The Interlanguage Grammar of Senior High School Students and Its Influence on the English Language Speaking Skill

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Abstract

The influence of Interlanguage grammar of first level senior high school students on the English language speaking skill at "5 de Agosto" high school in the city of Esmeraldas was analysed in this research. Furthermore, the type of investigation was descriptive qualitative-quantitative. The population consisted of 30 students and 8 teachers. Also, the sample was composed by 10 students and the same number of teachers. On the other hand, the methods of this investigation were analysis and synthesis. Besides, the hermeneutic method was also used to interpret the object of study. Moreover, the techniques used were survey and interview. Surveys wereapplied to students and teachers and the interview was applied to students. Additionally, the results revealed thatthere are difficulties when students develop the speaking skillbecause of the interference of the mother tongue in the second language. Thus, this investigation concluded that grammatical mistakes were mainly by the confusion about the prepositions in/on, the incorrect use of the definite and the indefinite articles and the omission of the auxiliary do. The effects of grammatical interferences to develop speaking skills were in the grammatical structure, in the composition of sentences and the lack of vocabulary. In summary, there were difficulties in the speaking skill, because of the transfer of mother tongue (L1) to foreign language (L2).

Keywords: Communication Skills, Grammar, Interlanguage, Mother Tongue, Speaking Skill

Introduction

Learning a language is very important because it is possible to communicate in any required situation. When trying to communicate effectively with most English speakers, learners do not have enough knowledge of English and frequently make mistake that affect the communication. The practice of communicating with foreigners has shown that even with an in-depth understanding of a foreign language, there are some misunderstandings with speakers of language either their correct way expressing themselves and the grammar used. Today, learning English is a necessity because it is the international language of communication. For the process of learning English as a foreign language, it is essential to consider the role of interlanguage, which is the combination of the mother tongue with the second language acquired.

Interlanguage is a type of language produced by students of a second language who are in the process of learning a foreign language. It is a unique linguistic system of first language (L1) on second language (L2) that students rebuild while learning the foreign language under study. The system is influenced by their mother tongue. O'Grady (1997) refers to interlanguage as a type of skill that deals with the learning of phonology, morphology, and syntax of a second language.

Young people have generally learnt a mother tongue since childhood as an acquisition of the first language; it is a natural instrument of thought and communication. Teaching young people is a very demanding job in the physical, interpersonal, and intellectual areas, so when young people have a good knowledge of grammatical structures, they can express themselves more accurately and fluently.

It is imperative to pay attention to learning the pragmatics of the second language, as Muñoz(2000) suggests that learners can understand the difficulty of their learning, and why it poses many problems, not only for nonnative speakers but also for other speakers. Fluent and appropriate conversational responses

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require a very high degree of control over processing to understand and produce an utterance, and such learners may not be developed these skills in the classroom given the limited opportunities it offers to practice the language. Both fluent and appropriate responses to conversations constitute a very high degree of control over processing to understand and elicit speech. Such control is unlikely to be manageable in classrooms because opportunities for total language practice are not provided.

Currently, the English language has been considered by education as a universal language. In our country, it is taught at all educational levels, such as pre-primary, basic education, high school and in higher education. Despite the importance given to English as a foreign language, most of the students have not developed the required skills and often make grammatical mistakes because of the influence of first language (L1) on second language (L2) and that have affected the development of oral expression skills, some of them being noticed when they speak using the past form of regular verbs, the same rule is transferred by them with the use of irregular verbs. Also errors are determined by the use of the verb to "be" which is transferred with the rest of the personal pronouns. Another example is when students make mistakes with plural nouns. Because of this, communication is affected. In addition, there are some interlanguage grammar studies that have indicated that insufficient development of content about interference of L1 on L2 and how it has affected the development of the speaking skill. For these reasons, the main research question, which constituted the problem to be solved, was: How does the interlanguage grammar of senior high school students influence on their English language speaking skill?

