



Analysis of Interference Models a Social Linguistics Research: Empirical Study of Students

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Abstract: This research aims to discover the causes of interference among students at Swadhipa 2 Natar Vocational School and to prove the initial hypothesis that some students at Swadhipa 2 Natar Vocational School often experience interference phenomena in communicating. This research uses a qualitative descriptive method, with data collection techniques through observation and interviews. The observations carried out were by direct observation of students who were indicated to frequently mix their first language with their second language both in class and outside of class. The results of this research show that students who often mix elements of their mother tongue in their speech are students who come from one area, namely Pejambon Village. The main factor in interference is the habit at home and socializing in the environment of using the mother tongue dominantly so that mastery of the second language is less mastered.

Keywords: interference; phenomenon

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INTRODUCTION

Sociolinguistics examines language's structural and functional aspects concerning cultural and social environments (Jazeri, 2017). Sociolinguistic research investigates the use of language in societal contexts (Nuryani et al., 2021). Sociolinguistics is the field that analyzes the language employed by society in everyday circumstances. Sociolinguistics investigates several facets of language within society. For optimal socialization, the community must participate in everyday communication. As individuals communicate through language, speaking civilizations adopt the languages of others. Sumarsono and Partana contend that language represents several identities linked to an individual. It also serves as a communication channel that allows others to identify a person only via their language (Mardikantoro et al., 2023). Language may be pivotal in societal transformations (Ibrahim et al., 2019). According to Belahcen and Ouahmiche, language is a diversified and dynamic system (Alamsyah et al., 2024). Bilingualism, or multilingualism, occurs when individuals communicate in many languages. A multilingual Culture frequently experiences interruptions, integrations, code-switching, and code-mixing. Interference is perceived unfavorably since it results in linguistic inaccuracies. Interference refers to incorporating components from one language by bilingual linguists when utilizing another (Hikmah et al., 2021).

Interference is an anomaly that manifests in multilingual individuals and is regarded as a sign of speech production (Solehudin, 2009). Indonesia is recognized for its multilingualism, which is characterized by the coexistence and mutual impact of its several languages rather than competition. Harimurti characterizes this connection of influence as interference (Pateda, 2021). Interference can manifest in numerous environments, including educational institutions, where students frequently observe it. Puspita Sari articulated that practical speaking abilities are quantifiable through the speaker's proficiency and are validated by the interlocutor (Rahmah & Mujianto, 2023). Due to the numerous languages in Indonesia, each location exhibits distinct linguistic patterns and traits, making it unsurprising that the language of one social group may be incomprehensible to another (Inderasari et al., 2020). In educational settings, students proficient solely in their native language may pose challenges for interlocutors lacking fluency, leading to interference that can result in ambiguity and hinder effective communication (Andika et al., 2019).

In multilingual cultures, contact among many languages frequently leads to linguistic phenomena like interference, when one language's components affect another's usage. Linguistic interference, or "language transfer," manifests at several linguistic levels—phonological, lexical, syntactical, and semantic—especially in bilingual and multilingual individuals (Donnelly et al., 2019). Investigating the mechanisms and reasons for interference has emerged as a pivotal focus in sociolinguistics, providing valuable insights into language learning, utilization, and the interactions of languages in contact situations (Thanissery et al., 2020). Several

sociolinguistic and cognitive aspects influence linguistic interference. Students who engage with many languages daily in academic and social contexts may experience interference, which can indicate language dominance, competency, and the cognitive burden of maintaining various linguistic systems (Nassif & Al Masaeed, 2020). Sociocultural factors, including peer relationships and the prestige of other languages within the society, significantly impact the kind and frequency of interference. These interactions establish a complex network of language utilization, rendering students an optimal demographic for examining linguistic interference (Mougeon & Rehner, 2019).

