incorrect preposition, at)		✓	
177	1	"...when we go to go to our kos because we are not <i>in home</i> right" (missing a determiner, the)		✓	
178	1	"and there are so many <i>serial</i> recommended." (/ˈsɪ,riəl/ to /ˈsɪ,riɑ:l/)	✓		
179	1	"and there <i>are</i> so many serial recommended." (incorrect verb, is)		✓	
180	1	"What kind of charity foundation <i>it</i> is that?" (incorrect word, unnecessary)		✓	
181	1	"Well, it's all about <i>the</i> public speaking convincing others right?" (incorrect Determiner, unnecessary)		✓	
182	1	"Well, it's all about the public <i>speaking convincing</i> others right?" (missing a conjunction, and)		✓	
183	1	"...some someone <i>actually</i> wore the the outfit in SCBD Jakarta..." (incorrect word, unnecessary)		✓	
184	1	"... <i>some</i> someone actually wore the the outfit in SCBD Jakarta..." (incorrect quantifier, unnecessary)		✓	
185	1	"And, <i>she</i> still remained calm and analyzing the possibilities,..." (incorrect pronoun, he)		✓	
186	1	"And, she still remained calm and <i>analyzing</i> the possibilities,..." (incorrect verb, analyzed)		✓	
187	1	"...Sigma Male only <i>see</i> his goal is, goal oriented like that." (incorrect verb, sees)		✓	
188	1	"Yes, that is so <i>absolutely</i> , I agree nothing more and talking" (incorrect word, absolute)		✓	
189	1	"Yes, that is so absolutely, <i>I agree</i> nothing more and talking" (missing a preposition, on/to/with)		✓	
190	1	"...we cannot just rely on our certificate, our <i>Ijazah</i> ."			✓
191	7	"...and here <i>is</i> some brand new songs just for you." (incorrect verb, are)		✓	
192	7	"Yes, in our <i>Kos</i> , of course."			✓
193	7	"...fill your free time <i>with</i> something?" (/wið/ to /wɪt/)	✓		
194	7	"Yes of course Sakha is someone who <i>like</i> to do something and busy." (incorrect verb, likes)		✓	

195	7	"Yes of course Sakha is someone who like to do something and <u>busy</u> ." (missing a verb, is)		✓	
196	7	" <u>In spare</u> time, I prefer to watch like serial movie." (missing a pronoun, my)		✓	
197	7	"In spare time, I prefer to watch <u>like</u> serial movie." (incorrect preposition, unnecessary)		✓	
198	7	"In spare time, I prefer to watch like <u>serial</u> movie." (/ˈsɪ,riəl/ to /ˈsɪ,riə:l/)	✓		
199	7	"In spare time, I prefer to watch like serial <u>movie</u> ." (incorrect agreement, movies)		✓	
200	7	"it <u>has</u> , it has to be avoided." (/hæz/ to /he:z/)	✓		
201	7	"Very so, the plenty of <u>movie</u> , like, serial..." (incorrect agreement, movies)		✓	
202	7	"Very so, the plenty of movie, like, <u>serial</u> ..." (/ˈsɪ,riəl/ to /ˈsɪ,riə:l/)	✓		
203	7	"...and have you ever <u>binge</u> in the movie?" (incorrect verb, binged)		✓	
204	7	"...and have you ever binge <u>in</u> the movie?" (incorrect word, unnecessary)		✓	
205	7	"...and have you ever binge in <u>the</u> movie?" (incorrect Determiner, a)		✓	
206	7	"The one of <u>serial</u> movie, I think,..." (missing a determiner, the/a)		✓	
207	7	"I randomly picked the serial movie and then I suddenly <u>like</u> it,..." (wrong tense, liked)		✓	
208	7	"...so we will <u>promise</u> , promise about, some series for you." (/ˈprəməs/ to /ˈprəmaɪs/)	✓		
209	7	"...so we will promise, <u>promise</u> about, some series for you." (/ˈprəməs/ to /ˈprəmaɪs/)	✓		
210	7	"So I'm, I'm going to tell you about one of <u>the</u> favorite,..." (incorrect word, my)		✓	
211	7	"Some of, some of <u>rich</u> people,..." (missing a determiner, the)		✓	
212	7	"including <u>in</u> this series, so interesting." (missing a pronoun, those)		✓	
213	7	"including in this series, <u>so</u> interesting." (missing a verb, are)		✓	
214	7	"The movie is talking about, the person who <u>want</u> to be famous, Sak." (incorrect verb, wants)		✓	
215	7	"she wants to be <u>famous</u> by manipulating address (others),..." (/ˈfeɪməs/ to /ˈfeɪmɪəs/)	✓		
216	7	"she wants to be famous by manipulating <u>others</u> ,..." (/ˈʌðəz/ to /ˈʌdərz/)	✓		
217	7	"and <u>make</u> her really fashionable after that,..." (/meɪk/ to /mek/)	✓		
218	7	"she went to <u>New York</u> and provoking her	✓		

		idea about her foundation.” (/nu jɔrk/ to /nu rɔk/)			
219	7	“she went to New York and <i>provoking</i> her idea about her foundation.” (/prə'vʊʊkɪŋ/ to /prə'vʊʊsɪŋ/)	✓		
220	7	“...by doing that <i>she manipulating</i> others people.” (missing verb, is)		✓	
221	7	“...by doing that she manipulating <i>others</i> people.” (incorrect pronoun, other)		✓	
222	7	"By, she prepared, some <i>of proposal</i> , proposal business...” (missing a determiner, the)		✓	
223	7	"By, she prepared, some of <i>proposal</i> , proposal business...” (/prə'pʊʊzəl/ to /pro'pʊʊzəl/)	✓		
224	7	"By, she prepared, some of proposal, <i>proposal</i> business...” (/prə'pʊʊzəl/ to /pro'pʊʊzəl/)	✓		
225	7	"By, she prepared, some of proposal, <i>proposal business</i> ...” (incorrect word order, business proposal)		✓	
226	7	“...makes everyone <i>like</i> fooled by her, by her communication.” (incorrect word, unnecessary)		✓	
227	7	“I think she, was it like, really smart to <i>proposing</i> her ide....” (incorrect verb, propose)		✓	
228	7	"Of course, I think Peaky Blinders is one of, people's <i>favorite</i> .” (incorrect agreement, favorites)		✓	
229	7	“Thomas talks <i>with gesture</i> that makes people afraid of him.” (missing a determiner, a)		✓	
230	7	"Of course, I think everyone <i>adore</i> about Sigma Male.” (incorrect verb, adores)		✓	
231	7	"Of course, I think everyone adore <i>about</i> Sigma Male.” (incorrect word, unnecessary)		✓	
232	7	“Our knowledge in <i>majority</i> in is not enough, not enough.” (missing a determiner, the/a)		✓	
19-10-2022	233	1	“Absolutely, I really want to be <i>somebody which</i> ...” (missing preposition, to which)		✓
	234	1	“...my strength to bring the, <i>the</i> best for the world,...” (incorrect preposition, unnecessary)		✓
	235	1	“...my strength to bring the, the best <i>for</i> the world,...” (incorrect preposition, to)		✓
	236	1	“But, <i>but</i> recently I am listening to a Clinical Psychologist,...” (incorrect conjunction, unnecessary)		✓
	237	1	“But, but recently I <i>am</i> listening to a Clinical Psychologist from Canada that,...” (incorrect tense, have been)		✓

