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InterlanguagePhenomena in Learning Arabic

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Abstract. Arabic is a foreign language in Indonesia that is obtained outside the actual situation. So the learning process will experience various obstacles. This study aimed to find out about the processes that occur in interlanguage and the factors that caused the interlanguage. Interlanguage error data of students in this study were obtained from observations, interviews and essays from students in MTs Muqimusunnah Palembang from grades 7-8 randomly selected. Then the data was analyzed qualitatively. This study showed that the interlanguage process in learning Arabic was interlingual transfer, overgeneralization, and code-switching. Of the three processes, the process or strategy most widely used by students were interlingual transfer, which was 48 times, 39 times of overgeneralizations and 5 times of code-switching. 4 factors were causing this interlanguage, they were: 1. absence of rules, 2. students lack mastering Arabic, 3. Environment, 4. the absence of improvement directly.

Keywords. *Interlanguage, Arabic, Learning Arabic*

Abstrak. Bahasa Arab adalah bahasa asing di Indonesia yang diperoleh di luar situasi yang sebenarnya. Sehingga proses pembelajarannya akan mengalami berbagai kendala. Penelitian ini mencoba untuk mencari tahu tentang proses apa saja yang terjadi dalam interlanguage serta faktor yang menyebabkan terjadinya interlanguage tersebut. data kesalahan interlanguage siswa dalam penelitian ini didapatkan dari hasil observasi, wawancara serta karangan insya siswa di mts dari kelas 7-8 yang dipilih secara random. Kemudian data tersebut dianalisis secara kualitatif. Peneliti ini menunjukkan bahwa proses interlanguage dalam pembelajaran bahasa Arab adalah transfer interlingual, overgeneralisasi dan alih kode. Dari ketiga proses tersebut proses atau strategi yang paling banyak digunakan oleh siswa adalah transferlingual, yaitu sebanyak 48 kali. Overgeneralisasi sebanyak 39 kali dan alih kode sebanyak 5 kali. Adapun faktor yang menyebabkan terjadinya bahasantara ini ada 4, yaitu: 1. tidak adanya aturan, 2. kurangnya penguasaan siswa terhadap bahasa Arab, 3. Lingkungan dan yang terakhir disebabkan tidak adanya islah secara langsung.

Kata kunci. *Interlanguage, Bahasa Arab, Pembelajaran Bahasa Arab*

1. INTRODUCTION

Learning is a system, which consists of various elements and components that are interrelated and influence each other (Munir, 2011). Learning Arabic means learning aspects of Arabic itself, and each aspect of language has its characteristics that are different from one another. Learning activities seem to be more than just teaching, but also an effort to arouse interest, motivation, and polishing student activities, so that their activities become dynamic (Hermawan, 2014). In this case, the teacher is very instrumental in determining the most effective way to teach students both at school and outside of school, for example, by giving homework. teachers who do not care about student learning will bring deterioration to student development. Teachers who often provide exercises in the context of understanding the material will produce students who are better than teachers who merely explain and do not give follow-up continuously (Burton, 1986). As Chaudron said, the nature of the interaction between the teacher and students in the second language teaching class is the most decisive factor in the success of second language learning (Ghazali, 2013).

Language learning refers to the process of acquiring a second language after a child gets his first language (Chaer, 2015). It is well known that there is some sort of sequence in the acquisition of this first language, namely from "one word" to "two-word phrases", and that there are various sounds that are first obtained. After learning the first language, there is learning a language called "second language" and "foreign language". It is known that learning a second language is difficult, especially learning a foreign language, because the acquisition of this language does not occur naturally, but occurs with coercion that makes students must be in a new nuance in various aspects that he had never gotten in the family (Hermawan, 2014). Language is not an innate ability, such as breastfeeding, pooping or sex, but is an achievement of serious activity, and requires a conducive learning process that requires supporting facilities and environment. Language learning is the process of transferring information and transmitting certain skills or abilities (Munir, 2011).

