#### **CHAPTER II**

### REVIEW OF RELATED LITERATURE

### A. Review of Related Literature

#### 1. Semantic Interference

As what was explained by Saeed in the book entitled *Semantics*, Semantics is how the sentences with dissimilar word choices would have the same meaning despite its differences. On the other hand, related with this research's theme which is language interference, it will be discussed how the target language is influenced by the source language semantically. Zuzana stated that interference is an occurrence which is frequently happened in students who learn second language and she also argued that its importance was extensively essential since the interference could sometimes give the different even opposite meaning from the source language. Interference itself means a phenomenon which is occurred when students talk or write their second language and it has the sense of the source language whether structurally or from its meaning. It is added by Kussmaul that interference is a slightly absolute problem in translation. Hence, he added that because of the translator's worry, this case is that the translators are too afraid to make

<sup>&</sup>lt;sup>9</sup> John I. Saeed, Semantics (United Kingdom: Blackwell Publishing, 2004), 24

<sup>&</sup>lt;sup>10</sup> Zuzana Havlásková, Master's Diploma Thesis: "Interference in Students' Translatio" (Masaryk University Faculty of Arts, Department of English and American Studies, 2010), 13

asome mistakes in translating from the native language to the target language, it will cause more mistakes because they tend to think too much and consider the word choices to be the accurate one. According to Kussmaul, that feeling is the big obstacle for translator to avoid the language interferences in their translations. Hence, semantic interference happens when students having their native language interfering the target language orally or written. Kussmaul stated:

"The biggest problem, however, is that a translator without sufficient linguistic sensitivity will not notice these things at all. The only advice that can be given is to improve people's linguistic competence both in the mother tongue and in the foreign language." 12

It means that interference, according to Kussmaul is a problem which slightly definitely occurred in students' translation and can be minimalized by training more about the second language. <sup>13</sup> Furthermore, Semantic interference, or lexical interference, according to Mehdi, is distinguishable when students can trace the other language characteristics in

<sup>&</sup>lt;sup>11</sup> Paul Kussmaul, "Training the Translator", *The Translator*, Vol. 4, No.1 (Amsterdam/Philadelphia: John Benjamins Publishing Company, 1995), 116-120

<sup>12</sup> Ibid

<sup>13</sup> *Ibid* 

the way the words translated which have no sense in the target language but have accurate grammar or structure. 14

The definition of language interference explained previously which is a common phenomenon found in amateur translator, or they who are still learning how to translate, will be linked further from Swan and Smith in the book entitled *Learner English: A Teacher's Guide to Interference and Other Problems.* Swam and Smith explained detail theories about the language interference that is related with the current research. Both Swam and Smith elucidated many kinds of language interference which may occur in students' written translation, such as grammatical interference, lexical interference, and phonological interference. This current research automatically needs to be linked from Swam and Smith theories to find out the research question.

Culture also has a very big role in creating the interference, stated by De Cea and Rego in the journal entitled *Cultural Aspects in the Translation of Texts in the Domain of Information Technology*. De Cea and Rego argued that since the students, or translator, are still using the native language more often, unknowingly, they could be got influenced when speak or write in their second language. The habits of the translators in using native language

<sup>&</sup>lt;sup>14</sup> Mehdi Purmohamad. Thesi: "The Lexical Semantic Interference Model (LSIM) of Bilingual Language Production. (Edinburgh: The university of Edinburgh), 5

<sup>&</sup>lt;sup>15</sup> Michael Swan - Bernard Smith, Learner English: A Teacher's Guide to Interference and Other Problems (Cambridge: Cambridge University Press, 2001), 279

more often than second language build the structure's characteristics of the second language's sentence as likely as the structure's characteristics of the native language's sentence. <sup>16</sup>

Zuzana quoted from Toury about the Interference law that the professional experience of a translator is one of the important roles in creating the language interference. It is obvious for students whose translations contain much more interference than those who has been professional in translation's world. Although the professional translators sometimes have difficulties and doubts about the quality of their translations, the frequency of occurrence of the language interference will be greater compared to students, or the amateurs, who still learn how to translate. Even tough the interferences are more tolerated in students' translation from highly significant cultures, interferences need to be more pied attention in translating to foreign or second language phenomena. Thus, the occurrence of interference is one of the factors which affect the quality of the written or oral final product.<sup>17</sup>

According to Galvao, there are two kinds of semantics interference which are *sign interference* (false cognates) and redundancy. <sup>18</sup> Based on