238	1	"...to a Clinical Psychologist from Canada <u>that</u> ,..." (incorrect conjunction, unnecessary)		✓	
239	1	"So, I have a role model which, who is but <u>the</u> name Jordan Peterson..." (incorrect Determiner, unnecessary)		✓	
240	1	"So, I have a role model <u>which</u> , who is but the name Jordan Peterson..." (incorrect pronoun, unnecessary)		✓	
241	1	"...which is <u>a</u> Maudy Ayunda, well, what about you Sobat Muda..." (incorrect Determiner, unnecessary)		✓	
242	1	"Yep. And she, covers a lot of news and <u>a</u> tragic news as well,..." (incorrect Determiner, unnecessary)		✓	
243	1	"...you know amazing, amazing cover for the story." (missing a determiner, the)		✓	
244	1	"And Dhara, if I'm not mistaken, is Najwa Shihab <u>is</u> actually..." (incorrect word, unnecessary)		✓	
245	2	"So we are going to <u>talk something</u> on English day,..." (missing preposition, about)		✓	
246	2	"...yeah which <u>will what</u> the name like,..." (missing a verb, help/allow)		✓	
247	2	"Okay, so <u>who exactly</u> that person?" (missing a verb, is)		✓	
248	2	"...also you can give us <u>information who</u> is your role model to our DM..." (missing preposition, about)		✓	
249	2	"Everything could be our, <u>kek</u> the motivation or something, and then,"			✓
250	2	"Everything could be our, kek <u>the</u> motivation or something, and then," (incorrect Determiner, unnecessary)		✓	
251	2	"So Sakha <u>have</u> already told you Sobat Muda,..." (incorrect word, subject verb-agreement, has)		✓	
252	2	"...let us know about who <u>is</u> your role model is?" (incorrect verb, unnecessary)		✓	
253	2	"First, <u>is</u> because she's pretty, of course, who, who don't like her face,..." (missing a subject, it)		✓	
254	2	"First, is because she's pretty, of course, who, who <u>don't</u> like her face,..." (incorrect verb, doesn't)		✓	
255	2	"Like when <u>she's</u> walk in the entire room is so like so elegant maybe." (incorrect verb, unnecessary)		✓	

	256	2	"Like when she's <u>walk</u> in the entire room is so like so elegant maybe." (incorrect verb, walks)		✓	
	257	2	"And then there are some fun facts why I adore her so much..." (missing preposition, about)		✓	
	258	2	"...now I'm using <u>brace</u> , and then my dad just like Maudy Ayunda too..." (missing a determiner, the/a)		✓	
	259	2	"Yes, exactly, because she is I think Najwa Shihab is one of <u>gorgeous</u> person." (missing a determiner, the)		✓	
	260	2	"Yes, exactly, because she is I think Najwa Shihab is one of gorgeous <u>person</u> ." (incorrect word, people)		✓	
	261	2	"Yes, critical; I love the way she talk, I love the way she delivered her opinion,..." (incorrect veb, talks)		✓	
	262	2	"...so Najwa Shihab is best <u>friend</u> with Maudy Ayunda,..." (incorrect word, friends)		✓	
	263	2	"...so I guess I and Dona can meet someday and we should talk..." (incorrect word order, Donna and I)		✓	
16-11-2022	264	1	"Just keep your <u>hanks</u> tight and then just listen to us..." (/hæŋks/ to /haŋks/)	✓		
	265	1	"Let me show you. It's Karen's Diner, oh yeah, that's <u>a</u> lit. (incorrect Determiner, unnecessary)		✓	
	266	1	"Oh, you, you are having a moment <u>of stuck</u> , stuck moment." (missing a determiner, the)		✓	
	267	1	"...and then some fancy steaks with some, with some flake, <u>is</u> all like that." (incorrect verb, are)		✓	
	268	1	"You can <u>play uno</u> game or, or maybe you can play monopoly." (missing a determiner, a)		✓	
	269	1	"We, we <u>did sometimes</u> in high school, I used to play it in a in my former laptop." (incorrect word order, sometimes did)		✓	
	270	1	"We, we did sometimes in high school, I used to play it <u>in</u> a in my former laptop." (incorrect word, unnecessary)		✓	
	271	1	"We, we did sometimes in high school, I used to play it in <u>a</u> in my former laptop." (incorrect determiner, an)		✓	
	272	1	"Yeah, what better <u>ways</u> to, to have your day spent with your friends,..." (incorrect word, way)		✓	

273	1	“Just keep your <u>hanks</u> tight and then just listen to us...” (/hæŋks/ to /haŋks/)	✓		
274	1	“Let me show you. It's Karen's Diner, oh yeah, that's <u>a</u> lit. (incorrect Determiner, unnecessary)		✓	
275	1	“Oh, you, you are having a moment <u>of stuck</u> , stuck moment.” (missing a determiner, the)		✓	
276	1	“...and then some fancy steaks with some, with some flake, <u>is</u> all like that.” (incorrect verb, are)		✓	
277	1	“You can <u>play uno</u> game or, or maybe you can play monopoly.” (missing a determiner, a)		✓	
278	1	“We, we <u>did sometimes</u> in high school, I used to play it in a in my former laptop.” (incorrect word order, sometimes did)		✓	
279	1	“We, we did sometimes in high school, I used to play it <u>in</u> a in my former laptop.” (incorrect word, unnecessary)		✓	
280	1	“We, we did sometimes in high school, I used to play it in <u>a</u> in my former laptop.” (incorrect determiner, an)		✓	
281	1	“Yeah, what better <u>ways</u> to, to have your day spent with your friends,...” (incorrect word, way)		✓	
282	2	“Okay, like we <u>are</u> promise last week yeah, now finally we meet again with you...” (incorrect tense, were)		✓	
283	2	“Okay, like we are <u>promise</u> last week yeah, now finally we meet again with you...” (incorrect verb, were)		✓	
284	2	“I will invite you to talk about something which <u>going</u> viral lately,...” (missing word, has been)		✓	
285	2	“...which this, this is a kind of <u>cafe</u> actually...” (/kə'feɪ/ to /ka'fi/)	✓		
286	2	“...for those of you who have a like <u>devil</u> ,...” (/ˈdɛvəl/ to /ˈdɪvaɪl/)	✓		
287	2	“at least it's called a Karens <u>Diner</u> , you know, and it's going viral...” (/ˈdaɪnər/ to /ˈdɪnər/)	✓		
288	2	“...or in <u>a</u> some city, the current Karens Dinners open its branch...” (incorrect determiner, unnecessary)		✓	
289	2	“...or in a some city, the current <u>Karens</u> Dinners open its branch...” (/ˈkerənz/ to /ˈkærənz/)	✓		
290	2	“Yes, and sometimes you have to go out <u>to</u> your best friend,...” (incorrect preposition,		✓	

