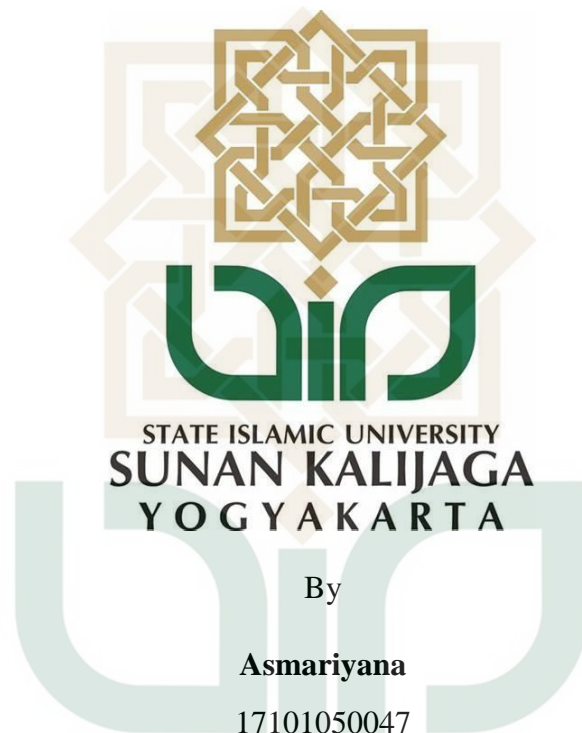


**ANALYZING ENGLISH AFFECTED BY FIRST LANGUAGE USED BY SULAWESI
ENGLISH LEARNERS: A STUDY IN KAMPUNG INGGRIS**

A GRADUATING PAPER

Submitted in Partial Fulfillment of the Requirements For Gaining Bachelor's Degree of
English Literature



By

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2023

MOTTO

Life is dynamic, so we keep learning because what was relevant yesterday may not be relevant today.

-Unknown

Everyone is a teacher, every place is a school.

-Ki Hajar Dewantara



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DEDICATION

I dedicate this graduating paper to:

Everyone who wants to learn.



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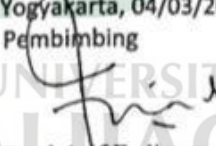
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Atas perhatiannya, kami mengucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

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A FINAL PROJECT STATEMENT

I certify that this graduate paper is definitely my own work. I am completely responsible for the content of this graduating paper. Other researcher's opinion or finding included in this research is quoted or cited in accordance with ethical standards.

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ACKNOWLEDGMENT

Assalamu'alaikum Wr. Wb.

It is a grateful that I can finish this graduating paper entitled "*Third Language (L3) Acquisitions: A Study in Sulawesi English learners in Kampung Inggris*". Therefore, I would like to say thank you to every part/everyone enrolled in the process of the finishing of this graduating paper. They are:

1. Prof. Phil Al Makin, as the Rector of State Islamic University Sunan Kalijaga, Yogyakarta;
2. Dr. Muhammad Wildan, M.A, as Dean of Faculty of Adab and Cultural Science, State Islamic University Sunan Kalijaga, Yagyakarta;
3. Ulyati Retno Sari, S.S. M.Hum, as The Head of English Departement, Faculty of Adab and Cultural Science, State Islamic University Sunan Kalijaga, Yogyakarta;
4. Dr. Witriani, S.S., M.Hum. as my academic advisor;
5. Fuad Arif Fudiyartanto, S.Pd. M.Hum., M.Ed., Ph.D. as my graduating paper advisor;
6. All lecturers in English department of Faculty of Adab and Cultural Science;
7. My parents and my brother;
8. Wahyu Nur Huda; and
9. All my beloved friends in Paguyuban Pengajar Pinggir Sungai (P3S), Kanal Muda, and Ikatan Pelajar Mahasiswa Pinrang (IPMAPI) Sul-Sel DIY.

There are many more parties not mentioned and I would say thank to them, too. Hopefully, this paper will be useful both academically and non-academically. For the last, may God bless all of us.

