CHAPTER IV

RESEARCH FINDINGS

This chapter, the researcher presents and analyzes the data which have been collected during the research. The data were taken from Translation classes which are students' English translation. Another data is interview to strengthen the previous data. The researcher obtained all of the data trough students' document and interview.

A. Research Findings

After analyzing the data of 25 students' works, there are numerous semantic interferences in students' English translation. The findings of the research are dealing with the semantic interference in students' English translation based on the theories explained in chapter 2, related review literatures. The following discussion divided into students' work and researcher's analyzing. The tables are showed the Indonesian of a sentence from the article and the English translation of the students, while below of the table is the researcher's analyzing.

1. Thinking, east, mainstream

Apapun landasan dan metodologi yang digunakan, studi Islam di Jerman atau Eropa pada umumnya tidak dapat dilepaskan dari	Whatever the anvil and methodology used, Islamic studies in Germany or Europe in general can not be separated from Orientalism, a

orientalism, sebuah paradigm **pemikiran** *tentang* **timur** *atau Islam khususnya, yang menjadi arus utama pemikiran.*	paradigm of **thinking** about **east** or Islam especially, are becoming **mainstream** thinking.

To translate some sentences or even words from source language to the target language is not merely changing the words of the target language. It is also not as simply as maintaining the source language meaning based on the context meaning, but it rather than to make sure that there is one exact target language's term used to represent the source language. One of the example is from the sentence above, in English *thinking* which translated from Indonesian *pemikiran*. Grammatically, the Indonesian *pemikiran* can be translated as *thinking* in English. The Indonesian *pemikiran* is from the basic word *berfikir (think)*. However, most of Indonesian verb which is added the prefix *pe-* and suffix *–an,* or is became noun, in English, from the basic word will be added the suffix *–ing*. For instance, the Indonesian *penanaman, perencanaan, and pembangunan* which are from the basic word of *menanam, merencanakan, and membangun* (verb) will be translated to English *planting, planning, and building* which its basic word are *plant, plan, and build.* From this case, the student was probably tricked by these common formulas in translating a noun word which has basic word of verb. However, the Indonesian *paradigma pemikiran* should not be translated as English

paradigm of thinking. The Indonesian *paradigma pemikiran* itself means how someone has kind of belief or point of view of paradigm. However, instead of it is translated as English *paradigm of thinking,* it should be translated as English *paradigm thought.* Therefore, while translating these words, the student was probably influenced by the Indonesian language and came up with that translation.

Conversely, some people will possibly think that these words are not the example of semantic interference because the student only translated it incorrectly. The student mistook the English *thought* as *thinking* because she/he lacks in vocabularies or does not really understand about English grammar. There are various probabilities in defining whether the analyzed words have semantic interference or other kind of interferences, such as grammatical interferences. As what was explained in chapter 2 of related review literature, a semantic interference can be said as other interferences due to the phenomenon of the translation accuracy.[44] Nevertheless, these words surely have semantic interference proved by the students' statement in the interview. The interview conducted due to strengthen the probabilities occurred during the analyzing. The students stated that they tend to use parable words with the words which they have been known before.

---

[44] Zuzana Havlásková, Master's Diploma Thesis: "*Interference in Students' Translatio*"(Masaryk University Faculty of Arts, Department of English and American Studies, 2010)

The translated sentence above had two other words which have confusing meaning; they are *east* and *mainstream*. Both of these words have various meanings based on its context. The *east* in the sentence above is translated from *timur* in Indonesian language. The word *east,* based on Oxford Advanced American dictionary,[45] could mean direction and also a part of country especially an Asian, such as China, Japan, and India. Looking at the sentence, the *east* here means a culture of something, in that sentence is an Islamic culture happened in east countries. In case of that sentence, the word *east* itself does not really represent the *timur* word of Indonesian sentence. Other words are actually able to replace the word *east* in that sentence, such as *Eastern.* The word *Eastern* is more accurate for that sentence because it represents the term of the countries in the east and Islam as the religion and culture coming from east.

