

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results and discussion show that Indonesian interference occurs in students' English writing. There are two types of interference found in students' writing, namely interlingual and intralingual interference. Interlingual interference includes phonological interference, orthographic interference, lexical interference, and grammatical interference. Intralingual interference includes overgeneralization, ignorance of rule boundaries, incomplete application of rules, and incorrect conceptual hypotheses. The analysis of 27 student texts revealed a total of 303 errors, consisting of 224 cases of interlingual interference and 79 cases of intralingual interference. The findings indicate that interlingual interference was more dominant, suggesting that students relied heavily on their first language when constructing English sentences. These types of interference were found in students' writing.

Students' perceptions indicate that they are aware of their mistakes, but they feel constrained by limited understanding, insufficient vocabulary, and low self-confidence. The dominant tendency is to think in Indonesian before translating into English, a strategy that increases the likelihood of interference. Factors such as confusion, anxiety, and fear exacerbate their writing difficulties. However, many students demonstrate a strong desire to improve their skills; they actively seek help and recognise the importance of mastering English writing skills for academic success and future professional opportunities.

B. Suggestion

In alignment with the conclusions of this study, the author presents several compelling recommendations designed to elevate the teaching and learning experience of English.

1. For Teachers

To effectively address language interference, teachers should prioritise raising students' awareness of the differences between Indonesian and English. This can be achieved through explicit teaching supported by illustrative examples that highlight common cross-linguistic errors, such as copula omission, direct lexical transfer, and spelling errors. Since intralingual errors also occur, grammar teaching should emphasise the use of tenses, subject-verb agreement, and the application of irregular verb forms. Comparative analysis activities, authentic texts, and context-based vocabulary teaching can help students internalise the correct use of English. Teachers are also encouraged to implement a process-based approach to writing, including drafting, peer feedback, and revision, to develop critical awareness of sentence naturalness. Creating a supportive classroom environment that encourages self-reflection will further motivate students to reduce their reliance on their native language when writing.

2. For Students

Students are advised to become more aware of their own writing patterns by identifying recurring errors influenced by Indonesian and English. Actively monitoring errors, especially in grammar, spelling, and vocabulary, will help strengthen their interlanguage development. To improve accuracy, students are encouraged to read widely, enrich their vocabulary with collocations and idiomatic expressions, and consistently practice structured writing tasks. Seeking feedback from teachers and peers, consulting references such as dictionaries and grammar guides, and

revising drafts are practical strategies for overcoming interlanguage and intralanguage interference. Most importantly, students should view mistakes not as failures, but as natural evidence of progress, adopting perseverance and motivation as key factors in improving their English writing skills.

3. For Other Researchers

Future researchers are encouraged to investigate interference more comprehensively by analysing how specific types of interlingual and intralingual errors evolve across different educational levels. Studies can also expand on students' perceptions, exploring the cognitive and affective factors that shape how they deal with writing difficulties. In line with Selinker's interlanguage theory, longitudinal research would be valuable in tracing how students' errors develop or decrease over time. Additionally, examining how instructional strategies, technological tools, and cultural influences impact interference could provide deeper insights. Mixed-method approaches that combine error analysis with interviews or classroom observations are recommended to offer a holistic understanding of language interference and to design effective pedagogical interventions.