Considering the growing significance of multilingual education and the widespread occurrence of bilingualism in a globalized society, comprehensive empirical research is required to investigate student interference patterns. This research aims to develop and analyze interference models in student populations, contributing to understanding the interaction between linguistic and social elements that impact language usage. The study aims to elucidate the pedagogical ramifications of language interference in educational settings, where students often alternate between languages, and its effects on linguistic development and academic achievement (Ferguson, 2020). Globally, numerous children acquire reading skills in a second language (B2) distinct from their first language (B1), which they predominantly utilize at home (Verbeek et al., 2024). School is an educational institution that necessitates students to employ various forms of standard Indonesian for communication, particularly in the classroom. The standard variety is the most formal language in somber contexts and official ceremonies. This includes the language employed in state rituals, mosque sermons, oath-taking processes, notarial acts, and decrees (Rizqina et al., 2023). SMK Swadhipa 2 Natar observed that certain students frequently communicate in Indonesian while inadvertently incorporating elements of their native language. The author hypothesizes that students at SMK Swadhipa 2 Natar have not entirely mastered Indonesian, leading to interference.

Consequently, the author presents this research titled "Interference Analysis in Students of SMK Swadhipa 2 Natar: A Sociolinguistic Study." Previous research aligns with the Interference of the Javanese Language into Indonesian on the Speaking Skills of State Students 1 Pleret, Bantul, written by Hidayat and Setiawan (2015). There is also the Interference of Javanese into Indonesian Language for Students of the Indonesian Language and Literature Education Study Program in Protocol Lectures written by Andri Pitoyo from F.K.I.P., Nusantara University P.G.R.I. Kediri (Pitoyo, 2017), then there is a research conducted at the elementary school level compiled by Zuliya Kurnia et al from Tidar University with the title Javanese Language Interference in the Use of Indonesian Language by Elementary School Students in Tlogomulyo District, Temanggung Regency (Kurnia et al., 2018), Then there is also a previous interference research from student assignments with the title Interference of Regional Languages into Indonesian in Student Narrative Essays written by Agustin Noer Ovie, Anggia Suci Pratiwi, Meiliana Nurfitriani from the University of Muhammadiyah Tasikmalaya, Indonesia (Ovie et al., 2021), Then there is a research prepared by Paida from the University of Muhammadiyah Makassar with the title Manggarai Language Inference on the Use of Indonesian Language in Communication of Saribuana Makassar High School Students (Paida, 2021), What distinguishes this research from the research that has been described is that the research was conducted in one of the provinces on the island of Sumatra, precisely Lampung Province, and also found the source of the cause which was influenced by the area of residence. This research article investigates the context and reasons for communication disruptions among SMK Swadhipa 2 Natar students.

Before further exploring language interference, it is essential to acknowledge three critical components: the source language, the receiver language, and the absorbed linguistic element (Firmansyah, 2021). The source language is a language that influences the recipient's language. According to K.B.B.I. (Great Dictionary of Indonesian), the term "interference" denotes disruption, indicating that source language interference refers to the influence of the source language on the recipient's language (Badan Pengembangan dan Pembinaan Bahasa, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2016). Apply said that interference may manifest as both grammatical and lexical problems. Consequently, the components transmitted from one language to another originate from the source language, while the language that assimilates these elements is referred to as the receiving language (Malabar, 2015). Language interference refers to departures from the norms of a language that arise in the speech of multilingual individuals due to language interaction (Rahman et al., 2018). Malabar asserts that interference transpires when a language is continually utilized and amalgamated with the initially uttered language. This interference may encompass inaccuracies in applying lexical and grammatical conventions (Malabar, 2015). Chaer and Leona further endorse the notion that interference constitutes a linguistic disability. Interference at any level (phonology, morphology, or Syntax) is seen as a malady that can compromise the integrity of the spoken language (Chaer & Leona, 2010). This is attributable to the disparate influencing processes since the nature or qualities of the two languages participating in the interference vary significantly. Suhardi emphasized that interference signifies applying one linguistic structure to another, resulting in aberrations. Speakers need more comprehensive mastery of both languages, resulting in this divergence (Suhardi, 2009). Language interference occurs when an individual incorporates

elements from their native language into their speech in a second language due to incomplete mastery of the latter. From the standpoint of linguistic purity, this kind of interference is detrimental since it can disrupt the integrity of the language employed. Language interference is a customary practice within the local community, serving as a symbol of communal identity, as noted by [Saputra et al. \(2022\)](#).