On the other hand, the word *mainstream* in that sentence also has different meaning in context. *Mainstream* was translated from *utama.* The author probably translated the u*tama* as something prime or something very important. However, the chosen word of students, English *mainstream* based on Oxford dictionary means the ideas or opinions that are thought to be normal because it is shared by most people. While in that sentence, the word *utama* does not really accurate if it is matched with *mainstream.*

---

[45] Oxford Advanced American Dictionary. 8th edition. Oxford University Press, 2011

2. Strengths and weaknesses, same with, the same of, excesses, lacks aspects.

*Oleh karena itu, generasi pertama studi Islam **sama dengan** orientalisme dengan segala **kelebihan dan kekurangannya.***	Therefore, the first generation Islamic study is **same with** the Orientalism with all its pros and cons.
	Therefore, the first Islamic generation study is **the same of** orientalism with all benefits and lacks.
	Therefore, from the **excesses** and **lacks aspects**, first generation of Islamic study is similar with the orientalism.
	Therefore, the first generation of Islamic studies in conjunction with orientalism with all the **strengths and weaknesses.**

There are few students who got the semantic interference in this sentence. Most of them got the interference in the same phrase which is the Indonesian *sama dengan.* The English *same with* and *the same of* are

translated from the Indonesian *sama dengan.* Many students used these two phrases, *same with* and *the same of,* to translate the Indonesian *sama dengan.* Both English *same with* and *the same of* can be categorized in morphological interference, besides grammatical interference, which is in this case is considered as collocation errors. Nevertheless, the two phrases were probably translated because the students were fooled by the Indonesian words and translated it using the *word by word* method. The Indonesian *sama dengan* will be translated as *same with* if it uses *word by word* method. The first student was probably tricked by the Indonesian phrase and directly translated it. While another student would think that the English collocation of *same* is *of.* Meanwhile this student still was tricked by the Indonesian *sama* and directly translated it into English *same.* From this case, the Indonesian *sama dengan* will be much better to be translated as *similar to.* The English *similar to* represents the Indonesian *sama dengan* which means something similar, identical, or equal.

The semantic interference in the English *excesses* (plural)*,* has the explanation as; the word *excesses* was translated from *segala kelebihan.* In Indonesian language, the word *segala* means *many, all, entirely, whole.* The student might choose the plural *excess* to represent the word *segala.* However, based on Oxford Advanced American dictionary 8th edition, *excesses* means extreme behavior that is unacceptable, immoral, or illegal. While what the author wanted in the article from the words *segala kelebihan*

dan kekurangannya was any good and bad of the object. It has the opposite meaning of what the author wanted.

Looking from the word, the English *excesses* word is actually not a common word used by the students. That word is actually an academic word which is probably found using thesaurus to make the certain writing become ordinary writing, since it used the uncommon words. Therefore, some people might think that it is not a semantic interference case but the student only got it wrong in translating that word.

Subsequently, this kind of interference can also be grammatical interference since the grammar used in the sentence is not really accurate. The student changed the word order in translating to English but she / he could not give the same sense of Indonesian sentence and English sentence. Nevertheless, the researcher keeps this interference as semantic interference because the student might have been influenced by her / his Indonesian language in translating that sentence. The word *segala* had a big role in influencing the student to use the plural *excess*. The student might want to emphasize the meaning of *segala* using plural *excess*. Thus, the translator might have thought that *excesses* a plural form of *excess* and had the same meaning, but it is actually different in English because *excesses*, as explained above, has an opposite meaning from *excess*.

Other than the plural *excess,* there are plenty of English words to represent *segala kebaikan* which is more accurate. For instance, the student could use *all good* or *the benefits.*

On the other hand, one of the students translated the Indonesian *kelebihan dan kekurangan* into the English *the strengths and weakness.* These students was possibly used these English words and thought that these words have the same meaning as the Indonesian words. However, these words are less accurate to be the translation of the Indonesian words. This case is an opposite of *excesses* case. In students' point of view, they like to use a common word and tend not to check it in the dictionary if the have already known before. Without thinking twice, the student perhaps directly uses these words.

3. By that, with it also, from that

| *Dengan itu pula peneliti menggarisbawahi bahwa konsep studi Islam generasi pertama ini sama dengan orientalisme.* | **By that**, the researchers highlighted that the concept of this first generation of Islamic studies together with orientalism. |
| | **With it also** the researchers underlines that study the concept of Islam is the same as the generation of orientalism. |

	From that, the researcher also highlighted that the concept of this first generation of Islamic studies at the Orientalism.

The cases from this sentence are similar to each other. The false cognate happens in the same words but came out with different words in the target language. Nonetheless, the students translated the Indonesian *dengan itu* to the English by directly translate those words without paying attention to the context or even the English term of that words.

The first student (number 9 translated the Indonesian *dengan itu* as *by that,* while students number 10 translated into the English *with it also,* and the English *from that* was translated by student number 11. Those all are obviously different tough all three of these phrases have Indonesian sense, or Indonesian language interference. The students, in the interview, said that they translated it exactly from the original text (Indonesian words) because they did not want to omit one or more words from the original text thinking of they would change the original meaning by remove one or two words.