Yogyakarta, 03 March 2023

The Researcher



Asmariyana

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LIST OF ABBREVIATIONS

L1: First Language

L2: Second Language

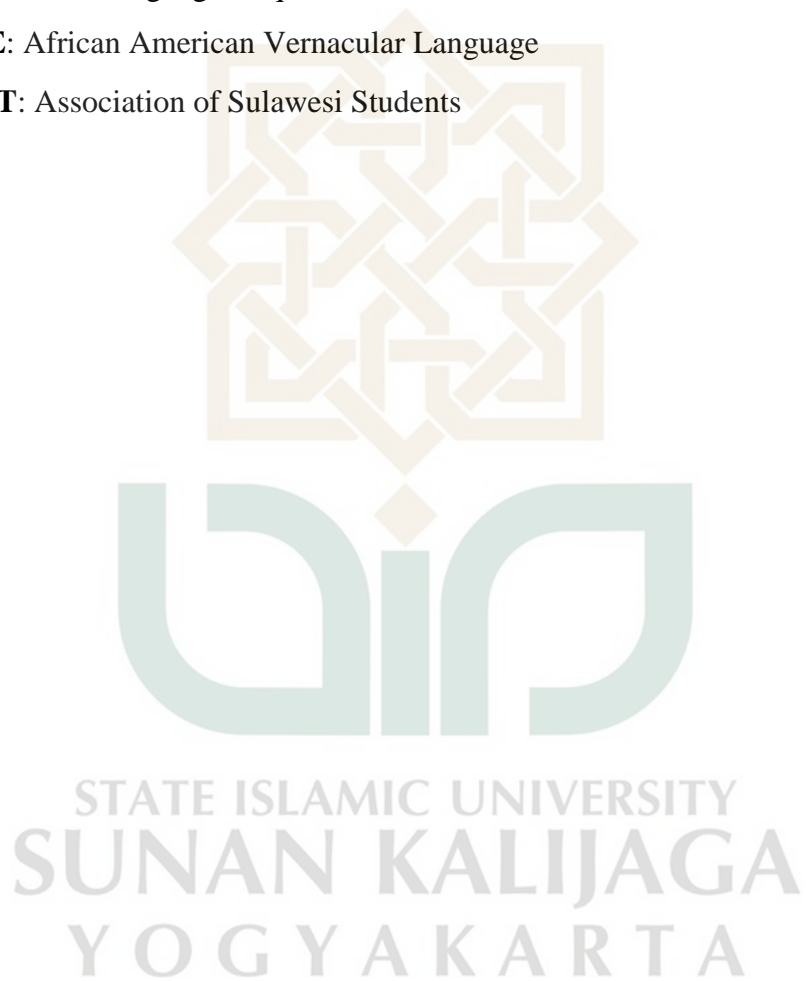
L3: Third Language

FLA: First Language Acquisitions

SLA: Second Language Acquisitions

AAVE: African American Vernacular Language

ASSET: Association of Sulawesi Students



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**ANALYZING ENGLISH AFFECTED BY FIRST LANGUAGE USED BY
SULAWESI ENGLISH LEARNERS: A STUDY IN KAMPUNG INGGRIS**

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ABSTRACT

This research aims to analyze the English affected by Buginese which is used by the Sulawesi English learners, especially Buginese. The object of this study is Buginese English learners in Pare, Kampung Inggris. This research uses qualitative approach in observing the data on the field. The data were collected by observation and field note taking. This study uses the theory of ethnolinguistics, and English varieties to support the process of data analyzing. The data found are classified into five groups which are positive sentences, negative sentences, positive imperative sentences, negative imperative sentences, and yes/no questions and interrogative sentences. The results show that the students first language which is Buginese affects their English sentences. This is because the Buginese speakers do move the Buginese words into English both with or without the original words order or sentence pattern.