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<sup>&</sup>lt;sup>16</sup> Guadalupe Aguado De Cea - Inmaculada Alvarez De Mon Y Rego. "Cultural Aspects in the Translation of Texts in The Domain of Information Technology", 357 - 371

<sup>&</sup>lt;sup>17</sup> Zuzana Havlásková, Master's Diploma Thesis: "Interference in Students' Translatio" (Masaryk University Faculty of Arts, Department of English and American Studies, 2010)

<sup>&</sup>lt;sup>18</sup> Gabriela C. T. Galvao, Thesis: "Linguistic interference in translated academic texts: A case study of Portuguese interference in abstracts translated into English" (Portuguese: Vaxjo University, 2009)

Saussure which was quoted by Galvao, linguistic sign was a tight unity with two components. Sign is the relation between a signified (concept) and signifier (mental of the sound). In this study, sign interference is understood as linguistics interference caused by false cognates, while *redundancy* is an interference which happens because the different point of view of the words between the author and the translator.<sup>19</sup>

Cognates are the words which have the same origin, or mostly called as one family. In linguistics term, the term cognate refers to original words in different languages that come from the same word in parent language, such as English *pencil* and Indonesian *pensil* which may seem related each other but are not. In language teaching, however, the term cognate typically refers to words that have the same origin, whatever that may be, including words that have been taken from another language through what's known as borrowing. Since cognates do not always have the same meaning each other, students should be warned to be aware of the false cognates, words which look or sound similar to each other but that do not have the same meaning, or words that look like having the same meaning, but are not will cause the students' problem. Occasionally, two words which seems similar are not because of any common origin, but because of mere coincidence, such as English *paid* and Indonesian *pahit* "bitter", or English *absent* and Indonesian

<sup>&</sup>lt;sup>19</sup> Gabriela C. T. Galvao, Thesis: "Linguistic interference in translated academic texts: A case study of Portuguese interference in abstracts translated into English" (Portuguese: Vaxjo University, 2009), 13 - 15

absen "an attendance list", or made and made "the first name of one of Indonesian ethnic group". These words are not cognates, but just mere related. Rather than the problem coming from the words' root, it is more than the fact that two words truly have the same origin, but trough the times the meaning has changed for one or both of the words. It is sometimes called these as false cognates or false friends. However, what seem to be false cognates to the unprofessional eyes, at second glance are really not so false, if it is happened to know something about the original meaning and about the history of the word. In link with previous statements, false cognates are the translated words which represent the source words and have different meaning or are not well-matched.<sup>20</sup>

Therefore, this research will discuss about sign interference which is caused by false cognates. It means that the students translated their works using some words which seem the same as the right words in English but is not accurate.

On the other hand, Wit and friends stated that linguistic redundancy is a various phenomena in the language that explains the successful communication is not merely a superficial quality of language, but a constraint at the heart of its origin and the dynamics of its development. Redundancy is deeply rooted in language and anyone can find many

<sup>&</sup>lt;sup>20</sup> Jon Aske. "Cognate: True, False, and In Between", Salem: Salem State University, 2005, 1-2.

redundancy features within grammar, syntax and other aspects of language.<sup>21</sup> Wit and friends quoted from Hunnicutt:

Redundancy is the fraction of those people who do correctly guess the omitted word in a spoken Swedish sentence where that particular word has been replaced by an equally long beep.<sup>22</sup>

It can be concluded that redundancy is giving the speakers own ideas of the sentence to make it clearer or more understandable.

Conversely, the redundancy discussed in this research is the negative one. The students might add some words to the original sentence. The probability is that students translate the Indonesian language to source language using the *word by word* method and translate all words without considering that both language are different in some ways, for instance, Indonesian *dengan* sometimes do not really need to be translated as *with* in English.

Stated by Bajo and friends in a journal of The Locus of Semantic Interference in Picture Naming, semantic interference is the result of processes occurs at the basic of a word (henceforth lemma) level.<sup>23</sup> Trough that journal, it can be assumed about how semantic linguistic applied in picture naming. According to Bajo and friends, interference from

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<sup>&</sup>lt;sup>21</sup> Ernst-Jan C. Wit – Marie Gillette, "What is Linguistic Redundancy?", *The University of Chicago*, 1999, 1.

<sup>&</sup>lt;sup>22</sup> Ibid

<sup>&</sup>lt;sup>23</sup> M. Teresa Bajo – M. Carmen Puerta-Melguizo – Pedro Macizo, "The Locus of Semantic Interference in Picture Naming", *Psicológica*, Vol 24, 2003.

semantically correlated distracters is located at a semantic level. Distracter words access their semantic information, and when words and pictures are semantically related, detailed semantic classification (evaluation) of the pictures becomes more difficult.