Language interference predominantly arises when a bilingual individual cannot differentiate or segregate the components of their native language from their second language. Language interference may arise when a bilingual individual struggles to articulate a second language, prompting cognitive processes to rely on more familiar aspects of the native language to facilitate pronunciation. Weinrich stated that a minimum of seven elements contribute to the incidence of interference ([Jazeri, 2017](#)). Interference factors include (1) The speaker's pronunciation/language; (2) The recipient's pronunciation/language fidelity; (3) Limited vocabulary in the recipient's language; (4) The absence of infrequently used vocabulary; (5) The necessity for word similarities/synonyms; (6) The prestige and style of the source language; (7) The influence of the speaker's native language habits.

Language interference manifests in several ways, influenced by the medium, style, variety, and context employed by a bilingual individual. This perspective indicates that linguistic interference manifests in several forms and is impacted by diverse causes. Jendra ([Jazeri, 2017](#)) categorizes types of interference according to their causes from multiple perspectives: (1) The domain of absorption elements, where interference from absorption elements is classified into phonological, morphological, syntactic, and semantic interference; (2) The orientation of the absorption element, which is divided into two categories: productive interference, characterized as a bidirectional or reciprocal process. Receptive interference is a unilateral process wherein one language serves only as the source or receiving language; (3) the source of the absorption element, stemming from interference absorption, is further classified into two categories: internal and external. When components of one language are utilized in another language that does not belong to the same family, such as Sundanese in Javanese, it is referred to as internal interference.

Conversely, when an aspect of a language is utilized in a non-related language, it is referred to as external interference. For instance, English transforms into Indonesian; (3) offenders (speakers). Deviation or interference throughout all linguistic levels includes sound, form, syntax, phrasing, and semantics ([Adam & Karim, 2022](#)). The investigation of language interference among students at SMK Swadhipa 2 Natar is significant due to the prevalence of this problem in bilingual or multilingual educational settings. Language interference, wherein one language influences the utilization of another, can adversely impair students' capacity to communicate proficiently in both academic and everyday contexts. This study seeks to comprehend the degree of linguistic interference experienced by students of SMK Swadhipa 2 Natar, presumably immersed in a pluralistic language environment, and its impact on their language skill development. The study's findings can assist educators and policymakers in formulating more effective language acquisition techniques to mitigate the adverse effects of interference. Numerous prior sociolinguistic studies have concentrated on language interference among foreign language speakers ([Erker & Otheguy, 2021](#); [Koptleuova et al., 2022](#); [Mujiono & Herawati, 2021](#); [Nisa, 2022](#); [Yefymenko et al., 2019](#)), yet they have not investigated particular instances involving vocational school students, particularly in rural or semi-urban locales like Natar, Lampung. Many comparable studies concentrate on educational institutions in urban settings or various age demographics ([Akbembetova et al., 2021](#); [Rodriguez-Ordoñez et al., 2022](#); [Wu & Struys, 2021](#)). Consequently, a deficiency exists in the research regarding the mechanisms of interference within vocational education in semi-urban regions. Vocational school students, who require robust language skills for workforce entry, have problems that may vary from those faced by students in other educational levels or settings. This research addresses this deficiency by investigating linguistic interference among students at SMK Swadhipa 2 Natar. The analysis of linguistic interference has been widely explored in sociolinguistics, with previous studies often focusing on phonological, morphological, syntactic, and lexical interferences in various multilingual communities. For instance, studies by [Elordieta and Romera \(2021\)](#) and [Sevinç and Backus \(2019\)](#) highlighted interference as a natural outcome of bilingualism, often caused by linguistic contact and sociocultural factors. Similarly, later research has examined the structural impact of interference in second-language acquisition and code-switching phenomena. However, much of the existing literature has concentrated on adult bilingual speakers, overlooking the role of linguistic interference in younger learners, especially in educational settings.