		with)			
	291	2	"...okay, yeah, we have a recommendation, not a recommendation <u>actually</u> ." (incorrect word, unnecessary)		✓
	292	2	"Yes. They use like, how do we say, like, curse <u>word</u> like that,..." (incorrect word, words)		✓
	293	2	"... <u>filling our</u> question box on our Instagram @simfonifmmalang." (missing preposition, out)		✓
	294	2	"I like to recommend you <u>to</u> do like having a small barbecue." (incorrect word, unnecessary)		✓
	295	2	"...or wherever it is; at least we are <u>can</u> with our friends,..." (incorrect word, unnecessary)		✓
	296	2	"So we give a little magic to make it <u>under price</u> ." (missing determiner, the)		✓
	297	2	"...many interesting <u>thing</u> to do, so don't go anywhere." (incorrect word, things)		✓
	298	2	"...our topic, yeah after <u>break</u> , okay Sobat Muda." (missing determiner, the/a)		✓
23-11-2023	299	1	"Well, you see, right now, we are having some <u>debates whether</u> you guys..." (missing preposition, about)		✓
	300	1	"That's that's <u>a</u> convenient, though." (incorrect Determiner, unnecessary)		✓
	301	1	"All right, all right, it's <u>we're</u> talking about we're still talking about..." (missing pronoun, what)		✓
	302	1	"All right, all right, it's we're talking about <u>we're</u> still talking about..." (missing pronoun, what)		✓
	303	1	"I think the first time <u>in</u> Black Panther came into Marvel is..." (incorrect preposition, unnecessary)		✓
	304	1	"And then when, it all came like <u>a</u> lightning struck..." (incorrect article, unnecessary)		✓
	305	1	"...and then we were shoved into a <u>pieces</u> of it..." (incorrect verb, piece)		✓
	306	1	"...and you know this phrase Wakanda Forever, <u>it's</u> really reminds me..." (incorrect verb, it)		✓
	307	1	"...that <u>event</u> and then all all people suddenly just go go..." (/I'vent/ to /ε'vent/)	✓	
	308	1	"...away and that's called <u>Wacana</u> Forever."		✓
	309	1	"I'm feeling <u>a little bit of</u> action movies right now." (incorrect quantifier, a few)		✓
	310	5	"Yes, and we will be here for you <u>in</u> English		✓

		Day until 8 PM, right?" (incorrect preposition, on)			
311	5	"Right, that's right anyway, talking about dreaming <u>on</u> movie." (incorrect preposition, in)		✓	
312	5	"Right, that's right anyway, talking about dreaming <u>on movie</u> ."(missing determiner, the/a)		✓	
313	5	"When we daydream <u>on</u> movie, it's actually the movie creates some another reality..." (incorrect preposition, about)		✓	
314	5	"When we daydream <u>on movie</u> , it's actually the movie creates some another reality..." (missing determiner, the/a)		✓	
315	5	"When we daydream on movie, it's actually the <u>movie creates</u> some another reality..." (missing pronoun, that)		✓	
316	5	"When we daydream on movie, it's actually the movie creates <u>some</u> another reality..." (incorrect quantifier, unnecessary)		✓	
317	5	"When we daydream on movie, it's actually the movie creates some <u>another</u> reality..." (incorrect quantifier, other)		✓	
318	5	"...that <u>are</u> more perfect than our reality." (incorrect word, is)		✓	
319	5	"Yes, and it was the entertainment that <u>have</u> been happening right now." (incorrect verb, has)		✓	
320	5	"Like the movie like Black Panther Wakanda Forever,..." (incorrect preposition, unnecessary)		✓	
321	5	"...to the movie Wakanda Forever it's very, it is very deep <u>yah</u> ,..."			✓
322	5	"And I I actually <u>watch</u> Captain America the Civil War, in the movie,..." (incorrect tense, watched)		✓	
323	5	"but I didn't really know that was Black Panther and then my friend just <u>say</u> ,..." (incorrect tense, said)		✓	
324	5	"But Chadwick passing is really, yeah absolutely, it's very <u>such</u> a tragic story." (incorrect word, much)		✓	
325	5	"Thus, the other Marvel characters <u>is</u> actually having a,..." (incorrect verb, are)		✓	
326	5	"...we don't really know <u>that</u> who's going to be him in the other movies." (incorrect conjunction, unnecessary)		✓	
327	5	"Oh, yeah. Kind of famous <u>on</u> 2022, right?"		✓	

		(incorrect preposition, in)			
	328	5	"Yeah. or you you you need to you need to <u>kecilin</u> the volume..."		✓
	329	5	"...Because the one who <u>get</u> the family names was the male only." (wrong tense, got)	✓	
	330	5	"...Because the one who get the family names <u>was</u> the male only." (wrong verb, were)	✓	
	331	5	"I think you're getting too close to <u>spoiler</u> , right?" (missing an Determiner, a)	✓	
	332	5	"...and it was really spilled that vibranium <u>is</u> not only fell..." (incorrect word, unnecessary)	✓	
	333	5	"...our Instagram @simfonifmmalang <u>tanpa spasi</u> and we will..."		✓
30-11-2022	334	1	" <u>You are</u> maybe missing my voice right?" (incorrect word order, are you)	✓	
	335	1	"...because I had something to do in my <u>place</u> and,..." (/pleis/ to /pleit/)	✓	
	336	1	"...because I had something to do <u>in</u> my place and,..." (incorrect preposition, on)	✓	
	337	1	"Yes, congratulations <u>for</u> you. Her name. Her name is Ifa..." (incorrect preposition, to)	✓	
	338	1	"All right, Home by MGK. Oh man, when I when <u>you</u> hear this song,..." (incorrect pronoun, unnecessary)	✓	
	339	1	"... <u>what</u> I really miss the most about my home is the fact that I..." (incorrect pronoun, unnecessary)	✓	
	340	1	"Oh man, I really miss that feeling. What do you <u>miss</u> ,..." (incorrect verb, missed)	✓	
	341	1	"...well, it's another <u>vibes</u> about it home, right?" (incorrect word, vibe)	✓	
	342	1	"...well, it's another vibes about it <u>home</u> , right?" (missing a preposition, at)	✓	
	343	1	"...I really enjoy, enjoy eating what mom <u>make</u> , my mother's make,..." (incorrect verb, makes)	✓	
	344	1	"I like I'm unless <u>Sayur Sop</u> no, no, no, no, no Sayur Sop."		✓
	345	1	"I like I'm unless Sayur Sop no, no, no, no, no <u>Sayur Sop</u> ."		✓
	346	1	"...but <u>Sayur Lodeh</u> and Sayur Asem, that, that two, I don't like men,..."		✓
	347	1	"...but Sayur Lodeh and <u>Sayur Asem</u> , that, that two, I don't like men,..."		✓
	348	1	"...I have, I have <u>dispenser</u> and then I have books lying around..." (missing a determiner, a)	✓	