Based on what was explained previously, the meaning of a word, even sentences, can be changed or different because it has language interference, in this case it will be influenced by semantic. Therefore, semantic interference has ultimate level to be discussed in this research since it is one of the main case of language interference occur in students' translation.

In link with the point of semantic interference, what someone considers as semantic interference from the source language, someone else can perceive as a different kind of mistake or even as a perfectly acceptable solution in the target language. Nevertheless, in most cases, interference is an evident at first sight and the reader sometimes realizes it even without reading the source text. He/she can either feel there is something "unnatural" in the text or the text seems obscure and incomprehensible (in case that an error occurs due to interference and the text is thus misunderstood). Generally speaking, interference is a phenomenon that is common to many translations and its occurrence varies according to the experience of a translator.

#### 2. Translation

Translation is the conversion of written text from one language into another so that the new, translated text reflects the content of the original text and corresponding cultural perceptions and customs of the target audience. Translation makes communication possible among people who read or write different languages and have different cultural heritages. Translation is *not* the process of finding an equivalent word in the target language for each word in the original document. That's because there may be no equivalent words, or there may be more than one equivalent word and the translator must examine the context to choose the one that's best. Additionally, the ways in which words are combined to create meaning vary from language to language, and translating words in the order they appear in the original text often will not make sense in another language.<sup>24</sup>

Traditionally, translation is considered to be a change of form, which is a change of surface structures from a SL into a TL. Catford stated in a rather simple definition of translation as "the replacement of textual material (SL) by equivalent textual material in another (TL)". Translation consists mainly of transferring the meaning of the SL text into the TL. Mounin suggests that to translate is not only to respect the structural or linguistic

<sup>&</sup>lt;sup>24</sup> The center for health literacy. Maximus, *Translation: A must-have guide*.(Reston: Maximus, 2010)

meaning of a text but also the global meaning of the message including the environment, the period, the culture, and many others.<sup>25</sup>

The twentieth century could be once more considered as the 'age of translation', stated by Aissi. 26 The huge quantity of books and works in all fields of knowledge translated in different languages along with the increasing importance of the daily role played by translation in the modern world communication suggest this claim. Prior to the twentieth century, translation difficulties were described by translation theorists (Cicero, St Jerome, Dryden, Dolet) as being mainly stylistic and aesthetic. Generally, the main issue was whether translation should be "literal" or "free".

Pregnier stated that generally, translation has been considered by linguists as a topic to be studied with the means of contrastive linguistics, that is, linguists have tended to give preference to an approach to translation based on the comparison of Linguistic structures to assess their potential use as translation equivalents. By considering language as a system and a social institution, De Saussure stresses which is quoted from Aissi, the importance of linguistic communication as a social phenomenon and consequently puts translation within the sociolinguistic perspective.<sup>27</sup> Thus, the translator should take into account the fact that linguistic communication occurs

<sup>&</sup>lt;sup>25</sup> Gabriela C. T. Mounin, Thesis: "Cultural Translation" (Portuguese: Vaxjo University, 2009)

<sup>&</sup>lt;sup>26</sup> Layachi Aissi, Doctoral Desertation: "An Analytical Study of the Process of Translation (With special reference to English / Arabic)" (Salford: The University of Salford Faculty of Arts Department of Modern Languages, 1987). <sup>27</sup> *Ibid* 

usually as an exchange and an interaction between individuals belonging to a certain group. When this exchange goes beyond the group, the linguistic differences and most importantly the socio (cultural differences should be taken into consideration). For that reason, word-for-word translation for De Saussure cannot function satisfactorily as words in one language do not have the same 'conceptual surface' in another language. Sharing the same views as de Saussure, Bloomfield studied language in its context and stated that any communication process occurs in a complex social and cultural context.

Explained also by Aissi, the three types of analyses linguistic, semantic and pragmatic, mentioned, interact with each other to solve certain translation difficulties related to meaning. These difficulties originate partly from the non-existence of direct equivalence between languages, because even if the lexical units seemed to be similar, their semantic fields or pragmatic interpretations are different. Textual equivalence is almost never produced by the formal correspondence either word-for-word or structure-for-structure. However, the SL and the TL items, as Catford puts it, "rarely have the same meaning in the linguistic sense, but they can function in the same situation."

