

SOURCE LANGUAGE INTERFERENCE IN STUDENT'S INDONESIAN- ENGLISH TRANSLATION

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Abstract

Translation is a process of transferring the meaning from the source text into the target text reader. The translator competencies in source language and target language are needed in order to reproduce the closest equivalence in target text. This study aimed to determine interference in students' Indonesian-English translation result. The study raised the question: How Indonesian, as the students' first language, interferenced their translation in English when translating texts from Indonesian into English? To answer the question, the researchers analyzed students' mistakes in their Indonesian-English translation products. This study employed a descriptive qualitative method. The data source was 18 documents of students' Indonesian-English translation results. The finding showed that the problems arised from interference was the diference of syntactical construction of Indonesian and English. The results showed that interference occurred because of students' lack of knowledge and awareness of the source and target languages.

Keywords: interference, translation, syntactical construction

Introduction

Translation is a process of transferring the meaning from the source text into the target text reader. Larson (1984 :3) stated that this process is done by going from the form of the first language to the form of the second language by way of semantic structure. Nida and Taber (1982:12) stated that translating consists of reproducing in the receptor language the closest natural equivalence of source language message, first in terms of meaning and secondly in terms of style. Based on the definition above, a translator therefore should have competence in both source and target language, textual competence, subject competence, cultural competence and transfer competence^[6]. The transfer competence is important in producing the closest natural equivalence on the target text. This study discuss about the interference of Indonesian language system in student's Indonesian-English translation. As student's mother tongue, Indonesian influences the students transfer process in English. There are lexical interference and syntactical interference, this study concerns only with syntactical interference. The lexical interference and

colocation will be discussed another time. The study aimed to define how the Indonesian language system influenced the students' translation in English. The students are university student who took Intermediate Translation class. They speak Indonesian as their mother tongue and have been learning English since they were in junior high school. In the process of learning a second language, the native language structure (L1) influences the second language (L2). The difference language system of L1 and L2 leads to interference. Alwasilah (1985:131) gave a clear definition of interference; It is an error caused by the tendency of habitually used pronunciation (speech) of a language to another language pronunciation unit includes sounds, grammar, and vocabulary. Interference may occur at word level, a phrase, an idiom, a metaphor or a term of a whole syntactic structure ^[3] In terms of translation, a translator may transfer the characteristic of his L1 into the target text. The differences and similarities between language system of L1 and L2 influenced the transfer process in translation ^[2].

Methodology

This study employed a descriptive qualitative method. It focused on interference in Indonesian-English translation done by Indonesian students. The sampling of this research was purposive sampling; it denoted that the data were chosen based on certain criteria. The data source was 18 documents of students' Indonesian –English translation results. The data for this research were sentence, phrase and words taken from the Indonesian-English translation assignment from 18 students which had syntactical interference. The students were asked to translate a source text written in Indonesian into English. The source text was taken from part of *Gadis Kretek* novel written by Ratih Kumala (2002). In analysing the data, the researcher used the steps of data analysis proposed by Spradley in Santosa (2017) they are domain analysis, taxonomic analysis, componential analysis, and cultural values finding. The domain of this study was Indonesian syntactical interference in Indonesian-English translation. The taxonomic analyses were syntactical construction of Indonesian in students' translation in English which included the use of tenses, simple sentence construction, passive construction, and addressee form construction. All aspects in this study were all related in the componential analysis step. The last step was to reveal how all aspects are related in a certain way.

Findings and Discussion

Every language had its own syntactical construction which might be different from one language to another. In this case, Indonesian syntactical constructions were different from English syntactical construction. The unit analysis in this research were clauses and sentences which indicated Indonesian syntactical constuction interference in students' translation in English.

1. Simple Sentence Construction

The simple sentence construction in Indonesian has at least a subject and predicate. Subject becomes the main element in a sentence aside from predicate. The subject of a sentence is usually a noun or a noun phrase. A predicate in Indonesian can be words or phrase. A predicate doesn't have to be a verb; it can be an adjective or noun, numeral and preposition, and phrase like verbal phrase and adjective phrase.

Compare to English, the simple sentence in English has at least a subject and a verb. The subject can be noun or noun phrase and followed by a verb. The difference between Indonesian simple sentence construction and English simple sentence construction was presented in a table below:

Table 1.
Simple sentence construction

Indonesian	English
S + P + (O)	S + V + (O)

Those difererent constuctions led to the interference in students' Indonesian-English translation:

ST: '*Berhari-hari dia mengigau sebuah nama, Jeng Yah*'

S P O

TT: 'For days he delirious a name, Jeng Yah'.