	349	2	"Hi, Sobat Muda, welcome back <i>to second</i> segment of English Day..." (missing a determiner, the)		✓	
	350	2	"I mean, it's <i>a</i> very exhausting because we have,..." (incorrect Determiner, unnecessary)		✓	
	351	2	"I feel more emotional <i>to</i> my aunt baby more than my other..." (incorrect preposition, about)		✓	
	352	2	"I feel more emotional to my <i>aunt</i> baby more than my other..." (incorrect noun, aunt's)		✓	
	353	2	"I feel more emotional to my aunt baby <i>more</i> than my other..." (incorrect quantifier, unnecessary)		✓	
	354	2	"People say <i>that single</i> son is Great." (missing a determiner, a)		✓	
	355	2	"I think wherever I go, I always miss my <i>mom</i> cook." (incorrect noun, mom's)		✓	
	356	2	"I think wherever I go, I always miss my mom <i>cook</i> ." (incorrect verb, cooking)		✓	
	357	2	"So. I think we're same." (missing a determiner, the)		✓	
	358	2	"So then when I'm <i>ngerantau</i> , my mom used to cook..."			✓
	359	2	"...even though I'm in <i>rantau</i> because she missed me."			✓
	360	2	"I dislike <i>Lodeh</i> as well. Okay, after this,..."			✓
	361	2	"...because most of my friends are, you say <i>rantauan</i> ."			✓
	362	2	"But of course, it's not as, like, as close as <i>meet</i> in person..." (incorrect verb, meeting)		✓	
	363	2	"...because now we are busy <i>by</i> our business, yeah,..." (incorrect preposition, with)		✓	
	364	2	"I bet your friends <i>is</i> now in universities also..." (incorrect verb, are)		✓	
7-12-2022	365	8	"...and we're gonna <i>talking</i> about football and,..." (incorrect verb, talk)		✓	
	366	8	"...and like American say it, call it <i>by</i> soccer." (incorrect preposition, unnecessary)		✓	
	367	8	"...but I'm going to <i>talking</i> about FIFA World Cup 2022,..." incorrect verb, talk)		✓	
	368	8	"I'm gonna give you some <i>schedule</i> for next match in FIFA World Cup." (/ˈskɛdʒʊl/ to /ˈskɛdʊl/)	✓		
	369	8	"I'm gonna give you some schedule <i>for next</i> match in FIFA World Cup." (missing a determiner, the)		✓	
	370	8	"I'm going to tell you first who is the winner	✓		

		from the last <u>match</u> .” (/mætʃ/ to /mæf/)			
371	8	“...exactly always Argentina, going to win that's <u>match</u> ...” (/mætʃ/ to /mæf/)	✓		
372	8	“So Brazil and South Korea, is this the best match because <u>I'm Brazil</u> fan...” (missing a determiner, a)		✓	
373	8	“...because its two a.m., you know, <u>I'm still sleep</u> .” (incorrect verb, sleeping)		✓	
374	8	“So the next is Morocco versus Spain, <u>there</u> is penalty.” (missing a conjunction, and)		✓	
375	8	“So the next is Morocco versus Spain, there is <u>penalty</u> .” (missing a determiner, the/a)		✓	
376	8	“...because Spain just rejected, the <u>goal</u> , the ball from...” (/gou/ to /gow/)	✓		
377	8	“Spains rejected from a <u>by</u> keeper of Morocco.” (incorrect determiner, the)		✓	
378	8	“Portugal <u>win</u> 6 and Switzerland 1.” (incorrect verb, wins)		✓	
379	8	“...before that, you have to listen my playlist first.” (missing a preposition, to)		✓	
380	8	“I think there <u>is</u> , there are many, many fans of Brazil,...” (incorrect verb, are)		✓	
381	8	“I think because <u>player</u> of Brazil the best the best player,...” (missing a determiner, the/a)		✓	
382	8	“...maybe there is a <u>debate</u> of coach in Brazil.” (/də'beit/ to /də'bet/)	✓		
383	8	“So, the next is still in no no no, <u>Saturday</u> there is 10 of December.” (/ˈsætər,deɪ/ to /ˈsatur,deɪ/)	✓		
384	8	“...yeah best <u>striker</u> and in Argentina also there is the best striker,...” (/ˈstraɪkər/ to /ˈstrekər/)	✓		
385	8	“...yeah best striker and in Argentina also there is the best <u>striker</u> ,...” (/ˈstraɪkər/ to /ˈstrekər/)	✓		
386	8	“...the next match we can <u>watch</u> at 10 PM at Saturday...” (/wɑtʃ/ to /wɔ:tʃ/)	✓		
387	8	“So next is the <u>on</u> the last match in Sunday,...” (incorrect word, unnecessary)		✓	
388	8	“So next is the on <u>the</u> last match in Sunday,...” (incorrect Determiner, unnecessary)		✓	
389	8	“So next is the on the last match <u>in</u> Sunday,...” (incorrect preposition, on)		✓	
390	8	“...will be the winner, this is my <u>guess</u> . How about you guys?” (/gɛs/ to /gʌs/)	✓		
391	8	"So, Sobat Muda, this is <u>the</u> closing with		✓	

			me,...” (incorrect Determiner, unnecessary)			
	392	8	“I don't know, when I when I can announce <u>in</u> English Day,...” (incorrect preposition, on)		✓	
14-12-2022	393	6	“And I have made the story on Simfoni's Instagram <u>on</u> ...” (incorrect preposition, unnecessary)		✓	
	394	6	“...there will be another Sobat Siar <u>baru</u> , that will,...”			✓
	395	6	“...and you can go and write your <u>gabungan</u> there.”			✓
	396	6	“So, now for this segment, let's move <u>to</u> overseas.” (incorrect preposition, unnecessary)		✓	
	397	6	“...because what's make this <u>country</u> famous is that it has...” (/ˈkʌntri/ to /ˈcountri/)	✓		
	398	6	“I think if I heard this word is <u>that</u> Barbie.” (incorrect word, unnecessary)		✓	
	399	6	“Barbie and the Alpen, I <u>am</u> almost forgot what's the title,...” (incorrect verb, unnecessary)		✓	
	400	6	“...it's about dance and <u>that</u> Barbie take the place in Alpen...” (incorrect conjunction, unnecessary)		✓	
	401	6	“...it's about dance and that Barbie <u>take</u> the place in Alpen...” (incorrect verb, takes)		✓	
	402	6	“So that thing really comes <u>in</u> my mind first.” (incorrect preposition, to)		✓	
	403	6	“And as you know that in Switzerland, it's a famous place <u>that</u> travelers...” (incorrect conjunction, where)		✓	
	404	6	“...because it has some beautiful <u>creatures</u> , like the...” (/ˈkri:tʃərz/ to /ˈkritərz/)	✓		
	405	6	“...Jungfrau region is the best place to go <u>for</u> experiencing the montain.” (incorrect preposition, to)		✓	
	406	6	“...Jungfrau region is the best place to go for experiencing the <u>mountain</u> .” (/ˈmaʊntən/ to /ˈmoʊntən/)	✓		
	407	6	“So <u>that</u> if you Like to hike in wanton and...” (incorrect conjunction, unnecessary)		✓	
	408	6	“...people <u>loves</u> to hike and some Indonesian mountain like,...” (incorrect verb, love)		✓	
	409	6	“...some Indonesian mountain like, maybe <u>Gunung</u> Semeru,...”			✓
	410	6	“...some Indonesian <u>mountain</u> like, maybe Gunung Semeru,...” (/ˈmaʊntən/ to /ˈmoʊntən/)	✓		