In a book written by Suryawinata and Hariyanto entitled *Translation* which described about translation in a whole including the theory, strategy

<sup>&</sup>lt;sup>28</sup> Layachi Aissi, Doctoral Desertation: "An Analytical Study of the Process of Translation (With special reference to English / Arabic)" (Salford: The University of Salford Faculty of Arts Department of Modern Languages, 1987).

and methodology of translation.<sup>29</sup> One of translation strategy based on the book is Semantic strategy. Semantic strategy is to translate based on the context meaning. There are some strategies of Semantic strategy, which are:

### a. Borrowing.

This strategy is to copy the SL to TL. The reason of using this strategy is because the word in SL does not exist in TL. For instance the word "sandal" in Indonesian language is translated "sandal" in English.

# b. Cultural Equivalent

This strategy is used to use a certain word in TL to replace the certain word in SL. It should be emphasized that that word can be changed in some words with the same cultural meaning (cultural equivalent).

### c. Descriptive Equivalent and Componential Analysis

This strategy tries to describe the meaning or the function of the words. This strategy is used because the word from SL is a culture in that SL and the used of *cultural equivalent* strategy cannot give the accurate word in TL.

### d. Synonym

The translator can use the synonym of the word in TL which has the same and accurate meaning in SL.

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<sup>&</sup>lt;sup>29</sup> Zuchridin Suryawinata - Sugeng Hariyanto, *Translation* (Malang: Kanisius. 2003)

### e. Legal translation

This strategy is used for the settled words. For example "read-only memory" is translated in Indonesian language as "memori simpan tetap."

### f. Reducing and broadening

This strategy is to reduce or add the words from the original words.

# g. Adding

This strategy is used because of the context meaning. The translator adds some information to strengthen the word.

### h. Omission and Deletion

This strategy is the opposite of *adding* strategy. It does not delete or omit the words directly, but it has to consider the context meaning. Some words in SL do not really need to be translated if it has represented the other words.

### i. Modulation

Modulation is the strategy to translate phrase, clause, or sentence.

This strategy is to translate from another point of view.

As a result, tough this current research will not completely focus on translation, it is important to explain a brief about translation and its connection with both linguistics and psycholinguistics. Translation here is only a way of students to do their work. Thus, for the researcher, it will help to do the research about language interference.

### **B.** Previous Study

Bhela in her research entitled *Native Language Interference in Learning a Second Language: Exploratory Case Studies of Native Language Interference with Target Language Usage* (1999) explained that the learners' habit in using first language more often could create the interferences on the target language. This research focused on specific occurrences of first language (L1) interference on target language (L2) in the syntactic structures of the L2 learner's writing. The research also identified the effect of the differences and/or similarities between the structures of L1 and L2 on the target language. Besides that point, this research objected to analyze the effect of each of the noted areas of difficulty on interpretation of meaning by English's native speakers and also examined the learners' knowledge of syntactic structure of L1 which causes difficulty in L2. Not only was about L1's syntactic structure, the researcher also aimed to observe the learners' knowledge of the syntactic structure of L2. The scope of this research was limited to the analysis of writing samples and only focused on syntactic structures which were errors caused by semantic and spelling.<sup>30</sup>

Bada (2001) did a research about language influence on the production of English sound. The researcher did the research because he thought that language influence could be a very big mistake for those who learn second language. He stated that native language influence could be either positive or negative. It did

<sup>30</sup>Baljit Bhela, "Native Language Interference in Learning a Second Language: Exploratory Case of Native Language Interference with Target Language Usage", *International Education Journal*, Vol. 1, No. 1, 1999.

not discuss about the language influence in positive way since the researcher objected to help the readers avoid not to make mistakes when speak or write in second language. The research described the phonological analysis of Japanese native speakers who were learning English as a foreign language. It was objected to find out a phonemic level, and reflects learners' performance. This research used a qualitative method. The observation about the extension of the researcher' prediction regarding English sound difficulty for Japanese learners described using empirical data. The researcher concluded in this research that the interference of the native language in English was true. It was majority influenced in semantic and also syntax. This research actually aimed in students' oral performance and was aimed to have the conclusion of phonology interference.<sup>31</sup>

A research about language interference was done by Bennui (2008) entitled a study of L1 Interference in the Writing of Thai EFL Students. Unquestionably once again the mother tongue interference in EFL students is evident through studies. Thai EFL Students are part of the students that face problems with the transfer phenomena in the learning process at the moment of try to communicate their ideas. In this research, the findings reveal that there is a significance level of L1 interference that represents more negative transfer than positive transfer in the students' written English. Also, the results show the