Keywords: Buginese, First Language, sentence

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***ANALYZING ENGLISH AFFECTED BY FIRST LANGUAGE USED BY
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Oleh: Asmariyana

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis bahasa Inggris yang dipengaruhi oleh bahasa Bugis yang digunakan oleh pembelajar bahasa Inggris di Sulawesi, khususnya bahasa Bugis. Objek penelitian ini adalah pelajar Bahasa Inggris Bugis di Pare, Kampung Inggris. Penelitian ini menggunakan pendekatan kualitatif dalam mengamati data di lapangan. Pengumpulan data dilakukan dengan observasi dan pencatatan lapangan. Penelitian ini menggunakan teori etnolinguistik, dan ragam Bahasa Inggris untuk mendukung proses analisis data. Data yang ditemukan dikelompokkan menjadi lima kelompok yaitu kalimat positif, kalimat negatif, kalimat imperatif positif, kalimat imperatif negatif, dan kalimat tanya ya/tidak dan kalimat tanya lainnya. Hasilnya menunjukkan bahwa bahasa pertama siswa yaitu bahasa Bugis mempengaruhi kalimat bahasa Inggris mereka. Hal ini karena penutur bahasa Bugis memang memindahkan kata-kata bahasa Bugis ke dalam bahasa Inggris baik dengan atau tanpa susunan kata atau pola kalimat aslinya.

Kata Kunci: Bugis, Bahasa Pertama, Kalimat

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CHAPTER I

INTRODUCTION

1.1 Background of Study

English is a global language where it can be found anywhere and anytime. For example, English is spoken on television by politicians from many countries, English signs and advertisements exist wherever people may travel, and even an English menu would be provided by some hotels and restaurants worldwide (Crystal, 2003). Based on Crystal's opinion, everyone needs to know English, at least the basics of it, since it is an international language and may be used by everyone in this world.

On the other hand, learning and practicing English for non-native speakers may face them to many challenges. One of them is the first language (L1) effect, where researchers have proved that someone's second language acquisition (SLA) is affected by their first languages (L1). Avery and Erhlic (1992) wrote that the sound pattern of first language influences the second language sound. The second language learners are not only making a random sound, instead they are adapting the native language's intonation patterns (Avery & Erhlic, 1992).

Indonesia is as an archipelago state. It results the English learners to produce different variations in speaking. The difference is also seen to the English they produce since Indonesia is the largest archipelagic country consisting of 17.508 islands according to National Portal of the Republic of Indonesia: Indonesian Geographic in 2010. In one island itself, there are more than one local traditional

tribes who have different local languages. A study even stated that there are more than 700 vernacular languages in Indonesia (Weda, 2016).

Unfortunately, in some countries, especially Indonesia, the process of transferring accent, intonation, and word orders from First Language (L1) into Second Language (L2) and Third Language (L3) is often considered as a mistake for English Learners. Some non-native English countries, where English is usually used for academic purposes, assume that Standard English is the only English with no errors. They need to realize that some kinds of English varieties are spoken with different characters in the whole world, as English is an international language (Yang, 2012). For example, in some classes, where the researcher involved, when a participant uses their L1 intonation or vowel and consonant sound in English, the other participants would think that it is an error. At worst, the other participants even laugh at their friends. A scientific work entitled *The Analysis of the Effect of First Language on Target Language for Multilingual Students in Kampung Inggris* even stated that the students who learn English often use a communication pattern which is more likely to be adapted from Indonesian. Therefore, the students practically spoke in English, but the way they did it was highly affected by the structure of Indonesian language (Afroch, 2021). This study also said it is often found that they (the students) use the target language or English by using the accent of the subject's native language (Afroch, 2021). This transferring accent process is considered as a mistake in the research.

On the other side, the phenomenon of the first language (L1) effect on the second language (L2) is absolute, so that people are able to distinguish Spanish

accent, Chinese accent, Russian accent, etc (Avery & Erlich, 1992). The existence of these English with local accents is the evidence of the impact of first language acquisition (FLA) on second language acquisition (SLA). There are more other examples of English affected by local language culture which is later called as the varieties of English. Another more complex example is the presence of African American Vernacular Language (AAVE), widely known as "Black English." From 1996 until 1999, there was a debatable issue that AAVE is Standard English with mistakes until some researchers debated that it is not. Rebecca S. Wheeler, in her book, *the workings of Language: from Prescriptions to Perspectives*, stated that just because AAVE is transferring dialect, vowel and consonant sounds, and ideas from the African American, it does not mean AAVE is a standard English with mistakes. Every language has its own way to be sounded, its own grammatical standard, and its own form of stating ideas, so AAVE is not Standard English with a mistake (Wheeler et al., 1999). AAVE is only another variety of English.

