CHAPTER I

INTRODUCTION

This chapter, the researcher attempts to elaborate several important points covering (1) Background of the study, (2) Research problems, (3) research objectives, (4) Significance of the research, (5) Scope and Limitation, and (6) Definitions of the key terms.

A. Background of Study

The English department students, especially students of English Teacher Education Department (ETED) of Sunan Ampel Islamic State University, rarely use their English in their daily activities. Even tough the students are learning English, most of them are more comfortable in using Indonesian language rather than English. Thus, it cannot be denied that most of their English are still influenced by Indonesian language. The students' Indonesian language could interfere their English in many ways, such as, grammatical, syntactical, semantically, or others. Radhika and Kala stated that language interference in learning English as second language is basically occurred while speaking, reading, and writing, moreover when the English is not mostly used.²

Bennui explains that first language (L1) interference refers to the influence of native language structures on students' performance and

² V. Radhika - Mary Surya Kala, "Interference of Mother Tongue in Learning a Foreign Tongue", *ELT Voices India Journal*, Vol. 3, No. 2, 2013.

development in the TL.³ When students are trying to translate to the TL, their L1 characteristics will sometimes appear in their translation since the characteristics are difficult to avoid from students' ability in L1. In this case, most of students tend to translate directly from their L1 to TL (mostly used word by word method).

In keeping with Swan and Smith in their book of Learner English: A teacher's guide to interference and other problems, the structure of Indonesian word is similar to English (subject, verb, and object). The subject may be dropped and the word order reversed may occur in both languages in casual speech. This could be echoed in students' mistakes in English. According to Swan and Smith, there are actually various problems occur when there is a language interference. For instance; in the pronunciation, word order, even alphabetic.⁴

However, this research will concern on how students having language interference in their written translation. Since the students in this department have already learnt about linguistics skills and are in the middle of learning translation method, it is worth to observe whether in their written translation contain of language interference or not.

To define a word in English when translating from Indonesian language is not that easy. Moreover, there are numerous English words that have different meaning in different context. It is not easy for ETED students to find the most

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³ Pairote Bennui, "A Study of L1 Interference in The Writing of Thai EFL Students", *Malaysian Journal of ELT Research*, ISSN: 1511-8002, vol. 4, 2008, 73.

⁴ Michael Swan - Bernard Smith, *Learner English: A Teacher's Guide to Interference and Other Problems* (Cambridge: Cambridge University Press, 2001)

accurate English words to represent the Indonesian words whether when orally or written. Additionally, the students mostly use Indonesian language so that, it will be difficult for them to explain some Indonesian words to English words which exactly have the same meaning. Therefore, this research will only focus on semantic interference from Indonesian language in students' English translation.

There were some previous researches which also discussed about language interference. A research about language interference was done by Bennui entitled a study of L1 Interference in the Writing of Thai EFL Students. The research was focused on all aspect of first language interference. The researcher did not point out one aspect in his research instead of explained all language interference aspects in students' writing. Another research is from Manian's dissertation entitled The Influence of First Language Grammar (L1) on the English Language (L2) Writing of Tamil School Students: A Case Study from Malaysia. This study focuses on the interference of L1 grammatical rules in the writing of L2 with specific reference to the interference of Tamil (L1) in English (L2).

Since the previous research were about language interference in different aspects (grammatical, lexical, even discussed all aspects of interference), the current research is going to discuss only about semantic interference occurred in

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⁵ Pairote Bennui, "A Study of L1 Interference in The Writing of Thai EFL Students", *Malaysian Journal of ELT Research*, ISSN: 1511-8002, vol. 4, 2008.

⁶ Mahendra Manian, Doctoral Dissertation: "The Influence of First Language Grammar (L1) on the English Language (L2) Writing of Tamil School Students: A Case Study from Malaysia" (India, 2010)

students' translation of ETED which have not been done yet by other researchers. Besides that, the students here mostly made mistakes when translating in language interference in semantically aspect. Therefore, this current research is much important to be done to help both students and lecturers to aware of first language interference.s

The researcher did not analyze how students interpret the Indonesian words or sentences to English. Otherwise, in this research, it was analyzed the semantic interference from Indonesian language in students' English translation. In addition, Translation course is usually taken by sixth semester students or those who have finished the translation pre-requisite courses in the Sunan Ampel Islamic University's English Language Education program. Besides learning how to translate theoretically, students must work on translating any document formats (article, important document, poems) to the TL or vice versa. Therefore, after accomplishing the course, students are expected to carry out high quality of translation works.