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<sup>&</sup>lt;sup>31</sup> Erdogan Bada, "Native Language Influence on the Production of English Sounds By Japanese Learners, *The Reading Matrix*, Vol. 1, No. 2, 2001.

different type of errors such as, vocabulary use, phrases, clauses and sentence structures, as well as language style of paragraph writing. It is concluded that at the end of the study it is possible to identify that all aspects of L1 interference should be seriously taken into account by teachers of writing courses so that the negative transfer would be diminished and the positive transfer would appear and become a useful tool to students at the moment of analyze the structures both structures.<sup>32</sup>

A research done by Gilda Pawlova and María Fernanda (2009) discussed about native language interference in learning English as a foreign language. This research analyzed the written material produced by Spanish speaking students in senior high school classes. This research asked the sample (subject of the study) to develop four activities; three of free writing, composition, story, and essay. The methods used were the bibliographical in order to obtain all the literature needed for supporting the analysis and descriptive and analytical method for the analysis and interpretation of results. The major important conclusion of this research is that the first language habits truly caused interference in the production of the language during the learning process of the foreign language. The researcher also stated that it was necessary to develop

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<sup>&</sup>lt;sup>32</sup> Pairote Bennui, "A Study of L1 Interference in the Writing of Thai EFL Students", *Malaysian Journal of ELT Research*, Vol. 4, 2008, 72-102

some techniques of improvement which was focused on the reduction of the interference the students had.<sup>33</sup>

A research about semantic and grammatical interference effects in sentence production (2009) was done by Gorokhova and it was explored by using picture-words as the object to do the research. This research came up to the debatable issue of the interference effects of semantic and grammatical context through an analysis of naturally occurring Russian speech errors, or widely known as slips of tongue. This research found that the evidence from speech errors was that both semantic and grammatical interference were major effect in creating language interference. The researcher concluded that the interference effects can be provided by supposing that while a basic of a word stimulates its associative field, a lexeme seems to activate a structure of its grammatical features, spreading activation to other words within the current sentence. <sup>34</sup>

A research was done by Maniam (2010) about language interference focused on grammar. This research focused on grammatical interference first language rules in the writing of second language with specific reference to the interference of Tamil (first language) in English (second language). This research objected to carry out the component of the grammatical interference of Tamil in the writing of the English. Besides that, this research also aimed to find out

<sup>&</sup>lt;sup>33</sup> Velasco Cisneros Gilda Pawlova - Mármol Mazzini María Fernanda, Thesis: "Native Language Interference in Learning English as a Foreign Language: An Analysis of Written Material Produced by Spanish Speaking Students in Senior High Sschool Classes (Loja: Technique Particular University of Loja, 2009).

<sup>&</sup>lt;sup>34</sup>Svetlana Gorokhova, "Semantic and Grammatical Interference Effects in Sentence Production", *Proceedings of the BAAL Annual Conference*, Newcastle University, 2009.

which grammatical components dominated the inter-language grammar. Furthermore, this research main objective was to have further understanding for the readers regarding the theoretical debate on inter-language grammar influence. It was a qualitative research which describes the phenomena of grammatical interference occurred in students who learnt English as foregn language. It emphasized the importance of interaction between variables. This research did not mean to confirm whether people's perceptions are accurate or true reflections of a situation but rather to ensure that the research findings accurately reflected people's perceptions, whatever they were true or not. The findings in the data showed that there was interference and negative influence of mother tongue in the writing of L2. The writing analysis clearly showed that majority of the sentences constructed in the writings were to the grammatical patterns of the mother tongue.<sup>35</sup>

Havlásková (2010) examined the occurrence of interference in students' translation on her master's diploma thesis entitled *Interference in Students' Translation*. The major objective of this research was to provide a comprehensive analysis of the interference's existence in students' translations. This research dealt with three major parts; first, the analysis of interference in students' translations, second, interference identification task for students and teachers of translation, and finally, the questionnaires asking students about their

<sup>&</sup>lt;sup>35</sup> Mahendran Maniam, "The Influence of First Language Grammar (L1) on the English Language (L2) Writing of Tamil School Students: A Case Study from Malaysia", *Language in India*, Vol. 10, April 4<sup>th</sup> 2010.

