

LANGUAGE INTERFERENCE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE VIEWED FROM PSYCHOLINGUISTICS

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Abstrak

Belajar bahasa Inggris sebagai bahasa asing bagi penutur bahasa Indonesia sebagai bahasa ibu terkadang sulit. Mereka terbiasa berbicara dan memahami arti bahasa Indonesia, kemudian harus belajar bahasa asing. Hal ini merupakan salah satu faktor terjadinya interferensi bahasa. Selain itu, interferensi bahasa juga sangat erat kaitannya dengan Psikolinguistik (ilmu yang mempelajari bahasa dan hubungannya dengan psikologi manusia). Dalam hal ini, penulis juga mencoba mengaitkan fenomena interferensi bahasa dengan pengalamannya mengajar bahasa Inggris yang dianggap sebagai bahasa asing. Hasilnya, penulis menemukan 8 jenis interferensi bahasa di kelas bahasa Inggrisnya. Dari temuan tersebut, penulis juga mencoba mencari solusi untuk meminimalisir interferensi bahasa yang dilakukan oleh siswa.

Kata kunci: *Belajar bahasa Inggris, interferensi bahasa, psikolinguistik.*

Abstract

Learning English as a foreign language for speakers of Indonesian as their mother tongue is sometimes difficult. They are used to speaking and understanding the meaning of Indonesian, then they have to learn a foreign language. This is one of the factors for the occurrence of language interference. In addition, language interference is also very closely related to Psycholinguistics (it studies language and its relationship to human psychology). In this regard, the author also tries to relate the phenomenon of language interference with her experience in teaching English which is considered as a foreign language. The results show that the author found 8 types of language interference in his English class. From these findings, the writer also tries to find a solution to minimize the students' language interference.

Keywords: *Learning English, language interference, psycholinguistics*

INTRODUCTION

Learning foreign language is sometimes difficult for those who cannot speak fluently in a new language. In this context it is discussed about Indonesian teaching English as foreign language. I am as the writer teaches students in various levels of education, beginning with Elementary School students up to university students. Most of the students' native language (L1) is Javanese, their second language (L2) is Bahasa Indonesia and their foreign language is English. However, by seeing some facts today, many students tend to use Bahasa Indonesia as their native language. Thus, based on my teaching experience, I often find a case of "language interference" while teaching. Krashen (1981) states that language interference is a negative language transfer because it usually refers to language errors. These errors cannot be traced from the structure of the first language (L1) and are usually committed by second language (L2) learners.

Furthermore, in my teaching experience, the students insert or speak in their L1 or L2 rule when it comes to speak English. For instance, when she or he wanted to speak "*Aku ingin makan pisang*" she or he would say "I want eat banana", while the correct grammar from the sentence is "I want to eat a banana." This case is influenced by the grammatical effects of their L1 or L2, then they use it in a foreign language. Whereas, in English infinitive 'to' should be added after 'want' to combine two verbs in one sentence. This fact does not exist in students' L1 or L2. Based on the facts above, the background of bilingualism and multilingualism will usually cause interference and integration.

Indeed, language interference can occur in several situations when a person has no equivalent in their original language, such as when translating into a second language. In addition, language interference is also most often discussed in the context of learning and teaching English (Marlin, 2013). In detail, in spoken language, students commonly omit grammatical errors rather than in the written form of language.

Therefore, this interference is often brought to their habit in daily English speaking. They tend to repeat the errors even if we as teachers try to correct them. That's why language interference is one of the current problems in foreign language teaching, so educational materials should be developed (Lekova, 2010).

Additionally, Lekova (2010) also says that communication between two language systems is a factor causing interference which is one of the objects of psycholinguistics. From a psycholinguistic point of view, it is a habit of negative transfer of language and language skills from the mother tongue or a foreign language to another. This opinion is also in line with Krashen's theory above that interference is language habits of negative transfer from L1 to L2.

For those reasons, this paper tries to explore more about types of interference in the class of teaching EFL and what kinds of teacher efforts should be done to reduce the students' language interference viewed from psycholinguistics. In order to be well-organized, this paper is going to be divided into 5 main parts; the first is an introduction contains a general overview of this paper, the second is literary review that talks more deeply about the theoretical framework of language interference in psycholinguistics, the third is a discussion which discusses this paper's aims, encounter what language interference phenomenon occurred in facts with the theory and answer the problems, the fourth is concluding part of this paper and the overcoming acts toward language interference, the last is a list of references.