From that sentence, the English *by that, with it also,* and *from that* were actually meant as a complement. Even though the Indonesian *dengan itu* is an emphasize complement as well, but those three English phrases do not really accurate to represent the Indonesian *dengan itu* for the reason that

there is no English term of these three phrases. The students also admitted during the interview that those three phrases have an Indonesian language sense or Indonesian language interference yet they still used it for some reasons. On the other hand, the English *it* will be more accurate to exemplify the Indonesian *dengan itu*. *It* is a pronoun that can be a subject for that sentence and it has less (or even no) Indonesian language interference. On the other hand, the sentence will not be changed by the meaning if the Indonesian *dengan itu* is not translated to English because it has no much role to explain the meaning of the context.

4. Post

***Pasca** kritik Edward Said terhadap orientalisme, kajian-kajian tentang Islam di Jerman atau Eropa pada umumnya, lebih memillih untuk menggunakan konsep Islamic Studies daripada Orientallisme.*	**Post** critic Edward Said on Orientalism, studies about Islam in Germany or Europe in general prefer to use the concept of Islamic Studies than orientallisme.

The English *post* is translated from the Indonesian *pasca*. The Indonesian *pasca* here has the meaning of *after, next*. The students probably translated that word without checking twice and just thought that English *post* is an accurate translation of Indonesian *pasca*. Based on Oxford Advanced

American dictionary, the word *post* which has a similar meaning to Indonesian *pasca* has to be added a hyphen or has to remove the space between the word and a noun after the word after that word, such as, post-1945 period or postgraduate. There are approximately three students who were tricked to translate the Indonesian *pasca* as English *post.* It is proved that some students still used the target language's familiar words to translate from Indonesian language. They do often say the word *post* and do not really aware of how to write that word which is followed by other nouns.

5. German, face, face with

*Hal itu bisa dimaklumi karena memang **Jerman** tidak **bersentuhan** langsung **dengan** Islam di era kejayaan Islam.*	That matter may be because it is not in direct contact with the **German** Islam in the era the glory of Islam.
	It can be tolerable because Germany did not directly **face with** Islam in the era of its glory.

The student was probably confused by the translated word from Indonesian *Jerman.* That word means a country in Europe. The correct translated word in English is *Germany* instead *German.* However, because the English *G* word is pronounced the same as Indonesian *J* word, the

student was probably jumbled and thought that the English *German* is translated from Indonesia *Jerman.*

The words "directly face with Islam" is translated from "*bersentuhan langsung dengan Islam*" and these words has Semantic Interference because in English characteristics, the word "face," based on the context, is a transitive verb which is directly followed by noun which is in that sentence is "Islam." However, the student translated that sentence in that way was probably because she/he has first language interference. In Indonesian language, the word "*dengan*" is translated "with" in English. Therefore, the student thought that she/he needed to translate the word "*dengan*" in the sentence whereas the context does not need that word to be translated. From the context point of view, the sentence should not need an additional "with."

6. Academic dreams, bad dreams

Namun sebagaimana halnya sebuah trend pemikiran atau keilmuan pada umumnya, orientalisme di Jerman juga menjadi bagian dari suatu impian akademik di satu sisi dan menjadi impian buruk di sisi lain.	*However, as well as a trend of thought or science in general, orientalism in Germany also become part of an **academic dreams** on one side and become a **bad dream** on the other side.*

Some students had the semantic interferences in this sentence tough they did not make it on the same words. *Bad dream* was translated from Indonesian *impian buruk*. It is actually a correct word from translating the Indonesian words to English. Nevertheless, the English *bad dream* itself has a common term in English which is *nightmare*. *Nightmare* based on Oxford dictionary is a very unpleasant dream. There are some Indonesian terms which can be translated word by word to English but it actually its own term, such as Indonesian *petunjuk pemakaian produk* can be translated in to English *the product guideline,* but it actually has its own term in English which is *product manual*. It also happens in this case, *bad dream* is less common used than *nightmare* in English. However, the Indonesian words from that sentence are *impian akademik* and *impian buruk, w*hile the *impian* is more likely closer to be translated as *a wish, or hope* than *dream* which is happened when sleeping. Thus, based on the context of that sentence, the students are better if she / he translated the Indonesian *impian buruk* as *bad hope*. In other hand, the phrase *bad dream* is closer to the meaning of having an unpleasant dream in the middle of sleeping.

7. In

Di UIN Sunan Ampel Surabaya, telah diberlakukan peraturan untuk membuat mahasiswa berbicara bahasa inggris dengan lancar dan bagus dalam memberikan pelajaran Speaaking 1 sampai 4.	**In** UIN sunan Ampel Surabaya, there have been the regulation to make the students fluently and good in speaking by giving them speaking lesson one until speaking four.