Flege (1987) stated that someone's L1 might affect their intonation, vowel sounds, consonant sounds, and even accents. Undoubtedly, there are differences between native and non-native speakers in segmental articulation, which contributes to foreign accents (Flege, 1987). Another research also showed that the effects of L1 vowel systems in L2 acquisition had been cross-linguistically assessed (Perwitasari et al., 2016). A constructive hypothesis states that an L2 learner often transfers L1 into his L2 in conveying an idea. Chaer (2014) claimed "this transfer can occur at all language levels: sound, word form, and sentence structure" (2009, p.85).

Another scientific article also wrote that students who learn English should be told that English may be spoken in some varieties with many different purposes (Widdowson Cited in Yang, 2012). This information is needed to be spread academically and casually. It means that as English should be accessible to everyone, so is the information about the different purposes and varieties of it. Hence, it can make English learners in the whole world accept that many non-native English speakers use English with their own first language's characters, and it is not a mistake.

In this case, second language acquisition is not the only acquisition that is often affected by first language. Third/more language acquisition is also possibly affected by previous languages the speaker could speak. Research showed that in third or more language acquisitions there are four possibilities that may appear. They are: no transfer, absolute first language transfer, absolute second language transfer, and either first language and second language transfer (Rothman, 2019).

One of the examples of English with cultural background is Buginese English spoken by Buginese whose original region is Sulawesi. Based on the Central Bureau of Statistics data in 2010, there are ten dominant tribes in Sulawesi: Buginese, Minahasa, Sangir, Kaili, Makassar, Toraja, Buton, Tolaki, Gorontalo, and Javanese. Among the tribes, Buginese is the most dominant of them where the population was 15,62% in central Sulawesi, 44,96% in south Sulawesi, and 29.68% in southeast Sulawesi in 2010 (Pitoyo & Triwahyudi, 2018).

Buginese is one of Indonesia's widely spoken vernacular languages today (Weda, 2016). Weda also stated that Buginese belongs to the Austronesian great family, where it is a member of the Malayo-Polynesian and is mostly spoken in south Sulawesi (Gunn, cited in Weda, 2016). The community of Buginese uses the Buginese language as their first language (L1) and Bahasa Indonesia as their second language (L2). Learning another language means they are learning a third language (L3), and almost all students in Indonesia learn English in school, including Buginese students.

Buginese English learners are the examples who use English with their own character of their first language. Buginese language, as one of the vernacular languages in Indonesia, as Wade said, also affects the societies' L2 and L3. The Buginese English learners, as seen in Kampung Inggris, especially in ASSET, a dormitory for Sulawesi students, where the students are mostly Buginese, do many transferring accents, intonation, dialect, and ideas into their Bahasa Indonesia and English at the same time. This phenomenon appears in all of their interaction. The fact that they stay in Java and learn with many other friends from different islands and tribes does not change their language identity when they speak to each other.

Bugis English learners especially in ASSET, Kampung Inggris, adopted their Bugis language culture into their English. The language culture includes accent, intonation, dialect, and word order. Their L1 culture is transferred into their L2, Bahasa Indonesia, and L3, which is English.

This research will only focus on the changes of the word order. For more details, here are some examples of Buginese English in transferring Buginese word order:

1. *“Just don’t”*

The words "just don't" are examples where Bugis English learners transfer the Bugis word orders into English. In Bugis language it means "*aja' na*". If it is translated to Bahasa, it means "*jangan mi*" where the term "*mi*" is only used in Sulawesi, especially in the Bugis language. The term "*mi*" actually does not have specific meaning, but in words "*jangan mi*" it interpreted as "just". Therefore, "*jangan mi*" is translated to be "just don't".