Language Interference

Language interference is the influence of the first language of a language learner on the recognition of the language he is learning. That is, the first language has an influence on the second language or foreign language (Marlin, 2013). She also says that language interference is one of the sources of language errors, even though the relevance of the two languages is the same. This results in correct language production. The greater the difference between the two languages, the more likely negative interference effects are.

Similarly, Arifin (2011) proposes that second language learners collect constructs from the target language (L2) but have difficulty organizing this knowledge in appropriate structure and coherence. If the second language is very different, then one can incur relatively high errors in L2, so that it indicates L1 interference on L2 (Dechert, 1983; Ellis, 1997).

In addition, Dulay (1982) says that interference is something that is automatic because of habits from the structure of the first language to the target language. Lott (1983) also defines interference as an error in the use of language by learners which still reflects their mother tongue. According to Nababan (1984) interference also occurs when there is an utterance in the mother tongue or a certain dialect of a language that usually appears when someone uses another language. A similar opinion with Nababan, Agustina & Chaer (2004) states that interference is a decrease in the norm of one or more languages.

Another idea was also expressed by Chaedar (1985), he states that interference, as an unintentional system, is caused by the habits of speech users in other languages in terms of pronunciation, structure, and the word itself when someone is trying to master a new language.

To sum up, language interference if it is seen from a psycholinguistics point of view is the influences of L1 or mother-tongue toward L2 or second language or foreign language such as the structures. It might be caused by the differences between the languages so it is called negative transfer and a high frequency of errors. This interference only occurs from L1 to L2 or it can be L1 or L2 to the foreign language, but it cannot happen on otherwise. It is because of the habit that our brain ordinarily uses and stores L1's vocabulary and structures when we have not mastered the new language so it is causing the interference of L1 in the new language we learned.

Bilingualism in Interference

Chaer (1994) explains that the term 'interference' was first introduced by Weinrich. He stated that interference is a systematic change in a particular language as the effect of interactions with other language elements by bilingual people. Interference includes certain language elements beyond the understanding of other languages. For example, placing an Indonesian clause or phrase when someone is intentionally speaking in English. In addition, Jendra (1991) states that interference is the insertion of the original language into a second or foreign language. Bilingualism, which usually applies the mother tongue phonetic system to another language, is going to influence the target language.

Furthermore, Professor Dardjowidjojo (2012) also states that children can acquire many languages before the age of 12. It is because after 12 years old, children's brains (the hemisphere) will be divided into two, namely the left and right hemispheres, so before the separation, the hemisphere is flexible, meaning that it can store many languages. Many studies show that the left hemisphere is more involved in the children who speak bilingually than the adults who also speak bilingually (Genese et.al & Steinberg et.al. in). However, this finding is opposed by Vaid & Steinberg, 2001 in Dardjowidjojo, 2012) which indicates otherwise. In detail, he found that an English-France bilingual child at the age of 10-14 inclined to use their left hemisphere rather than a bilingual child before the age of 4.

According to the explanations above, it might be concluded that in psycholinguistics bilingual people often do interference in their acquiring or learning new languages. It happens specifically for adults who their brain function is not flexible again in receiving new languages. Their brains consider that it is strange and beyond or outside the elements which has been existed in the brains. Thus, they tend to use the 'old one' to learn the 'new thing'. It is in line with Chaer that bilingual people put Indonesian phrase or clause (L1) to English usage (L2).

Factors Caused Interference

Suhendra (1994) states that the major factor causing interference is the differences in language sources in the structure and formation of words. For example, Indonesians who study English cannot find inflectional words in Indonesian while there are several inflections in English (both English and Indonesian have affixes). Therefore, the learner will have difficulty translating inflectional affixes in a sentence. In addition, the 16 tenses in English will be very difficult to translate if the time modifier is mentioned.

Interference is caused by the use of the speech rules of one language when used to speak another language. In Indonesian, people usually always greet each other by saying "How are you?" while in Malay it uses "have you eaten yet?" to say hello. Some evidence was shown by (Krashen, 1981) which was also compiled from the findings of other researchers. The results are as follows:

1. The strongest influence of the first language is in the complex word order and in the word-for-word translation. It can be called interference (Kellerman in Krashen, 1981). The speakers must feel the similarity between something in the first and second language or foreign language. For example, idioms will be less able to be translated. They will again mix up their first language (eg, in translating or understanding) when they have not gotten the correct concept of understanding of the target language.
2. In the morphological aspect, the influence of the first language is weaker. Inflectional morphology is included in the category of language structures that are usually not transferred by speakers in the use of a second or foreign language. Inflectional morphology such as -s, -ed, -ing suffixes; suffix -er (than), -est in degrees of comparison; possessive; etc. In addition, Indonesian people who learn English will not use the same inflection as English because the Indonesian only understands derivation.