Additionally, while prior research has documented interference as a linguistic phenomenon, there is limited attention to its implications on students' cognitive and communicative development. This oversight is particularly significant in multilingual societies where language interference is not merely an individual issue but also reflects broader social and cultural dynamics. Few studies have explored the situational and functional aspects of interference in shaping communication patterns among students in their daily interactions, leaving a critical gap in understanding the social dimensions of interference. The novelty of this study lies in its identification and categorization of interference patterns specific to a multilingual student environment. Unlike previous studies that often focus on general linguistic interference in bilingual settings, this research highlights

interference in three dimensions: phonological interference, lexical borrowing, and syntactic transfer. These findings provide a nuanced understanding of how students dynamically adapt their linguistic repertoire depending on the social and cultural context. This research is innovative in its methodology, integrating sociolinguistic studies with an emphasis on language interference within vocational education in semi-urban regions. This research offers an overview of the types of interference and examines the social variables influencing the appearance of interference in this educational setting. This research will provide fresh insights into the dynamics of language usage among vocational school students and its societal implications. This study may provide novel educational approaches to enhance students' language proficiency in addressing language interference commonly encountered in bilingual or multilingual contexts.

METHODS

This research employs a qualitative descriptive methodology. This research is characterized as qualitative descriptive due to its qualitative technique. Sugiyono asserts that the qualitative descriptive technique is a research approach grounded in post-positivist philosophy, employed to examine the state of natural objects (as opposed to experimental conditions), with the researcher serving as the primary instrument (Sugiyono, 2012). This study employs observation and interviews with students as its data collecting techniques, as suggested by the hypothesis on interference in daily speech. Cresswell elucidated that this writing inquiry strategy aims to enhance comprehension of phenomena by immersive engagement in a genuine context, hence identifying significant factors for subsequent elucidation (Rahmadani, 2023).

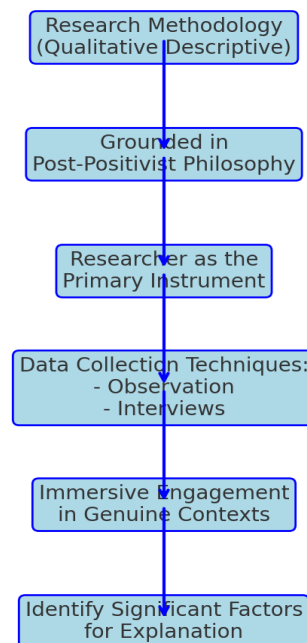


Figure 1. Flowchart of Research Methods

RESULT AND DISCUSSION

The author employs data-collecting methods through interviews. The author employs unstructured interview rules, which consist solely of an outline of questions to be addressed (Arikunto, 2021). The author has formulated various questions to be posed to the chosen students. The author conducted an observational procedure to choose students for interviews, assessing their language use in and during social interactions with peers inside and outside the classroom. Four students with difficulties speaking were chosen based on the author's observations. The four students received a code, as illustrated in the subsequent table.

Table 1. List of students studied

It	Codename	Gender	Class
1	KR	Woman	XI TKJ
2	SA	Woman	XI TKJ
3	AA	Man	XII TKR
4	AF	Man	XII TKR

This is a collection of questions posed to students that signify disruption in communication. Inquiry: (1) What is your residence address? Since childhood, have you utilized or been accustomed to using Indonesian or regional languages? Should one utilize Indonesian or a regional language at home? (4) When socializing in your local area, utilize Indonesian or the regional dialect; (5) Why do you use mixed regional languages? Do you possess a comprehensive mastery of the Indonesian language? Based on the questions formulated by the author, the responses obtained from students who received the K.R. code are as follows: (1) Jambon; (2) Predominantly Javanese language; (3) Lampung, Javanese milieu; (4) Java; (5) Due to its ongoing purchase; (6) Proficient, yet prefers utilizing Javanese (each answer corresponds to the respective question number, for instance, the response to question one is provided in answer one).