2. *Still long*

Literally, "still long" is translated from the Buginese words "*maetta mopa*". In the process of producing its English, Buginese English learners translated it first into Bahasa to be "*masih lama*" where "*masih*" is for "*mopa*", and "*lama*" is for "*maetta*". Finally, they conclude that the English is "still long" where "still" is for "*masih*", and "long" is for "*lama*". Whereas, "still long" is actually a term to say "it still takes a long time".

3. *I don't wanna friend you*

This example is another sentence of English affected by Buginese language. It is different from the other two previous examples. This sentence is directly translated from Buginese vernacular language: *de' ku elo' sibawang ko*. The word *de'* means "do not", *ku* means "I", *elo'* means

“want”, *sibawang* means “friend”, and *ko* means “you”. Therefore, the English produced by the Buginese students is *I don't wanna friend you*. This sentence does not have any verb, based on English grammar lesson, but it is what the Buginese English learners use since it is what is applied in the original language, Buginese. The position of verb in Buginese language is often replaced by any other word, including noun. Meanwhile, the native English of this sentence would be ‘I do not want to be your friend’.

4. *Still there is rice*

One more example of English spoken by Buginese students is ‘still there is rice’. Like the other examples before, this sentence is literally translated into English, which means it was not translated meaningfully. This sentence comes from the original Buginese ‘*Engka mopa nanre*’. The word *engka* means ‘there is’, *mopa* can be translated as ‘still’, and *nanre* means ‘rice’. If the sentence is translated into native English, which is British or American English, it would be ‘*there is some more rice left*’.

As seen by the examples above, there are some differences between the English produced by Buginese English learners and native English speakers especially in the sentence structure. Although, this phenomenon does not always appear, it is still necessary to see closer some different word orders produced by Buginese students. This research believes that the English used by the Sulawesi English learners, specifically the Buginese students is different to the native English and that Buginese language has impact in their English.

To understand the way Buginese English learners speak in English, people, especially English academist, need to know their cultural background. This phenomenon is in line with the fact that understanding a language leads to understanding a culture. It is also academically stated so, as Kim (2020) said that learning an additional language should be accompanied by learning the culture. Sugianto (2017) wrote that language and culture cannot be separated as they are unity and supporting each other.

Finally, this research tries to analyze the English used by the Buginese English learners, to see how their first language impact their English, and to state that learning this variation of English leads to the learning of a culture instead of saying this kind of English variety is a mistake. The object of this study is the students in ASSET CAMP in Kampung Inggris, who are mostly Buginese English learners. The students use English in their everyday activities and conversation which are mostly affected by their first language which is Buginese.

1.2 Research Questions

How Buginese impacts the Buginese English learners' English?

1.3 Objectives of Study

Based on what is presented previously, the objective of this study is to analyze how the Buginese students speak English especially in ASSET and see if Buginese language gives impact to the English they use.

1.4 Literature Review

Many previous studies and research have discussed how first language (L1) plays a vital role in second language (L2). Not only studies about the impact of L1 to L2, but the research also combines this paper with some research about how English learners in Kampung Inggris use English. Here are some of the studies the writer has found:

The first is a journal by Paul Nation entitled *The role of the first language in foreign language learning* written in 2001. This study discusses how the first language plays a significant role in using target language. The journal describes how first language (L1) influences the four standards of; meaning-focused input, meaning-focused output, language-focused learning, and fluency development.

The second, research by Sitti Nurpahmi entitled *Difficulties Encountered By The Buginese Learners In Producing English Sounds* written in 2013. This paper shows the differences between English and Buginese phonemes in detail. It states that these differences bring Buginese English learners into difficulty in producing English words. For example, in Buginese there is no word which has more than two sequences of consonant while English has. In the case of vowel sounds, the differences also occur in some monophthong and diphthong sounds. In addition, in Buginese, the interdental phonemes such as /θ/, and /ð/ do not occur. As the result, Buginese English learners cannot easily produce these sounds.

