

**UNCOVERING INTERLANGUAGE IN ARABIC LANGUAGE
LEARNING CLASS VIII MADRASAH TSANAWIYAH
BUSTANUL 'ULUM JAYASAKTI**

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui bagaimana proses interlanguage oleh siswa kelas VIII Madrasah Tsanawiyah Bustanul 'Ulum Jayasakti tahun ajaran 2023/2024 dan untuk mengetahui apakah terdapat pola-pola kesalahan dalam interlanguage oleh siswa kelas VIII Madrasah Tsanawiyah Bustanul 'Ulum Jayasakti tahun ajaran 2023/2024 dari kelas VIII secara acak. Penelitian ini merupakan penelitian kualitatif dengan pendekatan studi kasus. Data penelitian terdiri dari dua sumber yakni data primer dan data sekunder. Data primer berupa dokumentasi yaitu hasil lembar kerja siswa dalam pembelajaran Bahasa Arab. Sedangkan data sekunder berupa observasi dan wawancara dengan guru Bahasa Arab. Hasil penelitian menunjukkan proses interlanguage dalam pembelajaran Bahasa Arab terdapat kesalahan oleh siswa kelas VIII Madrasah Tsanawiyah Bustanul 'Ulum Jayasakti dalam gramatikal adalah transfer bahasa, overgeneralisasi dan strategi belajar bahasa kedua. Dengan harapan, adanya penelitian ini menjadi perhatian khusus untuk dipelajari lebih lanjut kesalahan apa yang menjadi pola khusus dalam proses interlanguage berlangsung.

Kata kunci: interlanguage, pembelajaran bahasa Arab

ABSTRACT

This study aims to determine how the interlanguage process by grade VIII students of Madrasah Tsanawiyah Bustanul 'Ulum Jayasakti for the 2023/2024 school year and to find out whether there are patterns of errors in interlanguage by grade VIII students of Madrasah Tsanawiyah Bustanul 'Ulum Jayasakti for the 2023/2024 school year from grade VIII randomly. This research is qualitative research with a case study approach. Research data consists of two sources, namely primary data and secondary data. Primary data in the form of documentation is the results of student worksheets in Arabic language learning. While secondary data in the form of observations and interviews with Arabic teachers. The results showed that there is an interlanguage process in learning Arabic, there are errors by grade VIII students of Madrasah Tsanawiyah Bustanul 'Ulum Jayasakti, many grammatical errors are language transfer, overgeneralization and second language learning strategies. With the hope, the existence

of this research is a special concern to be studied further what errors become special patterns in the interlanguage process takes place.

INTRODUCTION

In the process of mastering a second language (L2) as a target language (BT), learners try to form their own linguistic rules (Husseinali, 2015). These rules are not the rules of the language that he has mastered (language I: BI) and are also not the rules of the target language. Linguistic rules are creative constructions of each learner. These creative rules are only temporary. These rules are what is called interlanguage, meaning the rules between the language they have mastered and the rules of the target language. Symptoms of interlanguage are indicated by deviations from standard language norms which are called language errors. This error occurs because students find it difficult to abandon the linguistic rules they have mastered. Learners try to use the linguistic rules they have mastered to apply to the target language (Guo, 2022).

Baradja stated that learners on their journey towards mastering a second language successively create language systems, and these systems are called linguistics or interlanguage.(Hao et al., 2021).

Interlanguage is the main issue in the study of second or target language acquisition. It is said that, because this issue is related to the development of the learner's language and the issue of learner language development is closely related to the process carried out by the learner in mastering the target language(Akram et al., 2020). Omaggio has implicitly emphasized that studying human language would be incomplete without paying attention to the phenomenon of learner language (interlanguage) (Alwaleedi et al., 2019).