Students with the K.R. code have their place of residence from childhood to high school age in Jambon Village, especially Pejambon Village, Negeri Katon District, Pesawaran Regency, with the geographical coordinates of -5.2431236, 105.1349337. K.R. uses Javanese for social interactions within their group, whereas their primary language is Lampung. However, due to K.R.'s immersion in a Javanese-dominated environment, the first language of K.R. gradually diminishes in prevalence, yielding to the second language, Javanese. The author inquired why K.R. frequently interspersed languages throughout the speech, consistently including Javanese, which suggested that K.R. was disrupting the flow of conversation. K.R.'s response is to include Javanese in their speech to enhance comfort. Despite K.R.'s proficiency in Indonesian, K.R. opts to incorporate Javanese due to its familiarity and ease of pronunciation. This preference persists even in formal contexts, such as conversations with a teacher, as K.R. prioritizes comfort in communication. Consequently, from a sociolinguistic perspective, the author's initial notion that K.R. exhibits interference in speech is incorrect; instead, K.R. engages in code-switching, incorporating elements of another language into a dominant language for comfort and fluency in communication. This aligns with the research conducted by Costa and Sumarti, who assert that code-mixing involves consistently integrating elements from two or more languages (Costa & Sumarti, 2016).

Consequently, K.R. frequently incorporates Javanese instead of Lampung, the original language of the region, exemplifying a language shift, a phenomenon wherein a language is supplanted due to the community's preference to abandon it (Putri, 2018). This case illustrates K.R.'s tendency to blend Javanese language codes, which are not representative of Lampung. Nonetheless, the advantageous aspect of this K.R. occurrence is his ability to attain proficiency in two languages, commonly referred to as bilingualism. Bilingualism fundamentally denotes proficiency in two or more languages, applicable to individual and collective contexts (Habound, 2009).

S.A. Code: (1) Tugusari; (2) Javanese Language; (3) Javanese Language; (4) Javanese Language; (5) More prevalent Javanese; (6) It is possible if the interlocutor does not employ Javanese (each answer number corresponds to the respective question number, for instance, the response to question number 1 is provided in answer number 1). Students assigned the S.A. code dwell at Tugusari Village, Negeri Katon district, Pesawaran regency, with coordinates -5.2669293, 105.1334678. The proximity of Tugusari Village to Pejambon Village, where the students reside with the K.R. code, was revealed. The proximity of the settlement near Tugusari and Pejambon Village fosters a daily linguistic habit among the inhabitants, who predominantly communicate in Javanese. For South African students, the linguistic situation is similar to that of Korea, where Indonesian is predominantly spoken, but with occasional interjections of Javanese inside a discourse primarily conducted in Indonesian. S.A., who has been exposed to Javanese since childhood, utilizes Javanese as the predominant language in everyday life due to their upbringing and the social milieu at home. When the author conducts observations to identify an occurrence, S.A. frequently communicates in Indonesian and occasionally incorporates his tongue, Javanese. The author reaches a preliminary conclusion when the observation of S.A. disrupts a discourse. Following the interview, it was revealed that the author received a response indicating that S.A. was not meddling but only integrating code. S.A. indicated that while he has mastered Indonesian, he often uses Javanese while conversing with a Javanese speaker. If the interlocutor employs Indonesian proficiently, then S.A. will also utilize Indonesian adeptly.

A.A. Code: (1) Jambon; (2) Javanese; (3) Since infancy, Javanese; (4) Javanese language in the surroundings; (5) Familiar with Javanese; (6) No (each answer corresponds to the respective question number, for instance, the response to question number 1 is provided in answer number 1).