The general objective of the investigation was to analyze the influence of interlanguage grammar of first level senior high school students on the English language speaking skill at "5 de Agosto" high school in the city of Esmeraldas. To achieve this, the specific objectives were to identify the most common interlanguage grammar mistakes presented when students develop the speaking skill; to determine the methodological strategies that English teachers apply in teaching students to avoid the negative transfer from mother tongue (L1) to foreign language (L2); to determine the effects of interlanguage grammar in first level senior high school students to develop the speaking skill.

Interlanguage

Selinker (1972) indicates that interlanguage is an individual linguistic system of a second foreign language in the different ways in which its learning of Interlingua runs. Interlingua is also understood as the linguistic system that a student presents when studying a second language in the successive stages of acquisition through which he or she goes in the process of learning it. The interlanguage refers to the linguistic systems of learners produced by people when they attempt to communicate in a foreign language that they are in the process of learning.

To better understand the definitions which have been given about interlanguage, some conclusions that several linguists have reached are analyzed. This phenomenon of interlinguistic system in its beginnings was explained by Selinker in 1969 and then re-elaborated it in 1972. For this author interlanguage can be presented as a system that activates the apprenticeship of a target language (TL) through which, learners have elaborated the rules themselves. For Selinker, ninety-five percent of the students activate in their mind what is called "latent psychological structure" that is, when a pupil tries to produce or understand a statement in the target language (TL). This type of structure is developed in the independent system that the linguist calls interlanguage.

According to the referred author, interlanguage is given by the processes of "the psychologically latent structure" where the most priority and fundamental are: the transfer of instruction, the linguistic transfer, learning strategies, communication as well as the hyper generalization of rules of the language.

A true contribution made to the subject of interlanguage is that determined by Corder in 1978 that identifies this specific language of the foreign language learner "transitory competence" and then for the

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year 1971 is called "idiosyncratic dialect." This phenomenon is determined as the interlinguistic system which the student makes use of, where the network and simplifications of the code in which the language under study is developed are identified. For Corder, a student of foreign language uses a small number of vocabulary or grammatical words where simple syntactic structures are used and have a "highly polysemic" lexicon. This author presented the need to identify and analyze the various idiosyncratic expressions that are given by the students.

The referred authors state that the interlanguage represents a linguistic system which is complex and constitutes an important phenomenon that is linked to the process of language skill in non-native people. This is why it is indicated that interlanguage determines the various stages through which a student learns a foreign language. All this constitutes the period during the student is subject to the learning process so it must be taken into consideration when studying and analyzing the productions of the students of foreign language. In addition, the interlanguage considers the detection of mistakes that the student makes during this process. All this is a very important characteristic when carrying out any analysis of the applied linguistics to the teaching of a target language.

Types of interlanguage

The postulations presented by Hammarberg (2001) establish the second language interferes with a greater influence than the first language when a new language is learned. This author also points out that mother tongue (L1) and foreign language (L2) interact differently in the acquisition of the target language. Both are fundamental, but they are manifesting themselves in different ways: so the first language has a pragmatic function, called instrumental language, and the second language has the function of a provider language. The author establishes a classification of the supplier languages according to the function they fulfill: Internal Supplier Language, which is nothing more than the main source of resources and External Supplier Language which are the group of languages of the linguistic background (native or non-native) of the apprentice, which constitute a secondary source of resources.

According to the author mentioned above, the first language (L1) is what is learned by a person since childhood, so it is a natural instrument of thought and communication. Additionally, other synonyms can also be used: mother tongue or native language. Those who share a common mother tongue are called native speakers, and it can be mentioned that the term mother tongue is often used as opposed to the foreign language or the second language (L2). The second language is also called a foreign language, and it is necessary to make a distinction between them. Foreign language is the one which does not belong to the native community of the individual which is predisposed to learn a new language; it is also possible to use the general expression of non-native languages. When the second language denomination is used, it is taken to determine what is learned in the same country where it is spoken and foreign language when it is discovered in another country.