3. In 'acquisition-poor' environments, the influence of the first language is stronger. Interference happens when natural language input is scarce and translation exercises are frequent. For example, the influence of the first language in Indonesian schools (bilingual programs) often comes from teachers. Then, it can be concluded that the interference of the first language may be an indication of low mastery of the language. Nevertheless, in the long term, it will be much more useful if the language is used for communication purposes.

Another opinion comes up from (Marlin, 2013) who says that interference is the deviation of the target language as a result of its closeness to more than one language. Dulay et.al (Marlin, 2013) states about the contribution of psychological factors in interference. This is the influence of old language habits when learning a new language. Consequently, students will have difficulty mastering a second language because of the interference that is determined by old habits (accustomed to the mother tongue).

Thus, it can be said that factors influence interference are the differences between 2 languages in the case of structure and word formation, the rules of speaking in the 2 languages, and psychologically, it is caused by the influence of old habits in learning the new language.

Role of Interference in Second or Foreign Language Learning

Understanding interference according to (Richard, 1992) is a type of negative language transfer. This is the use of patterns or the role of the original language which leads to errors or forms that are not in accordance with the target language. For instance, an English learner may produce an incorrect sentence 'I am here since Monday' not 'I have been here since Monday' because of the French pattern which does not distinguish the tenses pattern between Present Tense and Present Perfect Tense. Therefore, there is no time modifier to judge which tenses to use. However, language transfer is a positive transfer that makes learning easier, and can occur when the mother tongue and the target language have the same form. As in the following example,

French and English have the word 'table' which has the same meaning (to put the book, to write on it, etc.).

Despite of the shortcomings that learning new language emerges negative transfer so it causes interference, apparently interference also grows positive transfer which means that an ease to learn new or foreign language. For instance, if there are some similarities in both languages (L1 and L2 or foreign language) such as in *Bahasa Indonesia* we have *pen, pensil, bolpoin* which are almost same with the English just like they become pen, pencil, ballpoint. Those facts make it easier for the learner to learn English, since in our brain we already have stored those vocabularies in our mother tongue and we only recall them when it comes to use them in the new language. It is also supported by our old habit from native language that we usually use them in the source language, so it is easier to use them also in the target language.

Types of Interference

There are four types of interference division (Suhendra, 1994), namely:

1. Phonic Interference

This happens when a language speaker uses a certain sound (as a dialect or accent) from his native language to produce words. An English learner from Sumbawa has a very difficult time pronouncing the letter 'V'. This is shown when he accidentally utters the word "involvement", which should be "involvement".

2. Grammatical Interference

This type occurs when Indonesians learn English and identify English morphemes or structures in the target language. Most Indonesian people will use the Indonesian style when they create sentences. The sense of sentences is clear.

3. Lexical Interference

This type of interference occurs in widely different forms, e.g. phrases and words

4. Semantic Interference

According to (Arifin, 2011), semantic interference according to the recipient language takes place when it absorbs cultural aspects in the form of words from other languages. This process is called expansive. For example, Indonesian gets words from Greek-Latin such as *revolusi*, *politik*, *demokrasi*, and many others (Agustina & Chaer, 2004). Astonishingly, this borrowing process is normal and looks natural. English also has many roots in other languages such as Latin for the morphemes -graphy, ology, bio-, geo-, etc. The first process goes through interference, then it goes to integration by going through the borrowing process.

(Lekova, 2010) uses different terms of interference types, they are interlanguage and interlanguage. In the case of interlanguage, mistakes appear because of the negative transfer of habits from the native language (sometimes from the first foreign language that is supposed to be in very good command) to the second language. Meanwhile, interlanguage interference occurs when learners make mistakes under the influence of the already acquired language knowledge and established habits in the foreign language. She adds that there is interference on different language levels namely phonetic, lexical, and grammatical. Furthermore, she also describes how interference mistakes affect all language levels: phonetic, morpho-syntactic, and lexical semantics. In detail, there are *first*, phonetic interference mistakes; the most common mistake is the lack of distinction between open and closed vowels. In addition, learners make some phonetic interference mistakes in the pronunciation of long and short vowels. *Second*, lexical interference mistakes, and *third* grammatical interference mistakes. Then, (Marlin, 2013) also adds that the influence may be on several aspects of language: vocabulary, grammar, *spelling*, accent, etc.