Thirdly, another research about the role of the first Language (L1) in the target language is research written in 2016 entitled *Formant Frequencies and Vowel Space Area in Javanese and Sundanese English Language Learners* by Arum

Perwitasari. This research focuses on how Javanese and Sundanese produce formant frequencies and vowel space area in their language and how it impacts their English. The objects of the study were some students who spoke Javanese and Sundanese, where they had learned English since they were eight to nine years old. The study showed the students are transferring their format frequencies and vowel space area into English words. The difference between this research and the writer's research is on the object, where the research mentioned above focuses on Javanese and Sundanese students. In contrast, this research pays more profound attention to Buginese students.

The fourth is a study entitled *The Effect of L1 On L2 Formulaic Expression Production* by Kyle Pfeiffer written in 2016. This research focuses on how a person produces English Expressions and idioms which are affected by first language (L1). The research took place in Bilkent University, Turkey, where the objects are the students of Faculty of Academic English. The result shows how the student concluded the expressions and idioms, after they are asked to make English expressions and idioms based on the situation given, was affected by their first language which is Turkish.

Next, a research written by Rudi Suherman et al. written in 2020 entitled *Portraying the English Morphological Development of Indonesian-English Interlanguage Learners* which discuss about how Indonesian English learners develop their English morphological acquisition. The result showed that there were three types of morphological development they produced. One of them is the grammatical rules in standard English, while the two others are idiosyncratic

structure affected by the characteristic of interlanguage morphology, or in other words a structure which is affected by other language including first language (L1).

Lastly, *The Analysis of the Effect of First Language on Target Language for Multilingual Students in Kampung Inggris* by Nismatul Afroch written in 2021. This research documented how English learners in Kampung Inggris use English, which is affected by their first languages. This study said that transferring ideas and accents from L1 makes the students produce an English with mistakes. Unfortunately, this study was not detailed enough. It stated that the English Learners in Kampung Inggris produce mistakes in speaking English, but it did not give examples of the mistakes.

The similarity between the study above and this research is both works talk about the English which is not exactly the same to the way native speaks. The difference is this paper tries to say that those transferring ideas and accents are not considered a mistake, while the study above stated that they are mistakes. The other difference also lies in its object where the object of the study mentioned above is from some tribes while the object of this study only focuses on Buginese English Learners in Kampung Inggris.

Most of the researches above discuss about how first language sounds affect the learners' English sound while this research will focus on how Buginese English learners produce English word orders which are different to British or American English varieties as native use. Many previous studies have discussed about how first language's sounds affect the second language's sound, but there are only view

of them has talked about the changes of word orders, especially in Bugis English learners. That issue will be the specific discussion in this research.

1.5 Theoretical Approach

The first theory used by the writer is ethnolinguistics. This theory states that a language is closely related to a specific culture (Sugianto, 2017). Ethnolinguistics is a science studying the ins and outs of the relation of various language uses to the social patterns in a specific community. In other words, it is a study of the connection between language, language use, and culture (Sugianto, 2017).

The researcher also uses the theory of African American Vernacular English by Geoffrey K. Pullum, saying every language has its own way to be sounded, its own grammatical standard, and its own form of stating ideas, so AAVE is not Standard English with a mistake (Wheeler et al., 1999). According to the writer this condition can be applied not only in AAVE but also in other types of English varieties, including the English that the Buginese students use. For the societies view consider that English with L1 culture is English with mistakes, the writer tries to campaign that it is not.

Another theory used in this research is that L2 would always be influenced by L1 (Yang, 2012, Perwitasari et al., 2016). Generally, it happens in almost all non-native English countries. It also appears in Indonesia as a country with many local languages. Mostly, English learners use their L1 cultures in their English. The object of this research is Bugis English learners, whose English is thickly affected by the Bugis language.

To be closer to the focus of this study, English word order affected by Buginese language, the writer will also use the theory of Buginese's structure as first language, and the structure of English as third language. For example, Buginese has four types of sentence pattern which are SVO, OSV, VSO, and VOS (Weda, 2016). In addition, basically in English, almost all the sentences consist of one subject (S) and one verb (V) in which the verb may or may not be joined by an object (Azar, 2003). In this case, there are two types of verbs, transitive and intransitive. Transitive verbs are verbs followed by object, and intransitive verbs are verbs that are not followed by object (Azar, 2003).

