THE EMERGENCE OF INTERFERENCE
IN STUDENTS FOREIGN LANGUAGE ACQUISITION

Hesti Napisah

Tarabiyah, Arabic Language Education

PBA 2A, KH.Ruhiat Cipasung

ABSTRACT

Linguistic interference is one of the difficulties faced by students in EFL situation. In Indonesia, interference can be found in students' pronunciation and sentence structure. Students often do mistakes in those two things. The problem in pronunciation and sentence structure can happen from the interference from students' first language or mother tongue. Some language systems in Indonesia are different from Arabic. In sentence structure Indonesia does not have any rule of Subject Verb Agreement, while Arabic has it. It can be a potential interference problem for the students. Therefore, teachers must be aware about this interference issue, since the solution should be found to solve the students' problem in learning Arabic especially this interference problem. If the teacher knows well about the interference problem of the students, the teacher will anticipate it by doing creative teaching approach.

INTRODUCTION

Arabic is a very important language because apart from being used by Arabs to communicate, Arabic is also the language of the Islamic religion, the language of the Qur'an Holy and the people of heaven who also use Arabic, while students who already know Arabic, who are helped by electronic devices, do not use the language. Arabic because what they know is that Arabic is the language of the Al-Qur'an and is also only used in Arab countries and that language is only related to Islam.

Arabic has now begun to be studied in schools so students can access foreign languages at school but they can only apply Arabic only in certain places, for example at school if there are Arabic lessons and usually when learning takes place it is in Arabic or also during Arabic extracurricular activities. And in the process of acquiring a foreign language, teachers must also be able to consider potential problems for students because not all students can immediately understand Arabic.

The disturbance in the pronunciation of the sounds of words or sentences that occurs in Arabic is the presence of Fi'il with its Arabic wazans regarding the presence of wazans (scales) which function as a kind of notation in a song. With this wazan, a verb (Fi'il)

can change its meaning according to the wazan. Talking about Arabic, many people often complain and think that the language is difficult because Arabic is also related to the science of nahwu and Sharaf, such as mubtada-khobar, answer-conditions, and many more and the structure of Arabic sentences consists of 2 words. or more in Arabic it is called tarkib or murokab, a sentence in Arabic can still be developed into many forms.

CRITICAL ANALYSIS

Problem

How can we prevent problems with pronunciation in Arabic, whereas there are so many students who study at school but they cannot understand a teacher or friend who speaks Arabic which is difficult for the student to pronounce?

Problem Solving

To prevent problems with pronunciation, students at school are advised to learn about the sciences of Nahwu and Shorof. In Arabic is the presence of   Fi'il with its Arabic wazans regarding the presence of wazans (scales) which function as a kind of notation in a song.

CONCLUSION

Interference can also be called the same as interference that gives negative things, perhaps that can also make Arabic in the student's view very difficult to use every day in pronunciation and grammar also because these two things have different rules in them.

REFERENCE

Bayley, R. & Lucas, C. 2007. Ed.Book. Socioliguistic Variation: Theories, Methods and Applications. USA:

Cambridge University Press Davies. A. & Cathrine, E. 2004. Ed.Book. The Handbook of Applied Linguistics. USA: Blackwell Publishing Ltd Kusumastuti, D. 2011. Analisis Pemakaian Bahasa Inggris dalam Komunikasi Pramuwisata dan Wisatawan di Candi Prambanan. Thesis.

Yogyakarta State University: Unpublished Nitschke, S.; Kidd, E.; Serratrice, L. 2010. First language transfer and long-term structural priming in comprehension. Language and Cognitive Processes 25 (1): 94–11

Skiba, R. 1997. Code Switching as a Countenance of Language Interference. Internet TESL Journal, Vol III, No.10

Swan, M. & Bernard Smith. 2001. Learner English: A Teacher's Guide to Interference and Other Problems (2nd Edition) (Cambridge Handbooks for Language Teachers). UK: Cambridge.