	411	6	"...it is really recommended <u>to</u> you to take the picture here..." (incorrect preposition, that)		✓	
	412	6	"...it is really recommended to you to take <u>the</u> picture here..." (incorrect determiner, a)		✓	
	413	6	"...because the <u>scenery</u> is very beautiful and it also ..." (/ˈsɪnəri/ to /ˈsɪniəri/)	✓		
	414	6	"...for you who really wants to take or feel the <u>Mountain</u> feels." (/ˈmaʊntən/ to /ˈmɒntən/)	✓		
	415	6	"...that I really want to go there <u>beside</u> Mecca." (/bɪˈsaɪd/ to /bɪˈzaɪd/)	✓		
	416	6	"...that I really want to go there <u>beside</u> Mecca." (incorrect preposition, besides)		✓	
	417	6	"So the first city you can <u>go is</u> Bern..." (missing preposition, to)		✓	
	418	6	"...but the first city you can <u>go is</u> Bern because Bern..." (missing preposition, to)		✓	
	419	6	"...because there are many <u>architectural</u> and natural sightseeing." (/ˌɑːkəˈtektʃərəl/ to /ˌɑːrsɪˈtektʃərəl/)	✓		
	420	6	"...its <u>origin</u> dates back to the 12th century..." (/ˈɒrədʒən/ to /ˈɔːrɪdʒɪn/)	✓		
	421	6	"...for you who loves <u>for seeing</u> massive collections of art..." (incorrect word, to see)		✓	
	422	6	"...was that cultural <u>scene includes</u> a variety of impressive,..." (missing preposition, that)		✓	
	423	6	"So are you interested <u>to go</u> to Bern?" (incorrect preposition, in going)		✓	
21-12-2022	424	5	"Yes. Oh my God. So it'll <u>better</u> future." (missing word, be a)		✓	
	425	5	"If <u>there's</u> any things that I can give to my Nephew,..." (incorrect verb, there are)		✓	
	426	5	"And I wanna be the Aunt that can carry them <u>to Toy</u> store,..." (missing a determiner, the)		✓	
	427	5	"... we still need our <u>parents</u> money..." (incorrect noun, parent's)		✓	
	428	5	"Do you know the kind of <u>a</u> phrase in Bahasa Beban Orang Tua,..." (incorrect Determiner, unnecessary)		✓	
	429	5	"Do you know the kind of a phrase in Bahasa <u>Beban Orang Tua</u> ,..."			✓
	430	5	"That's <u>song</u> really fit in what we already hope for our future, perfect." (missing a determiner, the)		✓	
	431	5	"That's song really <u>fit</u> in what we already hope for our future, perfect." (incorrect verb, fits)		✓	

432	5	"Talking <i>about future</i> also, what's your future's plan?" (missing a determiner, the)		✓	
433	5	"Talking about future also, what's your <i>future's</i> plan?" (incorrect noun, future)		✓	
434	5	"...UIN Malang <i>also</i> been going to KKN right now in their 3rd day..." (missing a verb, have)		✓	
435	5	"...UIN Malang also been going to KKN right now <i>in</i> their 3rd day..." (incorrect preposition, on)		✓	
436	5	"...and they are still having around <i>couple</i> days again." (missing a determiner, a)		✓	
437	5	"...and they are still having around couple <i>days</i> again." (missing a preposition, of)		✓	
438	5	"...like entertainment things because it needs to faced a lot of people..." (incorrect verb, faced)		✓	
439	5	"...there's a lot of things that really <i>intermingling</i> with both of them." (incorrect verb, intermingle)		✓	
440	5	"Please Sobat Siar fara, don't make <i>kesan pesan</i> first..."			✓
441	5	" <i>Okedeh</i> Sobat Muda, before Sobat Siar fara continue to Kesan Pesan..."			✓
442	5	"Okedeh Sobat Muda, before Sobat Siar fara continue to <i>Kesan Pesan</i> ..."			✓
443	5	"...on our Instagram @simfonifmmalang <i>tanpa spasi</i> ..."			✓
444	6	"Yes, because there are still <i>baby</i> baby and if someone..." (missing a determiner, a)		✓	
445	6	"...the first thing we do is always <i>seeing</i> the price." (incorrect verb, see)		✓	
446	6	"I've already gone there for <i>Kuliah Kerja Nyata</i> last year."			✓
447	6	"I don't know, KKN, <i>Kuliah Kerja Nyata</i> ."			✓
448	6	"...we have to do a lot of things with <i>a</i> local people there." (incorrect determiner, unnecessary)		✓	
449	6	"...you will <i>be</i> miss your KKN friends maybe, or you find your..." (incorrect verb, unnecessary)		✓	
450	6	"...you will be miss your KKN friends maybe, or you <i>find</i> your..." (wrong tense, will find)		✓	
451	6	"...continue my journaling on <i>radio</i> announcing..." (missing a determiner, the)		✓	
452	6	"...but it's okay, I can tell that everything		✓	

			<i>goes</i> , well, yeah,..." (incorrect verb, gone)			
453	6		"...we have already talked about our own future <i>plan</i> ." (incorrect word, plans)		✓	
454	6		"...And yes, as you know, <i>that</i> both of us want to be a rich Aunty first." (incorrect words, unnecessary)		✓	
455	6		"...we are ready still gonna company, <i>accompanying</i> you..." (/ə'kʌmpəniŋ/ to /'kʌmpəni/)	✓		
456	6		"...accompanying you till 8 PM on <i>English</i> day, so don't go anywhere..."		✓	

• **Table 14, Interview with All Broadcasters of 'English Day' Program**

Question :	1. What is your social background in learning languages, especially English?	
Answer :	B1	"I came from a family that has been around of English language before. Although my parents. Although my dad wasn't really proficient in English, but my mom was a hero because my mom is and still currently a an English teacher for High school students, and by the time when I was still before before joining any of them"
	B2	"Okay, my social background in learning English, when I was child, my mom used to play an English song and that made me interest."
	B3	"Maybe this cannot be seperate from the mother tongue, right? The habits of my family, I have not to compelling to learn other language like English at, I mean, especially english and then in fact, because the majority of my family work abroad, especially in China, so they are more influenced by using Chinese, although I got not too pushy like that."
	B4	"I come from usual family. So basically, I use, english language in informal school for my learning but actually, my mom was teach me to learn English since I was five years old and use it in a daily conversation. Also, because I from English literature and in daily learning, I must be in class, with lecture and also my friends."
	B5	"My social background in learning language came from my family who actually urged me to learn English. And ever since I was little I was urged to watch movies and read books really get to English or the book language and the new language is English"

		and watch it sometimes without the subtitle.”
	B6	“Oh, well, my parents told me that I should. Speak English well. Because both of my parents do not talk English, that's why they told me that I should be the one that have the responsibility to be the English speakers in my family.”
	B7	“Okay, maybe my social background come from the surrounding deh. All of all of them that not speaking English, but maybe I can maybe I was trying to find my friends and my socialize and my surrounding to learn, to learn english as well and then yeah I tried, I tried, I tried.”
	B8	“I actually I don't have a background to learning english in my family actually, i learn it deeper in, my boarding-school in Gontor. They are teaching me about in this. From the first till i think, till, till I do my english like this time.”
Question :	2. When did you first learn English, and could you understand it easily?	
Answer :	B1	“I was engaged with English learning from my mom by a lot of things that is playful and fun things to me. Then. And then it went through time and then until the time I joined kindergarten, my parents took me to a English course program, which was what they called KIDEA, it was the time when I join a program in which there are many other students as well. And I think I went through that program successfully and varies. I think, it's a, I went well for that and then. I went to Elementary and and then I go through up the up the roof with my English fields and then I went to another english program. Which is which was called the International Language Program. And then i joined LIA, but then of course, my parents was told that. The teacher who was with me in LIA told me that I was too skillful and then. If the teacher want to engage this as the same level of English as I am than the other. The other student in the class with the. Would be, you know, having trouble studying. On the other hand, if the teacher would like to engage with the same level as the other students, I would not make it to the another step yeah to the other step. So then after that I never really so any English program after that”
	B2	“I remember that was Lenka’s song, trouble is a friend. I really like that song, but I didn’t understand at first and I asked my mother to teach me about the lyrics so my mom did it for me and then, after I learned the song totally. I felt interesting to learn more about English, so that's why it I guess that was the first time I interesting in English.”