The three people basically have similar opinions about the types of interference, and they also complete one another. Therefore, the types of interference can be drawn as follow; phonic interference, grammatical interference, lexical interference, semantic interference, interlanguage interference, interlanguage interference, accent and spelling interference.

METHOD

This conceptual article is a full factual essay with a specific length made from some theoretical books and journals. It is intended to deliver ideas and facts that can convince some theories. It is the result of thinking on a problem, then it is continued with analyzing some underlying theories. To produce this type of article, the author first examines the sources that are available and relevant to the problem, both in line with or against what she thought. The sources of the conceptual paper are suggested to be developed in order to produce relevant articles and in-depth studies on previous research results. In addition, theory can also be extracted from textbooks. The most vital part of the conceptual result article is the author's opinion or position about the subject being discussed, which is developed from an analysis of thoughts regarding the same previous published issue and the author's new thoughts about things that need to be studied if there are any. Thus, it is not only excerpts from a number of articles and transfer of writing from a number of sources, but also the result of analytical and critical thinking of the author.

DISCUSSION

Types of Interference in the Class of Teaching English as a Foreign Language

After understanding the types of interference in the literary review part, the writer identifies the examples of interference she found from her teaching experience, references, and internet sources, then classifies them into the appropriate types. Here are the explanations:

1. Phonic Interference

As stated by (Suhendra, 1994) in the literary review that English learner from Sumbawa pronounced 'P' instead of 'V' when he or she says 'Involvement' while the correct one is 'Involvement', this fact also inspires the writer that she found this similar case in a Balinese English teacher who said 'the' in the way of Balinese commonly says 'th' (/de/) with strong stress. Meanwhile, in English 'the' is pronounced /ði:/ or /ðə/ (Cambridge Dictionary).

If we look at further in psycholinguistics side, this phenomenon is caused by the old habit of pronouncing 'th' in Balinese so when Balinese speak 'the' in English, he or she inevitably will say it in phonic Balinese, since the brain has already been stored the way, this word pronounce. Thus, the brain gives command to the speech organ which is ordinarily used to pronounce this word to pronounce a similar word even if it belongs to a different language. That's why it is considered to be included in phonic interference.

The second finding is pronouncing the word 'double'. In English, it is pronounced /'dʌb.l/, but English learner from Javanese or Indonesian commonly says it /dobel/ just like the way they pronounce it in Javanese or Bahasa Indonesia. It is also about phonetic interference in learning foreign languages.

Additionally, it also proves (Chaedar, 1985) who says that interference is a system slips caused by the habit of using other languages to cover the pronunciation and structure of the word itself. This occurs when an individual tries to use a language different from his native origin. Thus, pronunciation is one of the

interference that is called a slipped system. This slipped system usually happens in our brains when we learn a language. We want to say 'B' but the output of our speech organ is saying 'A', we might say it is defined as a 'slipped off the tongue'. Similarly, (Jendra, 1991) states that the bilingual factor which ordinarily applies to the phonetic system of the mother tongue will also affect the target language.

2. Grammatical Interference

The writer often hears some expressions which are usually used in English presentations such as the term 'something like that' and 'it is not like that'. It is actually Indonesian style then it is applied in English, since if it is translated into Bahasa Indonesia becomes '*sesuatu semacam itu*' and '*itu tidak seperti itu*'. It occurs unintentionally when we speak English since our brains commonly use the terms or we can say that it automatically translates Bahasa Indonesia expressions into English with the style of Bahasa Indonesia. Thus, it is involved in grammatical interference which has been explained by (Suhendra, 1994) that most Indonesians will use the Indonesian style when they create sentences and their meanings appear clearly.

These findings are also similar to Suhendra (Suhendra, 1994) who says that the main factor causing interference is the difference in sources between languages in structure and word formation. In addition, (Dulay, 1982) has the same opinion that structural interference because they define interference as the automatic transfer, due to habit, of the surface *structure* of the first language onto the surface of the target language. Then, it is supported by (Krashen, 1981) that the first language effect seems to be in complex word order and in word-for-word translation. Thus, the expressions from Bahasa Indonesia '*sesuatu semacam itu*' and '*itu tidak seperti itu*' are translated using word-for-word translation into the target language (English).

