

Lexical Interference: Mandailing and English Language Speech of Gunung Tua Padang Bolak Native Speakers

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ABSTRACT

This study investigates lexical interference among Mandailing speakers when using English, focusing on the causes and strategies to reduce this interference. The research targets native Mandailing speakers in Gunung Tua Padang Bolak who actively use English. The study aims to identify the factors that lead to lexical interference between Mandailing and English and to explore strategies for reducing it. A qualitative descriptive approach was employed, with data collected through observations and interviews with five students, recommended by local authorities for their active use of English. The study reveals that the dominance of the Mandailing language in daily communication is a significant factor causing lexical interference. Students often blend Mandailing terms into their English speech, which leads to errors in pronunciation, structure, and grammar. The findings highlight that this interference is exacerbated by limited exposure to English and the strong cultural ties to the Mandailing language. However, strategies such as language immersion, targeted vocabulary expansion, and increased awareness of language use have been effective in reducing this interference. The research emphasizes the importance of understanding the linguistic and cultural dynamics in bilingual settings to improve English language proficiency among Mandailing speakers.

Keywords: Lexical Interference: Mandailing Language Speech, English Language Speech, Native Speakers

Penelitian ini mengkaji interferensi leksikal di kalangan penutur bahasa Mandailing saat menggunakan bahasa Inggris, dengan fokus pada penyebab dan strategi untuk mengurangi interferensi tersebut. Penelitian ini menargetkan penutur asli bahasa Mandailing di Gunung Tua Padang Bolak yang aktif menggunakan bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengidentifikasi faktor-faktor yang menyebabkan interferensi leksikal antara bahasa Mandailing dan bahasa Inggris serta mengeksplorasi strategi untuk menguranginya. Pendekatan deskriptif kualitatif digunakan dalam penelitian ini, dengan data yang dikumpulkan melalui observasi dan wawancara dengan lima siswa yang direkomendasikan oleh otoritas setempat karena aktif menggunakan bahasa Inggris. Penelitian ini mengungkapkan bahwa dominasi bahasa Mandailing dalam komunikasi sehari-hari merupakan faktor signifikan yang menyebabkan interferensi leksikal. Siswa sering mencampurkan istilah-istilah Mandailing ke dalam bahasa Inggris mereka, yang mengakibatkan kesalahan dalam pengucapan, struktur, dan tata bahasa. Penelitian ini menunjukkan bahwa interferensi ini diperburuk oleh keterbatasan paparan terhadap bahasa Inggris dan ikatan budaya yang kuat terhadap bahasa Mandailing. Namun, strategi seperti imersi bahasa, perluasan kosa kata yang terarah, dan peningkatan kesadaran akan penggunaan bahasa terbukti efektif dalam mengurangi interferensi ini. Penelitian ini menekankan pentingnya memahami dinamika linguistik dan budaya dalam lingkungan bilingual untuk meningkatkan kemampuan berbahasa Inggris di kalangan penutur bahasa Mandailing.

Kata Kunci: Interferensi Leksikal: Bahasa Mandailing, Bahasa Inggris, Penutur Asli

A. Introduction

Language emerged because humans had a need to convey information to other people. Language was also closely related to human cognitive complexity. The ability to understand and use language required complex information processing, including the ability to understand grammar, understand meaning, and use linguistic rules. Sholihatul Hamidah Daulay (2019) stated that the human being was related to language, both of them were entities in society. The use of language was essential in human life. People could convey their thoughts, opinions, and interact with others.

Therefore, language is one of the most important and characteristic of human behavior. We use words and idioms as a tool to perform and share experience among people possible. Language is succinctly defined in our glossary as a “human system of communication that uses arbitrary, such as voice sounds, gestures, and sign or symbol”. Sholihatul (2019) Every language has a different structure or grammar. Language is used to deliver messages or communicate a message by speaking.

Indonesia has a wide variety of regional languages that are still frequently used by the people, Based on Kemendikbud (2018), there are 652 regional languages in Indonesia. It shows that Indonesia people are able to speak in two or more than languages which are Indonesian and regional language. Therefore, Indonesian society is a multi-linguist society. As a multi linguist society, Indonesian people use two or more than languages such as *regional* language as a mother language, Indonesian language as national language, and a foreign language. Indonesian as a national language and regional languages are used by the community to interact among ethnic group members. Indonesian is one of the

Indonesian nation's identities. One of the languages spoken is the “Mandailing language” which is one of the regional languages of the North Sumatra Batak region Mandailing language is the first language used by Mandailingnese in gunung tua padang bolak, using regional languages too often can cause confusion and errors in expressing words in the other language and can hamper communication activities. Therefore, the Mandailing language can influence them in learning foreign languages, especially English.