	B3	“Of course I learned when I was young, especially at kindergarten actually I did not really understand it, but because my English teacher was in 9 grade, yeah, I like it because she explained it clearly and easily understood plus from 8 grade, I already like listening to English.”
	B4	“Like I said before. Yeah, yeah, I first time learn in English was five years old, but informal since elementary school. And I did take a course when elementary school only that.”
	B5	“Okay, my first time learning English was actually when I was in preschool in, before kindergarten, I think it was. When I was three or four, I was told to read in English. And told to watch movies in English from early age.”
	B6	“I couldn't clearly remember that, but I see that was. In playgroup, it's lower than kindergarten, right. Yes, maybe in three or four years old, that was my first time learning English with my teacher. Yes, I have ever talked. An english force in Paris, like around 5 months since. August 2018 till December 2018.”
	B7	“Honestly, I learn. I learned English from. Elementary school, which is from 1 SD.”
	B8	“My first learning is in Elementary School. But but it's just a like the vocabulary is not not like grammar.”
Question :	3. What media do you use in learning English?	
Answer :	B1	“I just study language from games, books, videos and I also have some experiences. I also try to learn French, French language. But it was it was just for fun time using Duolingo and stuff like that. ”
	B2	“Song, some literature. Song I use song as my media to learn English. Other than that, do you know Jakarta Post. Yes, I commonly read it. I sometimes read an article in English, so that really. Really I have to open the dictionary, so that's why I can memorize at least one vocabulary in a day. ”
	B3	“English song and then movies, yeah just it.”
	B4	“Social media (Instagram TikTok, Youtube), films, songs, and literature readings from lecturers”
	B5	“The media that I use in learning English was. In form of entertainment such as books and movies and I think about a percentage of 70% of my learning came from reading books.”

	B6	“So far it's only book because I really love book and when I was in Pare, my tutor gave me like a lot of books and I should read that. That's why, i read a lot of books and of course, so it's a film I usually watch film. I mean like Korean or Chinese film, but use English titles.”
	B7	“Book, of course. Book from schools that they provide me to learn and then maybe is YouTube and movies. Yeah, like that.”
	B8	“In Gontor, there is no media but Gontor urged us to practice in every day and every day and every time because. Language without practice is. We practice every day in two weeks in month. We use, english so, other other mom we, other other weeks we do arabic linguists and in in english week in english week we do we speak English, we practice english every day.”
Question :	4. Do you use English in your daily communication?	
Answer :	B1	“Just just occasionally if there if the timing and the event is right.”
	B2	“Yes, I did. I did when I was in senior high school, I used it as my daily language to communicate with my friends. I use it both in my school and my pesantren. And now I just use in my class and it's not everyday, I guess in some lecture classes they will obligate the students to use English, but not all lecture will do the same.”
	B3	“Not really used English as my second language, but sometimes if my friends talk with me just english language. Yeah, I try to answer it with English too. ”
	B4	“In daily communication especially in class because I am from English literature, but in a daily conversation. Like with my friends or my family just a little bit not.”
	B5	“Yes, I use English in my daily communication because sometimes my mom calls me just to speak English. She said it's for improving my English that I rarely use in daily conversation.”
	B6	“Yes, in some occasion only, but usually when we talk with I mean, I talk with my friendship so. You know, I talked with slang words in english, but not that much.”
	B7	“Of course not.”
	B8	“No”

Question :	5. What is your difficulties in learning English?	
Answer :	B1	“To me, the the most the the most difficult thing to learn about English is the reading public as I still read slowly to in order to gain that level of comprehension. And I'm still having difficulties trying to read passages for TOEFL and IELTS, just stuff like that.”
	B2	“I find dialect from my mother tongue as something makes me difficult in learning english, because when i try to memorize new vocabulary with an exact pronunciation, my javanese accent sometimes makes me mispronouncing. Another one is grammar. As an An English student, many people triggered me to use a perfect grammar in speaking, sometimes it also burden me as a learner, practicing 2 different things in a same time. Yet all is fine as time goes by.”
	B3	“I will i think my vocab is too small, I have limit vocab then, sometimes I think too much about the grammar. Like i want to be perfect.”
	B4	“Limited vocabulary, ah of course and grammatical.”
	B5	“I think my difficulties in learning english was actually, when I read some books. The phrases and sentences that I didn't know the mean was and I had to actually read the book or the page or the sentence like a thousand times until I actually understand it and actually it's my it make my head a little bit hurt.”
	B6	“The grammar, I think. Because, I mean. At first I didn't know what grammar is, so I know about grammar when i was in Paris. So in 2018 that was my first time learning about grammar since 0. So that's why I think grammar is the most difficult one. ”
	B7	“Ya, i find difficulties in learning english, especially in our surrounding that even even if, we in majority of english, but not everyone talk in English. “
	B8	“In my opinion, language proficiency is born from several factors, one of which is a habit, and I love this factor, so my difficulties in learning english is finding people who can speak english so we can make english conversation”
Question :	6. Do you realize that you have done some form of Language Interference during the English Day broadcast?	
Answer :	B1	“Yeah because sometimes I get a what's called a language block. When I go to broadcasting, it usually we we must speak very

		fluently without without any hesitations and stuff like that and then our minds and our speaking must go in the same floor. Right, and sometimes what I'm thinking doesn't go along along with my speaking. So. Sometimes my my mind is thinking about the Indonesian way. Yes. And then. But I at the same time I have to say it in English, therefore I need to translated first in my mind, therefore, I have some kind of a pass when broadcasting English day and then. And. But translation sometimes I I am I was having a difficulty then sometimes I I get the just go along with the Indonesian text.”
	B2	“Yes, I do realize since I commonly got correction, yes, from my friend and my listeners to. I normally, what's like, my mother tongue came out without my control. ”
	B3	“Yes, I really realized like I can use the word like, in bahasa, we call it or maybe in Indonesia we call it like that.”
	B4	“Yes, I did.”
	B5	“I actually realized that because sometimes I really use that I usually use an Indonesia with (iya kan?) to my another partner in English.”
	B6	“Ah yes, I did a lot of. That kind of interference. I mean, I mix between Indonesian and English and of course.”
	B7	“Maybe when I tell when the stories talk. My stories, some of them I I change into Bahasa or i do like got switching, like, you know, like that because i didn't want to what is it like in English Words, o. Make false information. So I change it to my staff.”
	B8	“Oh, in English day, I very realized.”
Question :	7. What do you think about the Language Interference that you have done?	
Answer :	B1	“No, I guess I guess language interference is a natural phenomenon because. As Indonesians are not born with English language as an ethnic language and then Indonesians are very, I think must learn English and by learning English they will have some time adjusting their language and sometimes they will have. Some kind of language interference like that and we can't judge them for mixing those English and Indonesia because they are just doing their best.”
	B2	“But for a learner like me, I guess it's totally fine since we can understand what our partner talk or what we talk. But, for