3. Lexical Interference

(Suhendra, 1994) previously explained that this type of interference occurs in widely different forms; phrases and words. The writer found this type of interference when she taught noun phrases to elementary school students. She found 'house big' which means '*rumah besar*' in Bahasa Indonesia. The student is confused about how to understand noun phrases in English because the arrangement is different from Bahasa Indonesia. Therefore, the writer enters this phenomenon into lexical interference.

Furthermore, it is mentioned that 'mouses' as a form of lexical interference. It is supported by (Krashen, 1981) that the influence of the first language is weaker in the realm of bond morphology. Inflectional morphology is included in the category of structures that are usually not transmitted by language users in the use of a second or foreign language. Inflectional morphology as bond morphology like suffixes of *-ing*, *-ed*, *-s*. After that, (Chaer, 1994) also had the same opinion about lexical interference in the case of phrases, he clarified that interference is defined as mixing certain elements of a language outside of understanding another language. For instance, placing an Indonesian clause or phrase when someone is intentionally speaking in English.

4. Semantic Interference

(Arifin, 2011) explains that according to the recipient language, semantic interference occurs when the recipient language uses cultural aspects of words as the origins of another language. The writer found some borrowing words which can be claimed as semantic interference from Martono and Ngadiso in (Lina, 2018), they are photo, rocket, and glass become *foto*, *roket* and *gelas* in Bahasa Indonesia.

5. Interlanguage Interference

It has been said by Lekova that in the case of interlanguage, mistakes appear because of the transfer of negative language habits from the mother tongue

(sometimes from the first foreign language learned and considered very good) to the second language. For instance, an example about interlanguage interference with the idiom ‘child fruit’ as the translation of idiom ‘*anak buah*’ from Bahasa Indonesia. In detail, we can analyze the explanation from Kellerman in (Krashen, 1981) who indicates interference. Speakers of that language must feel the similarity between things in the first and second language or foreign language. The things that specify a specific language (eg idioms) will be used infrequently. Users of these languages often return to the first language when they have not yet gotten the understanding aspects of the target language. Thus, idiom is considered as interlanguage interference and it is admitted that it is the most difficult in learning English, since we have to understand and memorize the appropriate idiom in target language. The purpose is to make a new habit for our brain about new idioms which are usually quite distinct from our native language, so it is hoped this kind of interference will not occur again.

The other example comes from (Iman, 2011) who mentions ‘Is the book of my friend’ included in interlanguage. The student who says it means he or she want to ask ‘Apakah buku itu milik temanku?’ in Bahasa Indonesia, but he does not have much understanding to say it in English so he asked the question. Perhaps his memory of his native language influences the way he speaks in the target language. Thus, the word ‘my friend’s book’ has not existed in his brain.

6. Interlanguage Interference

Lekova has stated that interlanguage interference occurs when learners make mistakes under the effect of acquired language knowledge and shaped habits in a foreign language. It is in line with the example) that the students define the past form of ‘go’ is ‘goed’. It happens because the learner is influenced by the already acquired language knowledge and established habits in the foreign language. Thus, as far as he knows, every verb will be added by –ed if it is used in the past form. It means that he has not known about regular and irregular verbs so his brain has not

stored this knowledge. That's why he used his previous knowledge to learn and generalize the new language.

Additionally, that fact proves (Krashen, 1981) that the weakness of the first language is in the bond morphology. Inflectional morphology is included in the group of structures that are usually not transmitted by language users in the use of a second or foreign language. Inflectional morphology as bond morphology like suffixes of *-ing*, *-s*, *-ed*.

The other examples also given by (Iman, 2011), found 'I wonder where are you going' and 'I studied English for two years' as interlanguage interference. Those sentences should be 'I wonder where you are going to' and 'I has studied English for two years. The reasons are according to (Suhendra, 1994) who says that the major factor causing interference is the differences in language sources in the structure and formation of words. For example, Indonesians who study English cannot find inflectional words in Indonesian while there are several inflections in English (both English and Indonesian have affixes). Therefore, the learner will have difficulty translating inflectional affixes in a sentence. In addition, the 16 tenses in English will be very difficult to translate if the time modifier is mentioned. Accordingly, the problem is about mastering structure of language (reported speech) and tenses.

Similar to tenses, it is also delivered by Richard, Platt, and Platt in (Arifin, 2011) who explains interference is a type of negative language transfer. This is the use of patterns or the role of the original language which leads to errors or forms that are not in accordance with the target language. For instance, an English learner may create an inappropriate sentence such as "I am here since Monday" not "I have been here since Monday" since the French pattern does not distinguish the tenses pattern between Present Perfect Tense and Present Tense.