Magfirah (2023) English is one of the most commonly used foreign languages in the world, including in Indonesia. In Indonesia, proficiency in English is often required when applying for scholarships, seeking employment, or searching for international information, English language is one of the main subjects, especially in school. However, most prefer to learn English than other languages, because English is an international language. English as a foreign language is taught from kindergarten up to senior high school and even in university studies. Roni (2023) If you want to master the English language, there are four essential skills that need to be understood and mastered: listening, speaking, reading, and writing.

All four skills must be comprehensively mastered because they are necessary for communicating effectively in English. In learning English, students must master four language skills. These skills are speaking, reading, writing, and listening. Listening and reading are considered as receptive skills since students receive information from external sources. while reading helps them comprehend written texts. On the other hand, speaking allows them to communicate orally, while writing assists them in expressing ideas in written form, Meanwhile, speaking and writing are considered as productive skills as students have to

actively produce information. Listening enables students to understand what others are saying. Speaking is an activity used by someone to communicate with others.

The term interference was first used by Weinreich (1970) refer to a change in the system of a language in connection with the contact of the language with other language elements carried out by bilingual speakers Abdul and Leoni, (2010). Studying two languages simultaneously can lead to lexical errors due to interference between the two languages. Lexical interference occurs when someone unintentionally uses vocabulary, sentence structures, or phrases from one language when speaking or writing in another language. Based on the researcher' experience at Gunung Tua Padang Bolak, there are several phenomena that appear in the research area, there is still lexical interference that occurs when the pronunciation of the word (malam) /t/ in "night" is replaced by /k/. pronounced with (nighk). which should be pronounced (malam) therefore there is a phonological spelling error, Another phenomenon that exists in the field is that the word chocolate /'tʃo.klat/ which should be read changes to coklat /'tʃok.lat/. Based on my recent observations, several misunderstandings have occurred, leading to difficulties in communication and the failure to convey the intended message effectively.

This differentiation may cause interference in speaking English as a foreign language. In learning foreign language learners usually interfered with the elements of the first language or native language. Interference happens most of the time. It has a big role in English foreign language learning. The researcher found that around them, especially among active Mandailing

speakers, there is still lexical interference when using English.

B. Research Method

The qualitative descriptive approach was used to conduct this research. This research is utilized to understand and explain social phenomena by emphasizing understanding the context, processes, meanings, and experiences of the subjects under study. Qualitative research that uses methods such as participant observation or case studies that produce descriptive narratives about sitting practices Salim (2018).

Qualitative research a social perspective on phenomena or reality as something that is not apart from or outside humans, but within humans so that it relative, subjective and requires interpretation Haryono, C. G. (2020). Since this research is designed to explore the factors influencing lexical interference between the Mandailing and English languages simultaneously, it focuses on analysis and observation. The use of this design is intended to facilitate and assist the researcher in conducting a comprehensive examination, and by employing this strategy, data are collected to analyze, define, and explain Lexical Interference: Mandailing and English Language Speech of Gunung Tua Padang Bolak Native Speaker.

In this study the object from five students who are native speakers of Mandailing and English in Gunung Tua, Padang Bolak. The participants were direct recommendations from the head the local area because these students were considered quite active in speaking English data collection was taken from native Mandailing language speakers who use English in their daily lives.

Therefore, the researcher employed purposive sampling to more easily obtain the information needed for the study, The researcher focuses on

subjects who use English in specific contexts, such as in professional, academic, or daily social interactions, in order to gain more diverse perspectives. The researcher selects subjects based on their level of education. by using this method participants can provide rich and relevant insights related to the research topic that the researcher is conducting.

To analyze the data researcher was carried out by researcher to look at the phenomena in the field, then determine the title that was researched, then choose the method that was used during the research. In this research the author will use qualitative methods, then the researcher will observe the phenomena that occurred in the field, and determine the research subject, then observe the place to be researched then interview the subject to be researched after finding the data then the researcher will analyze the data according to the theory used in analyzing the data such as Data Collection, Data Reduction, Data Display and finally Conclusion and Verification.