Characteristics of Interlanguage

Selinker (2013) characterizes the phenomenon of interlanguage as a "deviant" linguistic system, which is used by the apprentice when trying to use the target language. It is imperative to consider the deviant term that the author emphasizes as an autonomous character of this linguistic system, where it has its grammar vocabulary and structure.

Another fundamental characteristic of errors can be determined in interlanguage: when there is a process of learning a target language that goes through different periods where the deduction occurs, that a particular stage of linguistic training corresponds to what certain kinds of errors are. It is, therefore, essential that when knowing a specific class of errors, the individual level of the academic contents that are proper to it must be known:

Systematic: Systematicity is nothing more than the internal coherence of the interlanguage (IL) at a given moment in its evolution. In the various stages that it goes through in the process of building its IL, the learner has an internalized system of rules that reflects a systematic knowledge of the target language. "The key to error analysis is the systematic nature of the language and, consequently, of the errors. No one would undertake the task unless he worked on this assumption" (Alexopoulou, 2010).

Dynamic: It can be indicated that interlanguages are dynamic and unstable systems, which in general, are evaluated as terms of variation. This variation plays a role in the possible progressive change: before new structures are incorporated, they are in free variety with the forms acquired in an earlier stage. This dynamic or variation is one of the characteristics of the interlanguages that have stood out the most (Dominguez & Kutsche, 2017).

Variability: It can be mentioned that when analyzing variability, it is indicated that the interlanguages systematicity is relative; it presents an unstable character, which is the result of its transience. And it shows that there is a great instability, which is in it a characteristic of the transitory dialect, which determines the dynamic nature of a process that is in constant motion (Muñoz, 2000).

That is, the fact that a learner has acquired a structure, be it morphological, syntactic, phonological, lexical-semantic, or discursive at a given moment, does not mean that the student can use it at all times and in all contexts. On the other hand, its constant exposure to new structures increases the complexity of the process. Variability, therefore, refers to those cases in which the learner uses two or more variants to express a linguistic phenomenon with a single realization (Alexopoulou, 2010).

The Role of Interlanguage

Three primary processes give the construction of interlanguage: the selection and systematization of data that come from abroad (input); the incorporation of these data (or part of them) in a non-linear and not same order in all learners (intake) and expression in the target language (output). Interlanguage is configured with its own rules and different from first language (L1) and the foreign language (Gruyter & J.L., 1997).

About the internal learning mechanisms responsible for the construction of the interlanguage, they have been the subject of study of at least three different theories of foreign language acquisition: contrastive analysis, generative-transformational theories (also defined as innatism or mentalistic) and the cognitive theories (Bailini, 2012).

Effects of Interlanguage

When analyzing the effects of error and interlanguage regarding the study of second language as well as foreign languages, it is necessary to indicate the scientific vision of Bustos (1998). According to the author, both theoretical and methodological interpretation of linguistics can be identified, since the error occurs in the use of non-native languages and it is necessary for the stages of its acquisition. The domain of communicative competence is part of these difficulties when the learning process is carried out, and these are the effects on the interlanguage. The phenomenon of error feeds debates both in the written and oral aspects of the language. Many teachers consider it as a backdrop to their activities. However, it would not be useless to re-raise its problem in this reflection whose main axes are: remember that the acquisition of a foreign language is a process, comment on the concept of interlanguage, and its role in that process (Bustos, 1998).

Interlanguage is characterized by being a student's own system. Corder (1981) states that IL is related to individuals, but not to communities. It transits between the system of the mother tongue and the system of the target language, is autonomous and evolves constantly, since it is formed by successive stages of rapprochement with the mother tongue. According to Ellis (1997), the student changes and adds rules in

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certain periods of time as the complexity of his knowledge increases. Interlanguage varies as the student advances within the teaching and learning process of the foreign language. That is, as students learn the rules and move in the second language, fewer interlanguage errors will happen.

The mistakes of advanced level students serve as an alarm, both for teachers who must exercise and find techniques to improve the pronunciation of these students and for students who are reaching the fossilization of the error, given that in advanced levels the errors are more susceptible to that, since the student is already accustomed and is internalizing the incorrect use of the language.