view of interference. This research analyzed more than one kind of interferences that are lexical interference, syntactic interference, grammatical interference, interference in typography, and other aspects of interference. This research defined the lexical interference (or known as semantic interference) as the interference which related with the meaning of sentences from both source language and target language. This research also classified the semantic interference based on the cause of the interference; sign interference caused by false cognate and redundancy. Besides the research focused on more than one interference, the researcher did not explain in more detail way of each interferences.<sup>36</sup>

The research was done by Gonzalez (2011) entitled *Native Language Interference in The Spoken Target Language*, A Case Study of Three (3) Speakers of English As A Foreign Language analyzed the interference orally with the object of more professional in English field. This research was identified the most common spoken errors made during English lesson. It is because the subject of this research was the English language's teachers, this research was aimed for teacher to be able to work on enhancing the use of English in EFL class. This research was more likely looking for the reasons of them (the subject of the research) getting language interference. The interference in spoken language discussed in this research was mainly about all kind of interferences. It

<sup>&</sup>lt;sup>36</sup> Zuzana Havlásková, Master's Diploma Thesis: "Interference in Students' Translatio" (Masaryk University Faculty of Arts, Department of English and American Studies, 2010)

did not focus on certain interferences but to identify the level of interference in spoken language. This research used the mixed method to find the objective of this research. The researcher needed to find the level of the interference in spoken language as well as how teacher could get the interference while they were the teacher of English. This research concluded that the interference occurred in English teachers was when the teachers did not have the opportunity to prepare some speeches. It was found in this research that language with more similar structures (such as, English and Indonesian) was more susceptible to have various interferences than language with fewer similar features (for example, English and Korean).<sup>37</sup>

A study was done by Subramaniam and friends (2011) analyzed the interference of mother tongue (L1) in the English Translation materials. The main purpose of this study was in Translation field. However, the researchers highlighted that the interference had the main role in translation. This research examined more than one kind of interferences. The researchers aimed to help the teaching of Malay language as the medium of instruction in the education system. Therefore, this research was done to analyze the interference of mother tongue (L1) linguistics elements in the graduates' translation materials, especially from the aspects of lexical, affixes, meaning of words and sentence structure. The methodology used in this research was quantitative since the

<sup>&</sup>lt;sup>37</sup>Anni Mariela Quintana Gonzalez, Thesis, "Native Language Interference in The Spoken Target Language, A Case Study of Three (3) Speakers of English As A Foreign Language" (Lajo: Universidad Tecnica Particular De Loja, 2011)

researchers used SPSS (*Statistical Package for Social Science*) to analyze and process the raw data. As what have been explained before that this research was ore focus on the translation, the researchers tried to explain about the translation work while for the four aspects of the interference analyzed in this research, the researchers only classified which interference and counted how many interferences in the translation was without further explanation.<sup>38</sup>

Martínez Abrego and Ventura Vides did a research about the level of interference of English learners' mother tongue with their learning of preposition (2013). This research mainly focused on determines the level of interference without dealing with specific language interference. The researchers stated that for students who were learning whether second or foreign language, the translation's work from source language to second language had big opportunity to be influenced from students' native language. This research also explained that it might take time for the students to master a language to the point that they understand well how to organize knowledge into appropriate coherent structure. In the case of this research, the team of the researchers found out the common errors the students had when using English preposition. The languages that went with this research were native Spanish and English as second language. This research specified that the concept of language translation as an element that involves one of the main difficulties for students whose native language was

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<sup>&</sup>lt;sup>38</sup> Vijayaletchumy a/p Subramaniam and friends, "Interference of Mother Tongue (L1) in the English Translation Materials", *International Journal of Humanities and Social Scince*, Vol. 1 No. 5, May 2011.

Spanish and learnt English as second language was because of the influenced of their native language. As the results showed in this research, students associated and used some mother tongue structures to produce responses in foreign language activities.<sup>39</sup>

From all previous studies explained before, there are various differences that distinguish the current research with all the previous studies. Some of previous studies only focused on the general language interference without discussing much more of its interference. There was also a study that focused on grammatical interference while this current research will focus on semantic interference. In other hand, this current research use Indonesian language as a SL and English as TL. In another previous study, there was a study that used Malay language as SL instead of Indonesian language. However, these all previous studies give much help for this current research.

<sup>&</sup>lt;sup>39</sup> Claudia Guadalupe Martínez Abrego - Mónica María Ventura Vides, "The Level of Interference of English Learners' Mother Tongue with Their Learning of Prepositions: Case of English Composition II Students of The Foreign Language Department at the University of El Salvador, Semester i- 2013", (University of El Salvador School of Arts and Sciences. Foreign Language Department, 2013)