C. Result and Discussion

Based on the analysis of the data that has been observed. The observation activities were conducted by the author in the home environment, where the author observed the participants' daily activities. The findings reveal that learners face significant challenges with English, particularly in areas such as grammar, vocabulary, and pronunciation. Common errors include misuse of tenses, incorrect word choices, and phonetic mistakes, such as “bikaus” for “because,” “prononsioin” for “pronunciation,” and “wrait” for “write.” These errors reflect the influence of Mandailing language structures on English speech.

The respondents' struggles with grammar comprehension and maintaining fluency highlight the necessity for focused language practice.

The emphasis on the importance of practice, knowledge acquisition, and motivation suggests that regular and structured study is essential for overcoming these challenges. Additionally, the frequent mention of pronunciation issues underscores the need for targeted practice to improve clarity and communication.

Overall, the study indicates that while learners are actively working to enhance their English proficiency, they require more tailored and intensive support to address the specific impacts of lexical interference. This includes targeted grammar instruction, vocabulary enrichment, and pronunciation practice to effectively bridge the gap between Mandailing and English.

In this research, the results of observations and interviews show that many students still use regional languages as their daily language which causes difficulties in speaking English. For students, English is a foreign language because English is not their mother tongue. For these five students, Mandailing is their mother tongue. Mandailing language is still taught and used by the Mandailing people as an important part of their communication with each other. Therefore, for students, using English is something strange and unfamiliar. Students' first language greatly influences the use of English and other languages at school, including Indonesian, which is rarely used even though Indonesian is known as the language of community unity.

Based on research, it was found that students had made many mistakes in using English. The student's first language has influenced the way students speak English, resulting in a lack of clear communication with other people, due to the student's first language, there is interference with their ability to speak English. Students' first language interference is clearly visible

when students are answering questions in the interview process. Errors can be seen in pronunciation, language structure and grammar, the primary factors causing lexical interference among Gunung Tua Padang Bolak native speakers are language dominance, limited exposure to English, code-switching habits, and cultural influences. These factors collectively lead to the blending of Mandailing and English lexicons, affecting the fluency and clarity of English speech among these bilingual speakers. limited exposure to English, cultural attachment, linguistic differences, socio-economic factors, and cognitive processes inherent in bilingualism.

These factors collectively contribute to the frequent blending of Mandailing and English lexicons, presenting a complex challenge for speakers in maintaining language purity. reducing lexical interference between Mandailing and English among Gunung Tua Padang Bolak native speakers requires a multifaceted approach. Strategies such as enhancing language awareness, expanding vocabulary, promoting contextual language use, and fostering positive language attitudes are essential. These strategies, grounded in recent linguistic research, offer a comprehensive framework for addressing lexical interference in bilingual communities.

D. Conclusion and Suggestion

The study on lexical interference between Mandailing and English language speech among Gunung Tua Padang Bolak native speakers has revealed several key findings. The primary cause of lexical interference was identified as the dominance of the Mandailing language in daily communication, leading to frequent code-switching and the blending of lexicons. Limited exposure to English

and the deep cultural ties to Mandailing further exacerbated this interference, resulting in the insertion of Mandailing terms into English speech. Despite these challenges, strategies such as language immersion, targeted vocabulary expansion, and increased awareness of language use proved effective in reducing interference. These findings underscore the complex interplay between linguistic and cultural factors in bilingual environments.

There are 5 data of lexical interference while learners are actively working to enhance their English proficiency, they require more tailored and intensive support to address the specific impacts of lexical interference. This includes targeted grammar instruction, vocabulary enrichment, and pronunciation practice to effectively bridge the gap between Mandailing and English.

The implications of this study are significant for both educators and policymakers in bilingual regions. The findings highlight the need for tailored language education programs that address the specific challenges faced by speakers of minority languages like Mandailing. By understanding the factors that contribute to lexical interference, educators can design more effective teaching strategies that promote bilingual proficiency without compromising the integrity of either language.

Moreover, this study underscores the importance of cultural sensitivity in language education, suggesting that integrating cultural knowledge into language learning can help mitigate interference and promote smoother transitions between languages. The outcomes of this research can inform future linguistic studies and contribute to the development of more inclusive and effective language education policies in multilingual communities

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