Grammar

Traditionally, the term grammar has been applied to the morphological and syntactic component of the language restrictively, meanwhile, vocabulary and pronunciation. The educational treatment of all these levels of the word has been contrasted as a whole to that given to the effective use of the language, through conversation activities and activation of the different skills. Currently, both oppositions tend to be overcome and to integrate the phenomena of the different levels of the language (phonetic-phonological, morph syntactic and lexical-semantic) in their description and their didactic treatment, as well as to incorporate into the same treatment the rules of the system (Centro Virtual Cervantes, 2018).

Types of Grammar

The kinds of approaches or types of grammar can be the following: normative, descriptive, traditional, functional, generative, and formal grammar. In this study it is necessary to consider two types of grammar: prescriptive and descriptive grammar.

Prescriptive or Normative Grammar

This grammar study rules make a particular language. This specifies what the correct or incorrect ways of expressing oneself are, emphasizing the written form, since the oral form always has some degree of flexibility. Since it shows norms, this type of grammar is performed through specialists in the subject and usually has an institution that regulates it (Dominguez & Kutsche, 2017).

It also constitutes the one that presents rules of use for a specific language, tending to discourage non-standardized constructions. Traditional grammar is typically normative. This type of grammar is usually based on the prestige dialect of a speaking community, and often discourages specific developments that are common among lower socioeconomic groups and that begin to be used in higher social groups to emulate their behavior. Although, normative grammar is still commonly used in pedagogy and the teaching of foreign languages, it has lost weight in modern academic linguistics, and currently describes only a subset of the use of language (Corder, 1991).

Descriptive Grammar

This type of grammar specializes in describing the current use of the language, without observing from the normative point of view. This is the grammar that will distinguish idioms and nicknames, for example. Its principal function is that of the study of phonemes and constituents. Dominguez & Kutsche (2017) argued that descriptive grammar is the way to consider that there is no correct or incorrect language, because it is a set of rules about language based on how it is usually used.

Corder (1991) argued that grammar attempts to describe actual descriptive use of a language, avoiding judgment as prescriptive. It is the one that tries to describe the current use of a language, avoiding judging in an authoritarian way. It is linked to a specific speaking community and intends to provide rules of use for any word considered grammatically correct in that community.

Types of Interlinguistic Errors

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The study of the errors that can be observed in the interlinguistic performance of a group of learners of a second or foreign language implies taking into consideration at least three linguistic codes that are involved in the learning process Fernández (1997). They are: the learner's mother tongue (MT), the target language to be learned (L2) and the version that the learner has about foreign language (L2) that is his interlanguage (IL).

The verification of the shortcomings of the contrastive analysis as an explanatory model of the phonic acquisition of the target language (TL), in addition to overcoming the behavioral model, create a context in which innatism is developed, a scientific theory that aims to explain the acquisition of the mother tongue, a fact that is related to the acquisition - learning process of the second and foreign language (Bustos, 1998).

The Interlanguage Grammar has its own rule system, but it contains ungrammatical sentences and elements. Given that interlanguage (IL) consists of elements of first language (L1) and second language (L2) as well as the speaker's perceptions, it is always unique from speaker to speaker.

Transferring

The transfer is closely linked to the role of the mother tongue in the process of acquiring asecond language (L2). It has been for decades one of the central notions in the process of acquiring L2 and has concerned researchers and teachers, whose interpretation varies according to the point of view adopted. According to behavioral theory and contrastive analysis, it is a mechanism that is associated with the influence of the habits acquired from the mother tongue or other languages that have been learned in the past and consists of transferring the items or structures of the known language to the target language. From this point of view, the acquisition of a foreign language is blocked by interference (IF) or negative transfer of the mother tongue (MT) structures. If the structures of the two languages do not show differences, the transfer is positive, and in that case, we talk about facilitation (Fries, 1945).

Communication Skills

Communication skills or Competences are understood as a set of linguistic processes that are developed during life, to participate efficiently and skillfully, in all areas of communication and human society. Speaking, listening, reading, and writing are language skills (Fauzati, 2008).