		professional one I guess, it's a trouble. So we have to repair it but of course, I suggest you all if you want to learn English, learn to speak negatively. So that's our, so that's your mother's son or anything about Indonesian language. Couldn't I was like, dominate your talk.”
	B3	“Language Interference yeah make it easy. Like help me to to inform Sobat Muda to give informations clearly like that.”
	B4	“I think it's okay and there's plus nd minus side yeah, the plus side is the upside is. Yeah, if we confused about tempting, we can use the interferences word. So, it, happen make us too easier to explain what we means to Sobat Muda, but the downside is. I think we want to use it as well the use to the interference words we cannot improve vocabulary.”
	B5	“Okay, in my opinion, language interference is both downside at a good side and the downside was we cannot really use english to its maximum potential and the the good side. It's it's actually made us realize that learning English isn't have to be perfect all the time. So it will make some people who doesn't really have the confidence to learn English to actually learn English.”
	B6	“Ah yes, I did a lot of that kind of interference. I mean, I mix between Indonesian and English and of course.”
	B7	“Maybe when I tell when the stories talk. My stories, some of them I I change into Bahasa or i do like got switching, like, you know, like that because i didn't want to what is it like in English Words, o. Make false information. So I change it to my staff. ”
	B8	“I think, that is, wrong because, I relized, I'm not do better in learning english, so after I do that, the fault, I mean, I search looking for the meaning so the. The meaning and I practice again, after I I know that that north is wrong.”
Question :	8. What factors lead you to do Language Interference?	
Answer:	B1	“Yeah, part part of the answer is because of the limited vocabulary that I have and but the most reason the most biggest reason I think is because I still think the way Indonesian thinks and when I should always think like the American way to get the speaking very fluently and then when when I'm when I'm broadcasting in English days, I. I'm still thinking like Indonesian and therefore that's the thing that makes me go to the English the language interference.”
	B2	“Okay, there are many factors, for the first is the limited limited vocabulary since we didn't talk in, we don't talk english to, and

	everyday so mini vocabulary last in my brain. The second is I couldn't catch what my partner talk, yes. So that's I was confused. That's it's really it really makes me confused. The solution is using like that. And then the third is we do not exercise commonly, that's why our what's like English skill is getting decreasing. Is getting decreased. ”
B3	“Stuck, I don't know what realize I like. What's the vocab and then what's the the the English of the words. I mean, like in Bahasa we say it ‘Apa sih Bahasa Inggris nya ini?’ just the limited vocabulary”
B4	“First, about the trend. Which one in a society. Sometimes we it's feel difficult to, use the. English word that means the Indonesian words diction, that's the first. The second is limited vocabulary. The third is, feel afraid make mistake in the Grammatical.”
B5	“I think the reason why I did a lot of language interference is because my lack knowledge of some the phrases that I need to know.”
B6	“Limited vocabulary.”
B7	“Yeah, of course. I pretty sure that the limitation of vocabulary is majority things to make language indifference and maybe the other factors like grammatical understanding pattern understanding and. Yeah, some of them make. Language interference, but, the particular things is from procurement is.”
B8	“Maybe. I don't practice in my daily conversation with my friend because, in my house there are many people that, I use Indonesian language so I don't practice, english language in my daily conversation is that. Just a little more.”

• **Table 15, Interview with On Air Manager of Simfoni FM Malang**

Question :	1. What is the educational background of ‘ <i>English Day</i> ’ broadcasters?
Answer :	“The PO (Program Officer division previously recorded which announcers were from English-related study programs or who were already fluent in English, even though they were not from English study programs. So most of the ED announcers are foreign friends, and there are also some from psychology, management, and architecture study programs who are already fluent in English.”
Question :	2. How is the broadcast quality of ‘ <i>English Day</i> ’ broadcasters??

Answer :	“The quality of the broadcast is good because friends who are already involved in the world of English are presenting this program. However, sometimes they are limited by topics that may not be conveyed in everyday situations and they don't know the vocab, so they use Indonesian words for these words. But overall, they are very confident to speak up using English during broadcasts.”
Question :	3. Were there any phenomena that occurred during the broadcast of <i>'English Day'</i> ?
Answer :	“As a person who is responsible for many broadcast programs as well as the development of the 46 existing broadcasters, it is certain that the phenomenon that appears is not too visible. Moreover, my background understanding of English is not very qualified. So I don't know in detail, but as far as I understand they sometimes use Indonesian accents or vocabulary. Even though they should have been in the program they were required to use English during the broadcast.”
Question :	4. What are the future hopes for the broadcasters of <i>'English Day'</i> ?
Answer :	“It is hoped that ED broadcasters can apply the results of this research to learning English within the organization in the future. So it's not only selected people who can broadcast the ED, but everyone can too. With careful preparation and the topics and gimmicks that have been set, anyone can carry out this program with confidence.”



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PERNYATAAN KESEDIAAN MENJADI RESPONDEN PENELITIAN

Saya yang bertanda di bawah ini:

Nama : SEAN KAFKA ADHYAKSA (Satha)
Usia : 20 tahun
Pekerjaan : Mahasiswa
Alamat : Jl. Tirtomulyo No. 36A, Landungsari, Dau, Kab. Malang


Bersedia menjadi responden pada penelitian yang dilakukan oleh mahasiswa berikut :

Nama : ADAM CHESAR GUNAWAN
NIM : 19320155
Judul : THE INDONESIAN LANGUAGE INTERFERENCES ON THE
'ENGLISH DAY' PROGRAM OF RADIO SIMFONI FM MALANG
Prodi : SASRA INGGRIS

Saya sudah dijelaskan bahwa jawaban saya hanya akan digunakan sebagai keperluan penelitian dan saya mengerti bahwa segala informasi yang saya berikan akan dijaga kerahasiaannya bagi peneliti dan pembimbing. Saya mengerti bahwa setiap hasil yang dipublikasikan akan menggunakan nama samaran dan temuan tidak akan dilaporkan dengan cara yang akan mengidentifikasi saya atau institusi saya.

Saya menyetujui informasi dan pendapat yang telah saya berikan dalam setiap laporan penelitian ini dan saya dengan suka rela bersedia mejadi responden pada penelitian ini.