The context situation for the text above was, Romo, one of the character in the novel was dying. He kept calling the name, '*Jeng Yah*' unconsciously. In source text, the subject of the sentence was '*dia*' (he), followed by predicate '*mengigau*' and a noun phrase '*sebuah nama*' as the object. The sentence was translated into ; the subject 'he' followed by an adjective 'delirious' and an object, 'a name'. The construction of 'S + adj + O' was not acceptable in English. This happened because the Indonesian interference of predicate, since predicate in Indonesia didn't have to be a verb.

2. Tenses

Tense is one of the characteristics and plays an important role in the English. It

indicates the time of action. There are three major tenses in English which indicate the occurrence of the event; occurred in the present, past or future. The tenses refer to the state of the verb. The form of the verb changed based on the time of occurrence and depended on the subject (subject-verb agreement).

Indonesian language system didn't have such tense construction. The only way to mark time of occurrence was shown by the use of adverbial of time like 'yesterday', 'tomorrow', 'next month', but the verb remain. The different concept and construction of tenses had led to the interference in students' translation.

- ST : *'Nama itu kontan membangunkan hantu masa lalu'*
 TT 1 : 'The name wake the ghost of the past'
 TT 2 : 'The name directly woke up a ghost'
 TT 3 : 'The name directly has woken up the past memory whom I never know'

The ST predicate '*membangunkan*' (wake) was translated differently by the students into 'wake', 'woke', dan 'has woken'. Those verbs in English represented different tenses. The correct translation was: 'The name had woken up a ghost.' The ST verb, '*membangunkan*' was a transitive verb, while 'wake' was an intransitive verb. The choice of verb in the TT1, TT2, and TT3 indicated that the students didn't aware of the tense in target language, they were failed to decide the proper tense in English.

In translating into English, most of the students didn't notice about the tense. They were not aware the concept of time occurrence in English, therefore their translation varied in different tenses. This was happened because there was no such construction in Indonesian.

3. Addressee Form

Addressee form refers to the term used to address somebody in speech or writing. Indonesia has many addressee forms such as '*pak*', '*bu*', '*tuan*', '*nyonya*', '*dik*', '*mbak*'. These addressee forms are influenced by culture, politeness, situation and honorific. Indonesian addressee forms are very unique, especially in Javanese community. In terms of politeness and honorific, it is impolite to call somebody only by his name, therefore an addressee form should be added before somebody's name, for example : '*mbak Diana*', '*pak Bambang*'.

The construction of addressee form in Indonesian is : addressee form + forename. Meanwhile, English has different concept in dealing with the addressee form. English addressee form is 'Mr.', 'Mrs.' 'Miss'. The construction of addressee form in English is: addressee form + surname, for example, 'Mr. Smith' (John Smith), 'Miss Smith' (Annie Smith). The difference construction of addressee form in Indonesian and English is shown in the table 2 below.

Table 2.
 Addressee form construction

Indonesian	English
addressee form + first name/nick name	addressee form + surname
Ex : <i>Bu Agnes, Pak Bagus</i>	Ex : Mr. Smith (John Smith)

The data below showed that the Indonesian addressee form interfered the Indonesian-English translation of the students.

ST : '*Jeng Yah*'
TT : 'Mrs. Yah'

The context of the ST above was, Lebas , one of the character in the novel mentioned the name 'Dasiyah' or 'Yah' (nick name) with an addressee form '*jeng*'. He added '*jeng*' to show his respect for an older person than him, and also in terms of politeness. The Indonesian addressee form '*jeng*' was translated into 'mrs' which was of course not acceptable in English. The student adapted the Indonesian addressee form construction in his English translation. English addressee form 'Mrs,' should be followed by surname, not a nick name. This interference happened since many Indonesian didn't put their family name as their surname, therefore the students were unaware of the concept of forename and surname and it interfered their translation.

Conclusion

Every language has its own syntactical construction. The construction of a language cannot be arbitrarily applied in another language. The syntactical structure of L1 influenced the L2 language acquisition. The discussion showed that Indonesian language system (L1) had affected the translations of students who attempted to translate texts from Indonesian into English (L2)

There were a lot of interferences in the students' translation results. The Indonesian language construction interfered the English construction. This was happened in the transfer process of translation. The interference occurred because the students had lack competencies in English, therefore instead of using a proper English construction, they applied Indonesian construction in their English.

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