7. Accent Interference

(Marlin, 2013) states that the influence may be on several aspects of language: vocabulary, grammar, *spelling*, accent, and etc. This kind of interference is basically similar with phonic interference defined by (Suhendra, 1994), since interference of phoneme takes place when a user of language uses particular sounds as accents of the native in applying words of Target Language. Thus, the example is not far from phonic inference's examples. Accent interference can be a student who speaks English with his or her accent of Javanese or Bahasa Indonesia, so his speaking style does not sound like English native speaker. Again, it is because his habit and speech organ ability only speak just like his native language.

8. Spelling Interference.

Based on what (Marlin, 2013) says, the influence may be on several aspects of language: vocabulary, grammar, *spelling*, accent, and etc. The writer flashed back her memories about teaching English spelling to children in elementary school level. She often transcribes the students' negative transfer about spelling the following alphabets; A, C, E, G, H, I, K, O, Q, R, U, W, Y in English. Luckily, she also found the positive transfer from the alphabets of L, M, N, Z, F, S, X. The reason is that those 7 alphabets do not change in the target language. The children have already learnt them in their native language so it is easier for them to recall from their brains' memory. Meanwhile, the other alphabets which are not mentioned have moderate difficulties, it means that some students can spell it correctly but the rest of them cannot. In detail, the writer takes the examples of English spellings and the phonetic symbols from Hasbiyallah's blog (2014). They are:

A /ei/	H /eic/	O /ou/	V /vi:/
B /bi:/	I /ai/	P /pi:/	W /dabəlyu:/
C /si:/	J /jei/	Q /kyu:/	X /eks/
D /di:/	K /kei/	R /a:r/	Y /wai/

E /i:/ L /el/ S /es/ Z /zed/
F /ef/ M /em/ T /ti:/
G /ji:/ N /en/ U /yu:/'

The examples of negative transfers are 'water': /W: - A - ti: - E: - R/, while the correct one is /dabəlyu: - ei - ti: - i: - a: r/. Then, for 'father' a student spells it: /ef - A - ti: - H - E: - R/ even if the truth is /ef - ei - ti: - eic - i: - a: r/. In addition, some students also did not know about saying double alphabets such as 'bee', it should be spelled /bi: double i:/. However, they spell it /bi: i: i:/'.

Teacher's efforts in reducing negative transfer of language interference in the class viewed from psycholinguistics

According to (Arifin, 2011) who talks about interference with second or foreign language learners in Indonesia. She says that as a learner of Indonesian English, she thinks that it is very crucial to see what problems are most commonly encountered in mastering a second or foreign language. Then, (Lekova, 2010) states that overcoming mistakes (in interference) is carried out in two directions. They are providing against interference mistakes and corrective strategies in case mistakes are already a fact. She divides into two strategies; they are preventive measures and corrective measures.

In detail, preventive measures require:

- Teachers are advised to master not only foreign languages but also students' mother tongues. That way, they will be aware the interference of the mother tongue and will find a solution immediately
- In preparing the textbooks or educational materials, the teachers should take into account the uniqueness of the native language system and understand ordinary mistakes in learning a particular language
- The preparation of files of typical mistakes which the foreign language teachers should review before teaching or practicing the language material with his/her students

- The creation of a card file of mistakes according to the teaching stage and the type of speech activity: spoken or written.
- The use of an appropriate progress evaluation strategy in teaching so that exercises are conducted in such a way as to avoid interference.

While the corrective measures involve:

- Establishing a system with exercises for coping with grammatical, lexical, phonetic, interference mistakes
- Exercises with verbs that change their meaning according to the preposition
- Exercises with nouns replace their meaning in accordance with Number and Gender
- Exercises where nouns with only singular form in the foreign language to which correspond plural nouns in the mother tongue and vice versa
- Exercises for translation

Those strategies from Lekova can be applied by us as English teachers to build a bridge between native and foreign language for our students, so it is hoped that interferences in learning English can be reduced.

CONCLUSION

In summary, there are 8 types of interference found in teaching English as a foreign language. Each of them has been encountered with the previous theories in literary review and most of the findings prove the truth of the theories. After knowing the types of interference, the writer tries to look for the solutions to reduce them in teaching English. Then, she found a journal written by Lekova which contains overcoming strategies to prevent and correct interferences.

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