To the point that the researcher attempted to analyze the students' work of translating nonrelated topic to English or education was because that students of ETED should be able to translate any kind of articles including science article or Islamic related article.

Considering of the reasons explained before, the researcher is going to conduct her research on Translation class of ETED to observe the language interference occur in students' translation.

B. Research Problems

As the students who are basically use Indonesian, their native language, as their daily language, the English Teacher Education department (ETED) students should be able to translate article from SL (Source Language; Indonesian language) to TL (Target Language; English) or vice versa without any L1 interference in it. Therefore, this research is set to question: What are the semantics interferences from Indonesian language in students' English translation of English Education Department?

The researcher will not only going to mention the words or sentences which have language interference, but also explain the detail of the reason behind the language interference occur in students' translation.

C. Research Objectives

Considering the statements of the research, this research is intended to describe: The semantics interferences from Indonesian language in students' English translation of English Education Department.

D. Significance of The Research

This research is projected to contribute research on linguistic and translation studies especially on the semantic interference from Indonesian language occurred in students' written translation. It is expected to be one of the guidance for both students and lecturers about language interference, especially semantic interference. Moreover for students who tend to make mistakes in translating from source language (SL) to target language (TL). It can guide

students not to make the same mistakes in translating especially in semantic translation.

In a narrow scope, this research could provide teachers with beneficial information of some difficulties faced by the students while translating to TL. Moreover, it can be a consideration for the lecturers whether it is necessary to give a lecture about language interference in order to enhance the students' competence in translating to the TL. For English language learners, it could provide some important aspects while dealing with language interference in written translation.

E. Scope and Limitation

As explained in the background, this research will deal with translation instead of writing skill. Even though the overall of students' translation is writing, but what this research means to be analyzed is how the students translate article from SL to the TL.

Consider that this research will analyze first language interference in students' written translation; the researcher will analyze the English Teacher Education Department students of Surabaya Islamic State University who take Translation class in even semester in 2015. The students are commonly in their third year of the university. Nonetheless, there are some students who are still in their second or even fourth year who take the class as well. It is not a big deal since the researcher will focus to those who join translation class.

There are two activities in translation class of the department, which are translating from first language (Indonesian language) to the TL (English) and translating from TL to first language. Thus, the researcher will only focus on the translating from first language to TL which the students will translate an Indonesian language article and Indonesian thesis proposal.

For the reason that some problems may occur in students' written translation, the researcher will only focus on the semantic interference. In the students' written translation that joined the previous translation class, some of them still got difficulties in semantic interference. Therefore, in the research, it will analyze the language interference in students' written translation which focuses on semantic interference.

In view of all the reasons mentioned above, the research will be a much help for future either students or teacher in English department. Thus, for the next research, it can observe about the way to avoid language interference in students' written translation.

F. Definition of The Key Terms

1. Semantic Interference:

- a. The students' English translation which the translated words are influenced by Indonesian language.
- b. The English translation which has some errors in choosing based on the context of target language because of the interference of Indonesian language.

- c. Semantic interference is an error, dealing with lexical words, of translating something with Indonesian language influenced.
- d. Lott in his research entitled *Analyzing and Counteracting*Interference Errors defines interference as "Error's in the learner's use of the foreign language that can be traced back to the mother tongue" and the effect on interference can be on any aspect of language. While in this research, it defines the semantic interference as a lexical error which occurs in the students who learn foreign language.
- e. Stated by Dulay, interference is an automatic allocation, caused by habit, of the external structure of the first language on top of the surface of the TL.⁸
- 2. Students' English translation: the English translation here means students' work of translating from their SL into TL.

⁷ David Lott, "Analyzing and Counteracting Interference Errors", *ELT Journal*, Vol. 37, July 3rd 1983.

⁸ Heidi Dulay – Marina Burt – Stephen Krashen, *Language* Two (New York: Oxford University Press, 1962), 98-99