THE INTERFERENCE MANIFESTATION THROUGH INTERLANGUAGE OF A MULTILINGUAL CHILD’S VERBAL PERFORMANCES

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May All Beings always Be Happy

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The writer
“Yesterday is a History,
Today is a Gift,
Tomorrow is a Mystery.
No matter who you are, where you come from, or what your status is, DO your best today, so you’ll get the best gift tomorrow.”

(by: Master Ogwa “The Turtle”; Kungfu Panda the Movie)

Seperti ayunan bandul, semakin keras serta semakin bernafsu seseorang dengan kebahagiaan, semakin keras juga kesedihan menggoda.

(by: Gede Prama)

Just because some people can do something with little or no training, it does not mean that others can not do it (and sometimes do it even better) with training. Skills and achievement come through commitment and effort.

(by: Carol. S Dweck)


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ABSTRACT

Interference at first is seen as an intrusion from the native language when a language learner is trying to perform the target language. This situation proposes the Contrastive Analysis as the media which can estimate the difficulties which may be faced by the language learner.

Then the statement is argued by some experts. They have proved that the theory has some major weaknesses and proposed a new thought about interference. It is more a process when someone is in a process of learning the target language. This process naturally happens before a language learner successfully achieves the target language proficiency.

Interference as the process is manifested as an interlanguage. The interlanguage itself can be divided into 4 categories which are overgeneralization, simplification, hypercorrection and avoidance.

Based on the data that has been gathered, the subject of the study only did simplification while the others are not done. However, as interference is a process rather than a final product of learning language, it is hoped that it is not seen as a permanent incorrectness.
ABSTRAK

Interference (gangguan pada bahasa) pertama kalinya dilihat sebagai sebuah gangguan dari bahasa asal ketika seorang pembelajar bahasa sedang mencoba untuk menampilkan bahasa yang dipelajari. Hal ini memunculkan Analisa Perbandingan (Contrastive Analysis) sebagai media yang bisa memperkirakan kesulitan yang mungkin dihadapi oleh pembelajar bahasa.


Gangguan pada bahasa yang dilihat sebagai sebuah proses dimanifestasikan sebagai sebuah proses inter-bahasa. Proses inter-bahasa itu sendiri bisa dibagi ke dalam 4 kategori yaitu penyama rataan (overgeneralization), penyederhanaan (simplification), pengoreksian (hypercorrection), dan penghindaran (avoidation).

Berdasarkan data yang telah diperoleh, subyek studi ini melakukan penyederhanaan (simplification), namun tidak melakukan sisanya. Bagaimanapun juga, sebagaimana gangguan bahasa merupakan sebuah proses daripada sebuah hasil akhir dari pembelajaran bahasa, diharapkan bahwa hal tersebut tidak dilihat sebagai sebuah ketidak benaran yang permanen.