Listening is a receptive skill. It is the ability to feel, to perceive what another person transmits, to understand the message. This aspect allows the listener to evaluate the importance of what has been heard in order to answer correctly to the interlocutor. It also requires awareness of the possibilities of misrepresentation of messages (Corder, 1991).

Reading is fundamental in the development of communication skills and competences of the human being. As an intellectual realization, it is an indispensable collective good in any economic and social context. As a cognitive function, it allows access to technological, scientific, and information advances. It gives the possibility to recreate and better understand reality. Reading is being able to critically dialogue with the text, take a stand in front of it and value it by integrating it into the mental world itself (Corder, 1991).

Speaking is the ability of a human being to communicate through articulated sounds. These sounds are produced by the sounding apparatus, which includes the tongue, palate veil, vocal cords, teeth, etc. This property is distinctive in humankind since although it is present in different species of the animal kingdom, to the extent that it displays a very high degree of complexity and abstraction regarding the content (Selinker, 2013).

Writing represents the highest level of language learning because it integrates experiences and knowledge related to all language skills (listening, speaking, and reading) and puts into operation all the dimensions

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of the linguistic system (phonological, morphological, syntactic, lexical-semantic, and pragmatic).Writing is a complex skill, which implies that the writer has the necessary knowledge, skills, strategies, and ability to coordinate multiple processes (Denham, 2009).

Antecedents

Salazar (2016) stated that interlanguage interference occurs when learners of a second language make mistakes under the influence of the acquisition language knowledge and establish practice in the foreign language. The majority of errors occur in linguistic interference because learners are inclined to transfer L1 patterns for the composition and development of grammatical sentences in the L2. The contribution of the author is that learners avoid linguistic interference in the second language.

In the University of Surakarta, Syahurullah (2015) developed a thesis project entitled: The Permeability of Interlanguage System: A Case Study of Interlanguage System of Junior High School Students of SMP N2 Surakarta Learning English as a Foreign Language. As a result of this study, the author stated that the student's interlanguage system is influenced by both languages, native and target language. This influence is in morphology and syntax. Also, the L1 native tongue contributes with more influence than the target tongue to students' interlanguage system. The author recognizes the significance to teacher and learner when the interlanguage contemplates the development of the learner's system of rules from a variety of processes. On the other hand, teachers have the opportunity to know the learner's problems and to provide them with significant help.

Armijos (2015), in Ecuador, claims that the great impact of the interference of the mother tongue in the writing and speaking skills is because the students have little possibility of being exposed to practice the foreign language due to the frequent use of Spanish in class, and it is not beneficial for students' learning, especially in developing of the productive skills. The author emphasizes that teachers should be more attentive to the great contribution of Spanish to the phonological and grammatical system of English during the teaching-learning activities to avoid interference and interlanguage.

Guerrero (2014), considers the transfer from Spanish to English occurs in several aspects and sometimes these cause interferences. The transfer can occur at any language level, considering the pragmatic difficulty for L2 learners. As part of the learning process, it is necessary to consider errors and mistakes, and teachers play an important role in this process, which consists of identifying these errors and mistakes and taking advantages of them, either by fostering positive transfer and giving explanation about something ensuring they have understood it. Finally, the significant contribution of the teacher is to help students in their learning taking advantage of positive transfer in the teaching of English.

One of the investigations carried out by Quintana (2011), at the university of Loja, states that interlanguage occurs due to learners use native language structures into the second language structures and most interference is in grammar. In addition, the author has considered that in the construction of a new language system, the interference occurs as a barrier when students make mistakes and errors, especially in the spoken language.

Method

This investigation was carried out at "5 de Agosto" high school, on Simon Plata Torres Avenue in Esmeraldas city. This institution has 2,600 students and 120 teachers. English is part of the institutional curriculum.

The type of investigation was a descriptive qualitative-quantitative, because it has described the phenomenon of the linguistic transfer of L1 in the development of the speaking skill. Also, it was descriptive quantitative because a numerical measurement was used.