From this it can be seen that the most prominent feature of interlanguage is the presence of errors which are generally known as interlanguage errors. In-depth research on interlanguage errors can help teachers to better understand the problems students face so they can provide appropriate instruction to students (Howard & L. Bevins, 2022). In this way, they can achieve good competence in the language they are learning. There are also interlanguage errors that are commonplace for every language learner. Because in the process of mastering the

target language, namely Arabic, there will definitely be some mistakes among language learners. Good at translating the target language using the grammatical structure of the mother tongue (Tahseldar et al., 2018).

Among the main issues that develop in the acquisition and teaching of second languages (foreign languages) is the role of grammatical knowledge, which has the assumption that grammar is the main factor in learning a second language (Maheswari et al., 2020). The Indonesian Al-Azhar University survey (2007) is strong evidence that grammar is still a major issue in Arabic language learning in Indonesia. It was recorded that the majority of MA students (57.1%) scored <5 for understanding grammar (Levlin & Waldmann, 2020). The second issue is assuming that the feedback given by teachers or other competent parties regarding grammatical errors made by students who master the second language. This view assumes that by providing correction to students every time they make a mistake, they will immediately master the target language perfectly (Khan, 2022).

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Loda and I Nyoman Sudiana stated that the difference between the first language and the second language is the main source of errors and difficulties in learning the second language. This Lado signal produces a contrastive analysis hypothesis which states that a foreign language learner often makes a "transfer" from the first language to the second language in using language structures to express ideas in the second language. Richards states that there are two other types of errors in language acquisition, namely intralingual and developmental errors. Intralingual errors such as incorrect generalizations, incomplete use of rules, and failure to learn the conditions for rule use. Meanwhile, developmental is a description of the learner's efforts to build hypotheses about a second language based on limited competence.

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Intralingual and developmental errors are errors that reflect the general characteristics of learning rules, whether errors in overgeneralizing, imperfect application of rules, or failure of learners to learn the conditions for applying these rules. This error is because B2 rules are not owned by B1 so that the application of B2 rules by the learner is the same mistake in applying B1 rules.

Seeing the problems above, the researcher is interested in conducting research on the interlanguage phenomenon that occurs in class VIII MTS Bustanul 'Ulum Jayasakti students considering that at this Islamic boarding school students are required to use Arabic or English actively as their daily language. And interestingly, because speaking is mandatory for students, students often make language mistakes. The students often incorporate the structures of their mother tongue into the target language (Al-Rawafi et al., 2021).

The research method used in this research is descriptive qualitative to obtain information or describe something that is being researched and cannot be obtained by means of measurement or statistics, for example: ideas, perceptions, opinions and so on. Data collection techniques use observation to observe good learning conditions and situations. at school or in the hostel. Interviews were conducted with the head of the language section to obtain data about the factors in which interlanguage occurs and documentation is a task for students to obtain from the Arabic language teacher to strengthen the data. Meanwhile, for data analysis, namely qualitative data analysis using the Miles and Hubberman model which consists of three steps, namely data reduction, data presentation, drawing conclusion.(Huberman, 2013).

First, qualitative research data analysis as written by Malik is defined as a selection process, focusing attention on simplifying, abstracting and transforming "rough" data that emerges from written notes in the field First, in this research we first recorded the results of observations and interviews in summary form, then we

sorted and selected the data that suited what we needed (Munawarah & Zulkifli, 2021).

Second, data presentation. At this stage the researcher is heavily involved in presenting or displaying the data collected and analyzed previously. In this study the researcher presented data in the form of a table. third, Verification. As explained above, the initial conclusions expressed are still temporary and will change if evidence is found to support the next stage of data collection.

The process of obtaining this evidence is called data verification. If the conclusions put forward at the initial stage are supported by strong evidence in the sense that they are consistent with the conditions found when the researcher returns to the field, then the conclusions obtained are credible conclusions.

DISCUSSION

When learning a second language, language mistakes are often made. Brown states that errors can occur due to: Interlanguage transfer, namely the transfer of fossilized elements of the first language (L1) into L2 (the language being studied). Overgeneralization errors (generalization), and learning context errors, namely errors caused by incorrect methods, materials, lecturers/teachers' teaching methods, errors due to B2 learning strategies as a result of the approach taken by the learner to the "L2 rules" material being studied (strategies of second language learning) (Zhang & Zou, 2022).