Aspects of language skills are generally divided into four categories, namely: listening skills, conversation, reading, and writing. Seeing from one of the functions of language that is as a tool to communicate, the main learning goal is that students have language competence that is used to communicate between people (Steinthal & Steinthal, 2015). Every child can master every language. However, learning the mother tongue is relatively more successful, while learning foreign languages tends to be more difficult. This is caused by at least two important factors, namely: first, differences in objectives, secondly, differences in basic abilities possessed, thirdly, the learning environment and fourthly the facilities used in the learning process (Munir, 2011). And there are also several other determining factors in learning Arabic, such as motivation, age, formal presentation, first language/mother tongue, and environment.

The mother tongue is one of the determining factors in learning Arabic. Because before learning a foreign language, someone must have experienced language experiences, such as having a communication relationship with parents and the surrounding community. Mother tongue, that is what is further considered as a barrier in mastering foreign languages well (Nuha, 2016). Learning a foreign language is different from learning a native language, therefore the basic principles of learning are also very likely to be different, both in terms of methods, materials, and the learning process. Language is a system, which consists of several elements and aspects that have different study objects but are still interrelated, therefore language learning must involve various aspects or fields of study, but must always be related to others.

Baradja said that students in the process of obtaining a second language are formulated into the language system itself, which is called inter-language. Interlanguage is one of three source language errors, namely: language transfer, overgeneralization, and code switching (Ainin, 2011). Interlanguage is a major problem in the study of second language acquisition or target languages. This problem is related to the development of language learners and the development of language learning related to the process of where students master the target language (James, 2007). Implicitly confirmed by Omaggio, research on language is not enough without looking directly at the phenomena that occur in language learners (Ainin, 2011). Interlanguage error analysis can help teachers better understand the problems faced by students so that they can provide the right education for students, so they can achieve good competence in learning the language. because in the process of language proficiency there must be some mistakes, such as translating the target language using the original grammatical structure (Chaer, 2015).

Researchers are interested in completing research on interlanguage phenomena that occur in grades seven through nine high school students, and at this institution, students must speak two languages, Arabic and English as a daily language. So students often enter their mother tongue into the target language. therefore researchers are interested in examining "inter-language phenomena in teaching Arabic to female students at Pondok Muqimussunnah.

2. METHOD

This research uses a qualitative descriptive approach with a case study design. Researchers use this method because it is very effective and suitable for research problems that occur, especially in teaching Arabic to students (Arikunto, 2010). Data collection tools in the form of observation to collect language data everyday used by students, interviews to see the mistakes of students when communicating using Arabic, and documentation in the form of students to collect data in the form of errors made when writing. The population of this research is seventh to ninth-grade students at Palembang Muqimussunnah Islamic Boarding School. The data analysis technique uses Miles and Huberman techniques (Sugiyono, 2014).

3. RESULTS & DISCUSSION

In this chapter, the discussion was divided into two parts, namely, the inter-language process that occurs in the teaching of Arabic among Sunni students, and the factors that influence that overlap. The research was performed on the date 6 January 2018 to 8 February 2018. The researcher performed the observation on the date 6 to 20 of January 2018.

3.1. Inter-language process in the teaching of the Arabic language In the Muqimussunnah Boarding School Palembang.

The analysis indicated that the process of the interlanguage in the Muqimussunnah Boarding school was relevant to the theory of Selinker. The researcher used the classification of the cross-analysis (comparison between the errors of the interlanguage and the Indonesian language and the target language (Arabic language). The other research showed that there were many English students stained with interlanguage errors, which include various components linguistics such as: (1) Vocabulary which includes: literal translation of language mom, wrong word class, wrong spelling, wrong word because of the similarity or false friend, and use of BIndo. (2) BE which includes: removal of BE as a predicate, the addition of BE in the Present Tense form, incorrectly selected form BE, (4) removal of BE in the nature clause, and use of double BE. (3) Verb which includes 8 kinds of inaccuracies in the use of verbs with the tense used (Fauziati, 2011). On this classification, the researcher then made an effort to identify the process of linguistic overlap that occurred at the secondary students at the Muqimussunnah Boarding School.

3.1.1. Language Transfer

Data analysis showed a number of native language transmission at different language levels, that was at the word, phrase and sentence level (Skehan, 2008). The students of the Muqimussunnah Boarding School were to move Indonesian grammar into the target language in this case.