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The population consisted of 30 students and 8 teachers. The sample was composed by 10 students, who were four males and six females. The average age of the students was 12 to 15 years old. The sample of students was selected at random. The same number of teachers was considered because they were the only teachers of the institution. The investigated teachers were three men and five women.

The hypothesis of this investigation was related to the interference of L1 on L2, which has affected the development of speaking skill. The variables were independent and dependent. The independent variable used was interlanguage grammar and the dependent variable was the English language speaking skill.

The methods of this investigation were: analysis and synthesis, which were developed to analyse the interference of L1 and L2 and how it has affected the oral interaction and transfer patterns from L1 to L2. The hermeneutic method was also applied in order to interpret the object of the study.

The techniques applied were a survey and an interview. Students were interviewed todetermine the effects of grammatical interferences from L1 to L2 on English speaking skills. A survey was also applied to the students with the purpose to know the interference of L1 and L2, and a survey was applied to the teachers to learn more about the effects of interlanguage on the development of speaking skills. The instruments were created according to the different techniques that were used: Three questionnaires were designed for the surveys and the interview. The survey contained six closed questions and an interview with six open questions applied to senior high school students and a survey with fourteen closed questions addressed to teachers. The application of the interview and survey instruments was applied during the months of June and July 2020.

All information collected through the survey was tabulated by using the percentage manual method. The Microsoft Excel programme was used to design figures and tablesto know the trends statistically.

Results

When analysing the influence of the student´s interlinguistic grammar on the ability to speak English, the following results can be seen from the interviews conducted with the students. To obtain accuracy of the data, a survey was applied to students and teachers.

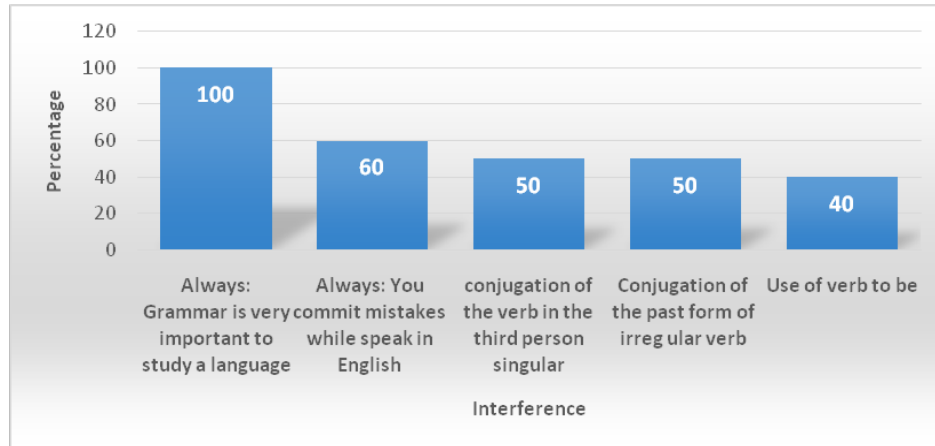**Table 1**: Effects of grammatical interferences

Grammatical mistakes	Frequency	Percentage
English Grammatical Structure	10	100%
Omission of indefinite article "a" or "an"	10	100%
Composition of Sentences	9	90%
Deficient Pronunciation	8	80%
Lack of Vocabulary	8	80%
Confusion about Prepositions in/on	7	70%