The student identified by the A.A. code is the same individual previously questioned, namely from Pejambon Village in the Negeri Katon District of Pesawaran Regency, with geographic coordinates of -5.2431236, 105.1349337. A.A. acquires Javanese as the primary language, which is utilized at home and in social interactions within the household. Due to his familiarity with Javanese, A.A. frequently employs the language at school and in class. In conversations with the teacher, A.A. occasionally uses Javanese instead of standard Indonesian despite the classroom's formal context requiring the latter's usage. For instance, A.A. grants permission to the instructor to wash their face using the Javanese term "raup." Following an interview with A.A., it was revealed that he acknowledged his incomplete mastery of the Indonesian language. The cause is the predominance of the first language, which is strongly reinforced by the family setting and the surrounding

community that predominantly utilizes Javanese.

Consequently, the author concludes that familial and residential factors significantly impact interference. During school, A.A. frequently uses Javanese as the primary language, while proficiency in Indonesian, the national lingua franca, still needs to be improved. AA will be a social worker who must consistently command the Javanese language.

AF Code: (1) Jambon; (2) Javanese; (3) Javanese from infancy; (4) Javanese; (5) Familiar; (6) Not proficient in Indonesian. Each answer corresponds to the respective numbered question, indicating that the response to question one is provided in answer one. Ultimately, the student associated with the AF code was also identified as having a residential address in Pejambon Village, mirroring the prior two questioned individuals. AF, like A.A., acquires Javanese as the primary language utilized at home and in social interactions. During classroom instruction, the author observed that language interference was more prevalent in observing tasks than speaking among some students. For instance, AF summoned the U.K.S. room to perform the interview, stating, "Arep ngopo Sir?" which translates to, "What do you desire, Sir?"

During class, the instructor asked AF, "What do you want?" AF responded, "Baturi, Sir," signifying, "Accompany." The author concludes that AF represents interference based on the circumstances surrounding AF. Following an interview with AF, when asked, "Do you fully master Indonesian?" AF responded that he had not mastered the language. Consequently, AF frequently employs Indonesian, which is intermingled with his tongue, Javanese, due to his incomplete mastery of Indonesian. AF has yet to fully grasp Indonesian because the family consistently employs their primary language, Javanese, and the surrounding environment also utilizes Javanese, resulting in AF predominantly using the first language from childhood to adolescence. Consequently, comprehending AF's speech becomes challenging when interacting in communities beyond the hamlet, where Javanese is not the primary language of AF. This serves as a corrective for educators since it is grounded in the premise that the mother tongue (B1) can positively and adversely influence language acquisition. The B1 impact can be advantageous when the structure of B1 closely resembles or is identical to the language being studied (B2). Conversely, if they differ, they may adversely affect B2 learning (Mu'in, 2019).

AF Code: (1) Jambon; (2) Javanese; (3) Javanese from infancy; (4) Javanese; (5) Familiar; (6) Not proficient in Indonesian. Each answer corresponds to the question number, indicating that the response to question one is provided in answer one. Ultimately, the student associated with the AF code was also identified as having a residential address in Pejambon Village, mirroring the prior two questioned individuals. AF, like A.A., utilizes Javanese as the primary language for domestic usage and social interaction. When the author conducted classroom instruction for observational purposes, language interference was more prevalent among some students who exhibited interference when speaking. For instance, AF, the author, summoned the individual to the U.K.S. room to perform the interview, stating, "Are you going to go, Sir?" which implies, "What do you desire, Sir?"

During class, the instructor asked AF, "What do you want?" AF responded, "Baturi, Sir," signifying, "Accompany." The author concludes that AF exhibits interference based on these occurrences. Following an interview with AF, he responded to the question, "Do you fully master Indonesian?" by stating that he had not learned the language. Consequently, due to his incomplete mastery of Indonesian, AF frequently employs Indonesian, which is intermingled with his tongue, Javanese. AF has yet to fully grasp Indonesian because the family continues to utilize their primary language, Javanese, and the surrounding environment also predominantly employs Javanese, resulting in AF frequently using the first language from childhood to adolescence. Consequently, comprehending AF's speech becomes challenging when interacting with areas beyond the hamlet where Javanese is not the primary language of AF. Mastering one or more languages is significantly influenced by parental input patterns, as evidenced by Navracsics's research in the Netherlands, which examines the acquisition of second and third languages concerning the language of the external environment utilized at home, as well as the extent of overlap in parental language use—whether it is complete, partial, or nonexistent (Navracsics, 2014). The issue of AF interference and two other data points are consistently affected by Javanese, as evidenced by Suyanto and Amin's research, which indicates that Lampung is the province with the third highest number of Javanese speakers in Indonesia (Suyanto & Amin, 2017).