Transfer between languages was divided into two parts:

3.1.1.1. Iterative Strategy

The researcher found in some phenomena some errors in the language that occurred to the students because of the lack of vocabulary owned by the students, and perhaps because of the impact of the mother tongue (Fauziati & Maftuhin, 2016). Examples:

● عين-عين

● لا ماذا ماذا

In the first example of the word "عين-عين" the actual word is "jasus", which means in Indonesian "mata-mata" The students create their own language system to facilitate their learning in Arabic.

3.1.1.2. Translate Literal

From the observations and data collected by the researcher from the establishment of students that literal translation was one of the strategies or processes of the most common language used by students. This translation was due to the limited ability of students to build the Arabic language, or about the style and synonym of Arabic, so the students used the structure or style of the mother tongue or the Indonesian language (Powell, 1998). The students continued by translating the ideas contained in the structure of the Indonesian language into Arabic according to the rules that apply in Indonesian. As in these words "أنا هاتف أمي" and "جلس لما تستحم". The researcher looked at these two sentences of the linguistic system that appear to be the result of the translation from Indonesian, which is re-written. In this phenomenon, students entered the mother tongue system into Arabic, known as intervention. The first sentence is a translation of the word "akumenelponibuku". In this word, the student translated the sentence according to the order in the Indonesian language as well as in the second example "sudahmandiapabelum?", In these two sentences the students translated the transliteration of the Indonesian language into Arabic to maintain their contact.

3.1.2. Overgeneralization

Overgeneralization is excessive generalization of the target grammar without regard to exceptions. This strategy is sometimes useful but in other cases misleading or unacceptable for application due to superficial similarities. (Nurkholis, 2018)

In this research the researcher divides over-generalization into three types, namely:

3.1.2.1. Omission Error

The omission error was an error made by the learner in the absence of an element of language that should be required in the target language system (Arabic). Through this omission, the resulting language deviates from the target language system (Arabic) (Mughni, 2005).

Analysis shows that in the second language proficiency process, female students at the Muqimusunnah Boarding school tend to simplify the target language system. Students usually get rid of the "أنت" words of conscience, or students tend to remove the plural elements of the prescribed form or actions that make plurals and students remove the "alif lam" also. the example that occurs at the Muqimusunnah Boarding school is:

- أَنَا سَأَلِي حَجْرَةَ.
- هِيَ بِنْتُ صَبْرٍ

In the example above, the student simplifies the phrase by deleting the word "أذهب" which means in Indonesian is "aku ingin pergi ke kamar".

Most of student made this mistake cause They have activated knowledge their linguistics about the target language learned or obtained previously (Larry, 1997).

3.1.2.2. Addition Error

The analysis shows that in some phenomena students often error on the increase of A to the word that has their meanings with the linebacker at the end of the word. Or use and increase a preposition. Or increase the feminine sign element to a masculine name.

The following examples:

- هَذِهِ الْحَيَاتِي
- ذَلِكَ الْعَطْلِي

Of the two examples mentioned above, in the first and second phases, female students increase the "A" in a known name, the word underlined.

3.1.2.3. Mistakes In The Using Pronouns

The students used pronouns as in the example:

- أنت اريد الرزّ
- أنا تكنس

In the first example, the student made a mistake in using conscience to the addressee. The correct word instead of the word اريد is تريد. Also for the second example in the word "أنا تكنس" the correct word is "كنس".

3.1.3. Language Transition

(Newmark, 1988) explained that translation was desired translator to contributed the meaning of a text into another language. Translation was one of the instruments in the introduction of culture from one nation to another. Problems encountered in translation of one of them was the cultural differences between languages source with the target language, for example differences in thought patterns and feelings, or material cultural differences. According to Newmark, translation is the most difficult Was the translation of literary works and the translation of one's opinion because the meaning of one word was as important as the meaning of the whole sentence. other than that in an attempt to make a sentence in accordance with the text, compromise was needed or repeated adjustments and rearrangements.

The analysis shows some of the phenomena when communicating between students often difficult students to pronounce unknown words in Arabic, but must continue to communicate with the axes. So the students moved the language, which is the transfer of Arabic to Indonesian. As in the word "be", in this context the students found it difficult to mention the exact Arabic expression.

Examples of language transfer by students that researchers can monitor include:

- أنا be
- لا ke تَنْظُر an

As in the word "I am", students find it difficult to mention the exact Arabic expression. So students use the word "be" to declare the word "only" which in its true Arabic language is just أنا.