Source: Interview applied to students

Concerning the interview applied to the students to determine the effects of grammatical interferences from L1 to L2 on the English-Speaking skills, it can be noted in Table 1 that there are interferences witha 100% specifically in the grammatical structure and the omission of indefinite article "a" or "an". In addition, 90% of the students have difficulties in the composition of sentences.
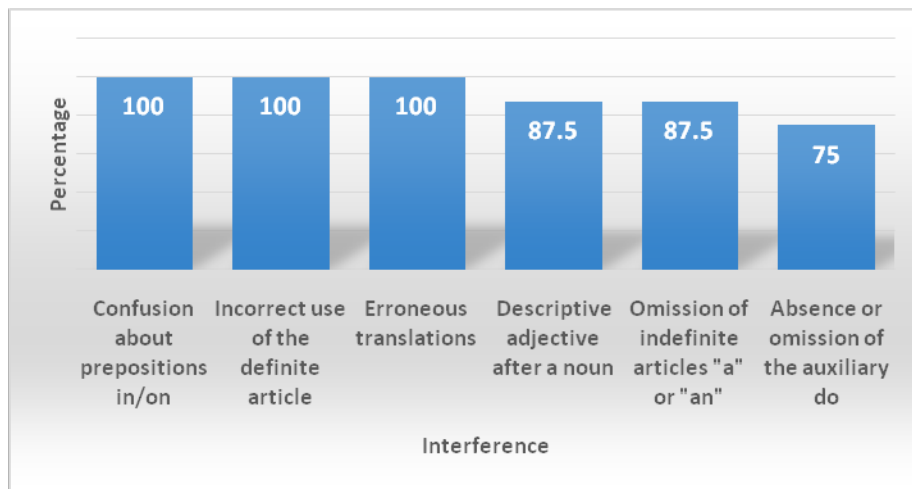
The survey was applied to the students to identify and determine the common grammatical interferences from L1 to L2 in the speaking skill. "Figure 1", revealed that 100% of learners recognized that grammar is very important to study a language. On the other hand, 60% indicated that they commit mistakes while speaking English.

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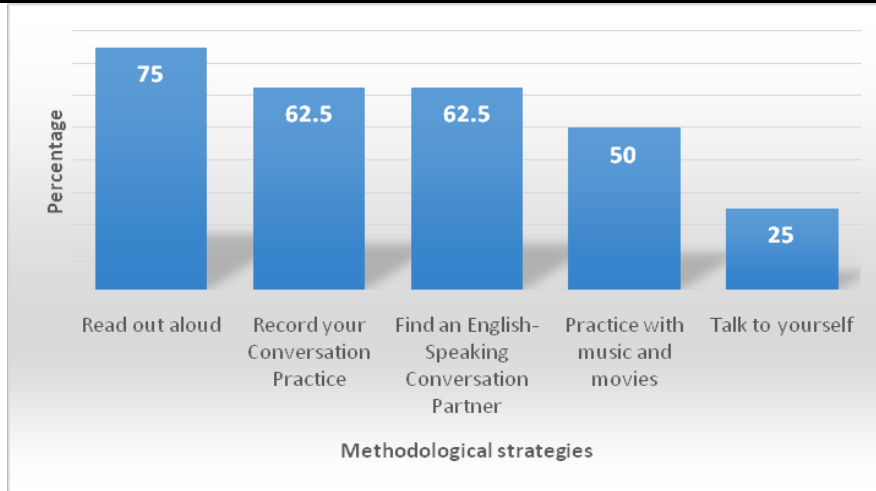
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Figure 1: Common grammatical interferences
Source: Survey applied to students

Regarding the most common interlanguage grammar mistakes presented when students developed the speaking skill, as can be appreciated in Figure 2,they occurred when students have confusion about the prepositions in/on; as well as the incorrect use of the definite article and the wrong translation represented by 100% among the most representative. With 87.5% descriptive adjectives after a noun and omission of the indefinite articles "a" or "an".


Figure 2: Most Common interferences that occur in students.
Source: Survey Applied to the teachers.

The survey applied to the teachers to determine the methodological strategies to reduce student´s grammatical interlanguage, as indicated in Figure 3, the strategy of Reading aloud 75%, as well as the strategies of Recording conversation practice and Finding the English-speaking conversation partner 62.5%, are the most used.

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Figure 3: Methodological strategies.
Source: Survey Applied to the teachers.