1. Language Transfer

What is meant by language transfer is that the points or rules that occur in interlanguage performance are influenced by the rules of the original or first language. In other words, language transfer is a process that originates from first language interference and this process occurs because the learner transfers the rules of the original language into the resulting target language. The forms of mistakes made by MTs Bustanul 'Ulum Jayasakti students are as follows:

1. Language Transfer

Table. 1 Language Transfer Process Error

No	Sentences	Arabic Sentences	Correction
1	Tidak Apa-Apa	لَا مَا دَا – مَا دَا	لَا بَأْسَ بِهِ
2	Jalan-Jalan	طَرِيقٌ - طَرِيقٌ	يَمْشِي
3	Di kelas ada banyak kitab	فِي الْفَصْلِ كَانَ كِتَابٌ كَثِيرٌ	فِي الْفَصْلِ كُتِبَ كَثِيرٌ

Some of the examples above are grammatical errors in the form of language transfer, where students still use the rules of their first language or Indonesian to pronounce Arabic. For second language learners who do not know the rules of a second language or who do not yet have grammatical competence in a second language, this will happen in the process of learning a second language (Briceño, 2017).

2. Overgeneralization

Two the process is excessive generalization or what is known as overgeneralization. The term overgeneralization refers to excessive generalization of the rules of the target language without paying attention to existing exceptions. Baradja stated that overgeneralization is a tendency to ignore exceptions to language rules

Table. 2 Overgeneralization

No	Sentence	Correction
1	يُسَافِرُ أَحْمَدُ إِلَى مِصْرَ	يُسَافِرُ أَحْمَدُ إِلَى مِصْرٍ
2	كِتَابٌ عَلَى مَكْتَبٍ	الْكِتَابُ عَلَى الْمَكْتَبِ

In the table above is a form of error process in overgeneralization where students generalize on the rules of learning Arabic. From the results we examined, this error is a form of error due to students' lack of competence in understanding Arabic language rules, so that students generalize on rules that they

3. Second language learning strategy

What is meant by second language learning strategy as expressed by Baradja refers to a learner's tendency to simplify the target language system (Grenfell, 2007). For learners of Arabic as a foreign language, especially at the

beginner level, they also tend to remove the plural marker element in verbs whose pronouns are different from the plural and eliminate the muannats marker element in adjectives whose meaning is muannats.

Table 3. second learning strategy

No	Sentences Indonesia	Sentences	Correction
1	Saya dan ibu makan roti	أَنَا وَ أُمِّي أَكَلْنَا الخُبْزَ	أَنَا وَ أُمِّي نَأْكُلُ الخُبْزَ
2	Kamu sedang tidur	أَنْتَ يَنَامُ	تَنَامُ

In the table above is a form of student error process in second language learning strategies where

students make mistakes in entering domir when speaking Arabic, however in writing students tend to be careful in using domir. As we have observed, this is a mistake, not a mistake, namely that students have already learned about the use of domir so that students already have competence.

4. Transfer of training

What is meant by training transfer is a process that is very different from language transfer. and overgeneralization of target language rules. This underlies the difficulties often experienced by language speakers. In this phase, each student or language learner continues to practice from the source language to the target language so that when the errors are repeated again, fossilization occurs. We can see this fossilization when the teacher asks an Arabic sentence spontaneously, then the students also spontaneously answer the sentence, for example the teacher gives the question "I went to the market". Some students tried to translate with the following sentences

Table 4. Transfer of Training

No	Day 1	Day 2	Day 3
1	أَنَا ذَهَبْتُ	أَنَا يَذْهَبُ	أَنَا أَذْهَبُ
2	أَنَا ذَهَبْتُ	أَنَا يَذْهَبُ	أَنَا يَذْهَبُ
3	أَنَا يَذْهَبُ	أَنَا يَذْهَبُ	أَنَا يَذْهَبُ

The table above shows that the errors between one student and another are not the same so it cannot be used as a benchmark whether a repeated error is a fatal error or a fossilized or petrified language so that it is not an error but rather a fossilization of the learner's language.