1.6 Method of Research

1.6.1 Type of Research

This research is descriptive qualitative research. A qualitative method is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2013). The data of the research will be some English words or sentences spoken by Buginese English learners affected by their first language. Each datum will be analyzed how it is influenced, and will be given a broad explanation of the changing process of the sentences or words.

1.6.2 Data Sources

This research took place in Sulawesi students' camps, Kampung Inggris, Pare, where the students use English in everyday activities. Specifically, there were two camps: one girl camp with 24 female

members and one boy camp with 22 male members. The researcher collected the data by living in for about one month, from June 25th to August 26th, 2022. The students in girl and boy camps were between the age of 18 to 25. As the writer used purposive sampling to collect the data, this research paid close attention to some students who were from Buginese tribes and had stayed in Kampung Inggris at least a month. There were 18 Buginese students in the girl camp, eight of whom had stayed for more than a month, while 13 Buginese students in the boy camp, nine of whom had remained for a month or more. The writer observed all Buginese students which are 31 members, 18 girls and 13 boys, to see the English they use and how the learning time takes part in their English. The researcher also observed three (3) girls and three (3) boy members who are non-Buginese students to see if their English is influenced by the dominant members who are Buginese. The data are collected from the English the students speak and a WhatsApp story. The collected data is written in some notes and will be attached below.

1.6.3 Data Collection Techniques

The researcher was using a qualitative observation method to collect the data. A qualitative observation is a method where the observer is taking field notes to analyze someone's or a group's activities and behavior on the research process (Creswell, 2013). During the observation, the writer did note taking to write down the key points. The note was written both in pen-paper notes and digital notes. The type of

the qualitative observation in this research is “observer as participant” where the researcher took part in the process of conversation and her role is known by the participants (Creswell, 2013). However, the researcher did not do interview, as Creswell (2013) stated that in this type of method the observer will give some questions and let the participants to freely answer. Instead of interviewing, the observer preferred to let the conversation goes naturally, therefore the data will be natural without being made up.

1.6.4 Data Analysis Techniques

As Creswell (2013) has documented that in qualitative research, the data collection process will be hand-in-hand with the write-up of findings. While taking part in the interaction, like doing some conversations, the writer will take notes and write memos which are related the research site such as the theory used, etc, or while writing a new data the researcher may review the previous data which has been collected. In addition, to produce a good result as a qualitative research, the observer was using some steps to analyse the data collected, which are: organizing and preparing the data; read or look at all the data; start coding all of the data means giving some symbols to some particular data; use the coding to generate a description of the analysis; developed the description and the themes to be represented in qualitative narrative; and finally producing an interpretation in qualitative research of the findings (Creswell, 2013).

1.7 Paper Organization

This research will consist of four chapters. The first chapter is the introduction, which includes some sub-chapters: background of the study, research questions, objective of the study, literature review, theoretical approach, method of study, and paper organization. The second one consists of a theoretical framework containing all the theories that correlate to the research. The third chapter is about findings and discussion, where the writer describes the findings completely. The last chapter is the conclusion, where the researcher will try to rewrite the whole research shortly and concisely.



CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusion

It is concluded that there are some factors caused the difference produced by the Buginese English speakers. First, they often transfer both literal translation and words order or sentence pattern. Secondly, they also may transfer the literal translation without transferring the words order or sentence pattern, and lastly, they also sometimes combine the Buginese and native English pattern or words order. It is necessary to understand the cultural language and contextual background. In addition, understanding both culture and context will help understanding the speaker's intention.

4.2 Suggestion

Based on the research result above, the writer concludes some suggestions. Firstly, beginner English learners should be informed that there are many purposes in speaking English. By understanding the various purposes, the students will understand that English in the world may vary. Secondly, they also should be informed that English learners may transfer their first language habit into their English speaking. Therefore, using affected English by first language is not a mistake if the purpose is not academic purpose.

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