Regarding teaching methods knows by teachers in Figure 4, 100% of the teachers indicated that they know about inductive and deductive teaching methods. Other significant teaching methods known by the teachers are: The problem-based learning method, the grammar translation method and the communicative language teaching approach, represented by 87.5%. The 75% of the teachers indicated that they know the oral or natural method. The results indicated that these are the teaching methods best known by the teachers.
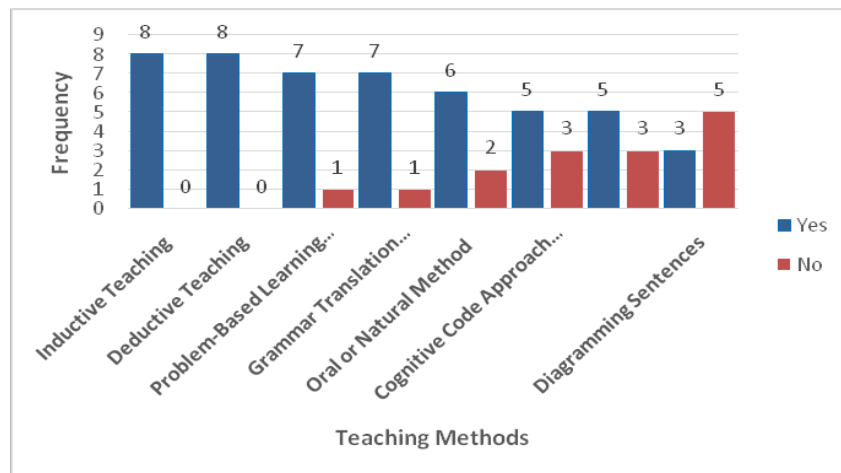
Figure 4: Teaching Methods.
Source: Survey Applied to the teachers.

Discussion

The objectives of this investigation were achieved because the influence of interlanguage grammar in senior high school students on the English Language speaking skill at "5 de Agosto" high school in Esmeraldas city was analyzed.

Some results obtained in this research coincide with the ones found by Syahurullah (2015) in relation to student´s interlanguage system, which is influenced by both languages L1 and L2 and this influence is in

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morphology and syntax and the native tongue has contributed more influence than the target tongue. It is worth noting that the language students use to pronounce the words is Spanish.

This investigation indicated that the most common interlanguage grammar mistakes are the omission of indefinite articles "a" or "an" (My father is doctor). It is common in Spanish, when referring to professions. It does not occur in English, because this type of sentence in English is considered ungrammatical, and the correct thing would be to say "My father is a doctor". Also, the current results coincided with the ones provided by Quintana (2011) that the major interference is in the L2 grammar structure.

There is also confusion about the prepositions in/on (the pen is in the table). In Spanish, the preposition "in" can mean on or inside (at the table, in the closet), while in English, two prepositions of place with entirely different meanings are used, in (within) on (on).

On the other hand, Armijos (2015) stated in her research that many grammatical and lexical rules of L1 are similar to the L2 and students tend to transfer those rules unconsciously into structures of the second language. In the analysis carried out in the current research, it was determined that there is an absence or omission of the auxiliary do (You speak English? I do not speak English). It is noteworthy that in Spanish, these auxiliaries do not exist and for native speakers those do not have meaning. Therefore, there is a tendency to omit the auxiliaries, not only for the present simple Do, Does, but also the auxiliary Did for the past.

Conclusions

This study has investigated the most common interlanguage grammar mistakes which were mainly due to the confusion about the prepositions in/on, the incorrect use of the definite and indefinite article and the omission of the auxiliary do.

The methodological strategies that best contribute to avoid the negative transfer from L1 to L2 are: Reading aloud, recording conversation practice and finding the English-speaking conversation partner, because students have used their native language during the development of the English-speaking skill because of the interference of the mother tongue on the second language.

The effects of grammatical interference in first level senior high school students to develop speaking skill were in the grammatical structure, composition of sentences and the lack of vocabulary. This is since students are unaware of the impact of the lexical semantic interference, syntactic interference and linguistic interference of L1 on L2.

Based on the results and analysis of the instruments used, it is concluded that there are difficulties on the speaking skill because of the transfer of L1 on L2, where L1 or mother tongue (MT) contributes more influence than the target language (TL).

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