5. Second Language Communication

Strategy is a process that is identified by means of a communication approach, so that it is related to the transfer of training. Second language communication strategies have a great influence on second language learning. Consciously or unconsciously, he has linguistic competence related to aspects of the target language. One example of a communication strategy is how teachers use communication methods with students, whether using a behaviorist communication approach, or constructivism, etc., so that when we link the language process between these communication strategies, this communication strategy also plays an important role in the process of acquiring a second language in target language learning/Arabic.

As long as language users are still in the process of language acquisition and learning, language errors will still occur or be made unintentionally. Language errors do not only occur in students who study foreign languages, but also occur in students who study their own source language.

Language analysis is a follow-up procedure to contrastive analysis, namely the procedure carried out is studying, researching and analyzing the mistakes of students who are studying a foreign language (Because in the process of learning a foreign language it is very possible to find errors. Grammar has the meaning of a description and rules of structure a language in which linguistic units such as words or phrases are combined to produce sentences in that language that must be understood by a group of users.

Several examples will clarify this statement. First, there is research on language acquisition in babies, which Slobin recently named an anthology of research called *The Ontogenesis of Grammar*. Since children make progress from having absolutely no knowledge of spoken language to the stage of adequate mastery at the age of five, and since only one language is mastered, essentially the study of children's language is no longer discussed as a form of Intermediate Language study. But the study of second languages or foreign language learning is related to a person's process from monolingual to bilingual. In this case there are 2 (two) languages involved in the learning process, namely L1 and L2.

There are two opinions that arise in responding to the occurrence of errors in the process of learning a second or foreign language. The first opinion came from behaviorists who considered it to be something bad and should be avoided as much as possible. Mistakes indicate the learner's failure to learn language rules correctly, or the teacher's failure because they are unable to convey their meaning clearly or do not provide sufficient practice on the material that has been taught. Therefore, these mistakes must be overcome by providing lots of practice accompanied by correct examples.

Brook views it as a "sin" that should not occur and its influence must be limited, even though its occurrence cannot be avoided. Sudiana considers it a "disease" of second language learners that must be cured through therapy. The emergence of errors also indicates that language teaching has not been successful as a result of inadequate methods and techniques. Meanwhile, more subtly, George calls it "an undesirable form. In other words, language learners - according to behaviorists - should not make mistakes because mistakes will only be an obstacle in the process of mastering the target language.

The second opinion comes from Mentalists, who view mistakes more positively. Mistakes in second language learning are normal, they even have an important role because they can be a rich source for language experts. Errors are also an important part of the learning process because they reflect the level of language development of learners with distinctive characteristics and grammar. Brown and Selinker even view these mistakes as a form of learning strategy for better results.

Meanwhile, Krashen and Terrel consider that errors in learning a second language are a form of the learner's attempt to "fill in the blanks", namely the existence of an element/structure of the target language that he does not know or master when using that language, so he uses the element/structure first language or something similar. This theory was later called "monitor". Therefore, teachers should appreciate the learner's efforts and help as necessary, not view it as something negative or show significant progress indicating failure in the learning process, either because of the teacher's factors and the learning system they

implement, or because of the language learner's own factors. with limited abilities or the learning methods they use.

CONCLUSION

From the various opinions above, it can be concluded that mistakes are something that is very natural to make in the process of mastering a second/foreign language, both by adult learners and children. Mistakes are nothing to be afraid of because no one can be free from them even if every effort has been made to prevent them. In other words, mistakes are an integral part of the language learning process until the learner really masters it perfectly. However, this does not mean that every error that appears can be left without attention and corrective efforts, especially if the same error continues to be repeated for quite a long time. The same mistakes that are continuously made and do not show significant progress indicate a failure in the learning process, either because of the teacher and the learning system they apply, or because of the language learner himself with his limited abilities or the learning method he uses

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