Table 1:

Frequency Allocation Errors Female Students		
No	Classification of language errors	Number of errors
1	Language transfer	48
2	Overgeneralization	39
3	Language transition	5
Result		92

3.2. Factors that drive students Use the language of the students in the MuqimSunnahBoardingschool

In essence, Krashen believes that learners have two ways of developing skills and knowledge in second language proficiency, that is, through acquisition and education. In order to develop language proficiency, acquisition is more important than learning. So the most important thing about language acquisition is in an informal way and they have inadvertently learned Arabic. They used it because of the need for communication. From the interviews the researcher conducted with some students at the MuqimSunnahBoardingschool, they explained that learning Arabic at the MuqimSunnahBoardingschool found some teachers using Indonesian as the language of instruction, such as learning in grade 7. At a higher level, Arabic has been used as the language of instruction. But she still pervades Indonesian or mother tongue, because the teacher doubted that the students absorbed

the subject well. Because the students often applied in Arabic outside the classroom when communicating with their friends so that this is what leads to a mistake in the language error. In the early stages, errors were made by the languages of the interlingua language. At this stage, students established language systems with their own language rules. This error is due to many factors. From the results of interviews conducted by the researcher with the supervisor of the Department of Language and the directors of the Department of Language Institute resident year got data on several factors that cause this language.

The factors that motivate female students to use interlingua are:

3.2.1. Absence of Rules

The lack of motivation among students to use the correct Arabic language, because has attracted students at the Institute of Sunni residents on the need to use Arabic in the daily conversation at the beginning of education. And punishment is not given to those who missed the speech, but the punishment will be given to all students who do not speak only in Arabic. This is why it is difficult to reform the interlingua language, because the students focus on the conversation in Arabic only and did not care about the truth of their speech.

3.2.2. Students Lack Mastering Arabic

One of the difficulties driving students to speak correctly is the lack of vocabulary, or the students have learned the vocabulary and forgot and do not know the students about the correct grammar in the Arabic language, so often the students speak their own language system or during communication borrowed vocabulary Mother even law allowance occurs. This is also the case because of the inaccuracy of the way the teacher, the way is an important indicator in education.

3.2.3. Environment

The language environment in the institute has established a very good year resident. Students must speak daily in their daily activities. So there is coercion and necessity for female students. Like the phenomenon of interlanguage among seventh grade students, this disorder occurs because students do not know the rules of the second language. Or education in the class that is not fulfilled. Therefore, when communicating in Arabic with students tend to create their own language system. As well as the imposition of penalties on those who violate the language, such as payment of a fine, or punishment in place or wearing for violating the veil, so that also imposes on the students linguists and language used there are also many errors in terms of grammar and composition.

3.2.4. The Absence of Improvement Directly

Ideally, an Arab teacher should master the Arabic language. Teachers are the most influential aspects of education. In language teaching the teacher should be an example for students. As we explained earlier in this school, students are required to use Arabic as a slang. So the most important language must start from the teacher. Teachers should be examples and learn about using Arabic with students or teachers.

4. CONCLUSION

After the research was conducted, the researcher drew the following results:

- 4.1. The process of interlanguage in teaching Arabic as it is evident in the students' daily words and their articles for the construction material. Of the three processes, from a table I learned we knew that the process any strategy that is most used by students is the language transfer 48 times. The overgeneralization of the circular 39 times. And linguistic transition number 5 times.
- 4.2. Factors that motivate students to use the intermediate language in teaching Arabic language obtained by the researcher from the observation and interview are four sections: First, non-system. The lack of motivation among students to use the correct Arabic language, because the students at the MuqimusSunnahBoardingschool have attracted the need to use Arabic in daily conversation at the beginning of education. And punishment is not given to those who missed the speech, but the

punishment will be given to all students who do not speak only in Arabic. Second, the lack of competence of students in the Arabic language. This is also the case because of the inaccuracy of the way the teacher, the way is an important indicator in education. And third, the environment. Students must speak Arabic in daily activities. Therefore, the presence of coercion and the need for female students. And fourth, the lack of direct error analysis. This is because of the lack of explanation from teachers when students communicate with inappropriate Arabic language. But this interlingual language must occur, because in order to reach the second language or target, the students were taking a gradual course.

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