Malang, 29 Februari 2023


SEAN KAFKA ADHYAKSA



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**PERNYATAAN KESEDIAAN
MENJADI RESPONDEN PENELITIAN**

Saya yang bertanda di bawah ini:

Nama : Anastasya Berliana Putri A. (Dhara)
Usia : 20
Pekerjaan : Mahasiswi
Alamat : Malang

Bersedia menjadi responden pada penelitian yang dilakukan oleh mahasiswa berikut :

Nama : ADAM CHESAR GUNAWAN
NIM : 19320155
Judul : THE INDONESIAN LANGUAGE INTERFERENCES ON THE
'ENGLISH DAY' PROGRAM OF RADIO SIMFONI FM MALANG
Prodi : SASRA INGGRIS

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Saya menyetujui informasi dan pendapat yang telah saya berikan dalam setiap laporan penelitian ini dan saya dengan suka rela bersedia mejadi responden pada penelitian ini.

Malang, 28 Februari 2023


(.....Dhara.....)



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Website: <http://humaniora.uin-malang.ac.id>

**PERNYATAAN KESEDIAAN
MENJADI RESPONDEN PENELITIAN**

Saya yang bertanda di bawah ini:

Nama : Ocha (Jessica Arfiatul Mu'ammaah)
Usia : 20
Pekerjaan : Mahasiswa
Alamat : Jalan Sunan Kalijaga Dalam No. 31, Dinyo, Lowokwaru, Kota Malang,
Jawa Timur, ID 65144


Bersedia menjadi responden pada penelitian yang dilakukan oleh mahasiswa berikut :

Nama : ADAM CHESAR GUNAWAN
NIM : 19320155
Judul : THE INDONESIAN LANGUAGE INTERFERENCES ON THE
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Prodi : SASRA INGGRIS

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Saya menyetujui informasi dan pendapat yang telah saya berikan dalam setiap laporan penelitian ini dan saya dengan suka rela bersedia mejadi responden pada penelitian ini.

Malang, 20...


(.....)



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**PERNYATAAN KESEDIAAN
MENJADI RESPONDEN PENELITIAN**

Saya yang bertanda di bawah ini:

Nama : *Ozza (Sri Ayu Belladonna)*
Usia : *21*
Pekerjaan : *Mahasiswa*
Alamat : *Perumahan Green Kalijaga Kav A3*

Bersedia menjadi responden pada penelitian yang dilakukan oleh mahasiswa berikut :

Nama : ADAM CHESAR GUNAWAN
NIM : 19320155
Judul : THE INDONESIAN LANGUAGE INTERFERENCES ON THE
'ENGLISH DAY' PROGRAM OF RADIO SIMFONI FM MALANG
Prodi : SASTRA INGGRIS

Saya sudah dijelaskan bahwa jawaban saya hanya akan digunakan sebagai keperluan penelitian dan saya mengerti bahwa segala informasi yang saya berikan akan dijaga kerahasiaannya bagi peneliti dan pembimbing. Saya mengerti bahwa setiap hasil yang dipublikasikan akan menggunakan nama samaran dan temuan tidak akan dilaporkan dengan cara yang akan mengidentifikasi saya atau institusi saya.

Saya menyetujui informasi dan pendapat yang telah saya berikan dalam setiap laporan penelitian ini dan saya dengan suka rela bersedia mejadi responden pada penelitian ini.

Malang, *24 Feb* 20*22*

Ozza
(.....)



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PERNYATAAN KESEDIAAN MENJADI RESPONDEN PENELITIAN

Saya yang bertanda di bawah ini:

Nama : VALENTINIA-FAREASYA (FRISCA)
Usia : 21
Pekerjaan : MAHASISWA
Alamat : KOTANA GAJAYANA DIS, MALANG

Bersedia menjadi responden pada penelitian yang dilakukan oleh mahasiswa berikut :

Nama : ADAM CHESAR GUNAWAN
NIM : 19320155
Judul : THE INDONESIAN LANGUAGE INTERFERENCES ON THE
'ENGLISH DAY' PROGRAM OF RADIO SIMFONI FM MALANG
Prodi : SASRA INGGRIS

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Saya menyetujui informasi dan pendapat yang telah saya berikan dalam setiap laporan penelitian ini dan saya dengan suka rela bersedia mejadi responden pada penelitian ini.

Malang, 29 FEBRUARI 2023


(..VALENTINIA..FAREASYA



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PERNYATAAN KESEDIAAN MENJADI RESPONDEN PENELITIAN

Saya yang bertanda di bawah ini:

Nama : Firda Aulia Rachmasari (Fara)
Usia : 22 th.
Pekerjaan : Mahasiswa
Alamat : Perum Istana Gajayana Blok F2 Kav. B7

Bersedia menjadi responden pada penelitian yang dilakukan oleh mahasiswa berikut :

Nama : ADAM CHESAR GUNAWAN
NIM : 19320155
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Saya menyetujui informasi dan pendapat yang telah saya berikan dalam setiap laporan penelitian ini dan saya dengan suka rela bersedia mejadi responden pada penelitian ini.

Malang, 28 Feb... 2023

(..Firda...Aulia...R.....)



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**PERNYATAAN KESEDIAAN
MENJADI RESPONDEN PENELITIAN**

Saya yang bertanda di bawah ini:

Nama : Gaizka Naufal W. (Gamall)
Usia : 21
Pekerjaan : Mahasiswa
Alamat : Jl. Candi 6 A6

Bersedia menjadi responden pada penelitian yang dilakukan oleh mahasiswa berikut :

Nama : ADAM CHESAR GUNAWAN
NIM : 19320155
Judul : THE INDONESIAN LANGUAGE INTERFERENCES ON THE
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Prodi : SASTRA INGGRIS

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Saya menyetujui informasi dan pendapat yang telah saya berikan dalam setiap laporan penelitian ini dan saya dengan suka rela bersedia mejadi responden pada penelitian ini.

Malang, 28 Feb 2023

(Gaizka N. W.)



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**PERNYATAAN KESEDIAAN
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Saya yang bertanda di bawah ini:

Nama : Akmalul Inson (fawwal)
Usia : 23
Pekerjaan : Mahasiswa
Alamat : Jl. Mayjen Purnajayan, Gg. VIII A, No. 1006

Bersedia menjadi responden pada penelitian yang dilakukan oleh mahasiswa berikut :

Nama : ADAM CHESAR GUNAWAN
NIM : 19320155
Judul : THE INDONESIAN LANGUAGE INTERFERENCES ON THE
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Malang, 28... 2023

(Akmalul Inson...)



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**PERNYATAAN KESEDIAAN
MENJADI RESPONDEN PENELITIAN**

Saya yang bertanda di bawah ini:

Nama : SAHDA MARISSA (MEUSA)
Usia : 22 TAHUN
Pekerjaan : MAHASISWA - ON AIR MANAGER SIMFONI FM 2002.
Alamat : JL. SUNAN AMPEL 5 NO.7, LOWOKWABU, MALANG.

Bersedia menjadi responden pada penelitian yang dilakukan oleh mahasiswa berikut :

Nama : ADAM CHESAR GUNAWAN
NIM : 19320155
Judul : THE INDONESIAN LANGUAGE INTERFERENCES ON THE
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Prodi : SASTRA INGGRIS

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Saya menyetujui informasi dan pendapat yang telah saya berikan dalam setiap laporan penelitian ini dan saya dengan suka rela bersedia mejadi responden pada penelitian ini.

Malang, 25 Februari 2023


(...SAHDA MARISSA...)