Linguistic interference in a sociolinguistic environment is frequently associated with bilingualism and multilingualism. Students often traverse numerous linguistic systems, which may lead to language interference manifesting in phonological, lexical, syntactical, or semantic forms. Interference is common when individuals switch between two or more languages in communicative contexts, amalgamating linguistic features from distinct language systems (Donnelly et al., 2019; Thanissery et al., 2020). Moreover, interference is frequently affected by sociolinguistic factors like age, gender, social position, and language dominance. Young students may exhibit a heightened incidence of lexical interference owing to their nascent language competency and augmented exposure to many languages in educational environments (Mougeon & Rehner, 2019; Nassif & Al Masaed, 2020). This study revealed that exposure to a dominant language (L2) frequently leads to increased interference in students' native language (L1), especially in informal communication contexts.

This study identified many forms of verbal interference. The predominant forms consist of lexical borrowing and code-switching, wherein students frequently integrate terminology from one language into another, mainly when a direct counterpart is absent in the target language. Winford's (2020) study indicates that lexical interference arises when speakers draw upon lexical items from their second language (L2) owing to vocabulary deficiencies or social preferences linked to prestigious languages. This study examines linguistic interference models in the context of students' daily communication. It specifically investigates how linguistic interference manifests in the interactions of multilingual students and the factors that contribute to such interference. The research employs a qualitative descriptive method to explore natural linguistic behaviors, with data collected through observation and interviews. The novelty of this study lies in its identification and categorization of interference patterns specific to a multilingual student environment. Unlike previous studies that often focus on general linguistic interference in bilingual settings, this research highlights interference in three dimensions: phonological interference, lexical borrowing, and syntactic transfer. These findings provide a nuanced understanding of how students dynamically adapt their linguistic repertoire depending on the social and cultural context. Syntactic interference was noted with lexical interference, especially in sentence construction. Numerous students often transpose syntactic structures from their primary language onto the target language, leading to non-native sentence formations. This conclusion corroborates a prior study by Grosjean (2019), emphasizing the syntactic difficulties bilingual speakers encounter in upholding grammatical standards across many languages. Cognitive processes, including the conceptual representation of languages in the brain, can generate interference. Bilingual students frequently absorb languages concurrently, resulting in the inadvertent amalgamation of linguistic systems. Cognitive stress, especially in intricate academic environments, might heighten the probability of interference when students alternate between languages (Wei, 2021). Social variables such as peer influence and community language habits also shape interference patterns. Myers-Scotton (2020) emphasizes that students are affected by the language actions of their classmates, incorporating specific interference models into their communication practices.

CONCLUSION

Language interference occurs when an individual incorporates components from their native language into their speech in a second language, intentionally relying on these characteristics due to insufficient mastery of the latter. The research findings indicate that interference may arise from familial influences prioritizing the use of the mother tongue and the social context where communication occurs in the same language. A person identified for interference is not always classified as an inference but as a bilingual individual proficient in two or more languages. Interference is significantly affected by the familial environment; hence, efforts are made to limit the use of the mother language inside the family. Furthermore, it introduces a second language, enabling youngsters to proficiently utilize it at maturation or school entry without conflating aspects from their native language, thus fostering stable bilingualism. Pejambon hamlet, located in the Negeri Katon District of Pesawaran, is suitable for readers seeking a comprehensive study in sociolinguistics. The students identified as having first interfered were from the Pejambon, Negeri Katon, Peshawar, and Lampung provinces.

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