In this paragraph, it will be discussed about preposition. The used of preposition in both Indonesian language and English are totally different. In Indonesian language, the preposition *di-* which will represent all kind of places or a serially such as *di rumah* (in the house), *di belakang* (behind), *di kampus* (at campus), *di umur yang ke-22* (at the age of 22) is completely different in the used of preposition in English. As what have been explained in the example, the Indonesian preposition *di-* is not always translated as *in* in English. According to Oxford dictionary, the English preposition *in* can be used in several ways, which are: at a point within an area or a space (*a country in Africa*), within the shape of something; surrounded by something (*she was lying in bed*), into something (*she got in her car and drove off*), forming the whole or part of something or someone; contained within something or someone (*there are 31 days in May*), during a period of time (*in 2012*), after a particular length of time (*it will be ready in a week*), used in negative

sentences or after first , last , etc. or for a particular period of time (*I haven't seen him in years*), wearing something (*the man in the hat*), used to describe physical surroundings (*we went out in the rain*), used to show someone's job or profession (*he is in the army*), used to show the form, shape, arrangement, or quantity of something (*a novel in three parts*), used to show the language, material, etc. used (*say it in English*), concerning something (*she was not lacking in courage*), while doing something; while something is happening (*in all the commotion, I forgot to tell him the news*), used to introduce the name of a person who has a particular quality (*we're losing a first-rate editor in Jen*), used to show a rate or relative amount (*a gradient of one in five*). From the dictionary, it is all explained clearly how to use English preposition *in.*

In that sentence above, the Indonesian preposition *di-* represents the place which is not supposed to be translated as *in* in English. The student most likely was misled by the Indonesian language. The student might think that all Indonesian prepositions *di-* is translated as *in* in English. However, because the Indonesian preposition *di* exemplifies the place, it should be translated as English preposition *at.* It is explained in Oxford dictionary that English preposition *at* con be used to say where someone or something is or where something happens.

8. Raise

*Di slah satu Universitas di Surabaya terdapat program **pengembangan** bahasa Inggris yang menunjang mahasiswanya untuk memiliki kompetensi bahasa Inggris yang memadai.*	One of Higher Educations at Surabaya has a program which aims to **raise** students' English skill.

The English *raise,* based on Oxford dictionary, has the meaning of increasing, lifting, or moving something to a higher place or condition. It is right that the Indonesian *pengembangan* is translated to English *raise.* The Indonesian *pengembangan* indeed has a meaning of an act to gain something to be better. However, that word based on the context does not mean as what the student translated into the English. The student was probably thought that the Indonesian *pengembangan* could be translated into English *raise* because both of those words have the same meaning and represent each other. Considering about the semantic of the sentence, the English *raise* cannot be used in that sentence, because, based on the dictionary, the term used in representing increasing of knowledge should not be the English *raise.* Instead of that word, the students could translate the Indonesian *pengembangan* into English *the gaining,* or, to enhance.

9. As a matter of fact

Penelitian tentang penggunaan media Audio-visual sebenarnya sudah lama dilakukan.	**As a matter of fact,** the use of audio-visual research has been conducted in such a long time.

Sometimes in writing, the writers will add some words or phrases to beautify their writing. In this sentence, the student also added a phrase. Meanwhile, the added phrase does not really correspond in that sentence. In Indonesian writing, there is also a certainty to add some words or phrase to harmonize with the previous sentences. In this case, the students probably wanted to add a phrase tough there is no to be translated from Indonesian sentence. It actually does not really need to be added the phrase since that whole sentence is already accurate.

10. Beyond investor, outside investor

*Sementara sisanya harus didanai bank ataupun **investor luar.***	While the rest should be funded by bank or **beyond investors**.
	While the rest should be funded by bank or **outside investors**.

Some certain words are not directly translated just how these words changed in target language. The example is from the sentence above. The Indonesian *luar* has a meaning of a place which is not inside, or outside.

However, based on the context of the sentence, the Indonesian *luar* which is attached with the word *investor* means an investor from another country, or it can be said as *foreign investor*. The first student translated those words into English *beyond investor* was probably influenced by the Indonesian language. She/he thought that all Indonesian *luar* could be translated into English *beyond* or *outside*. The students stated that they used to use the English words either *beyond* or *outside* in translating the Indonesian *luar*.

11. Visible, ability

*Tantangan ini, juga **terlihat** dari kesanggupan pemerintah sebelumnya, yang tiap tahun hanya mampu membangun 5.000 megawatt.*	This challenge also **visible** from ability of the previous government, which each year is only able to build 5000 megawatts.

The same case as the previous one, one of the students translated certain words directly into the target language without considering the semantic of the sentence. The Indonesian *terlihat* is actually correct to be translated into English *visible.* However, based on the context meaning, the Indonesian *terlihat* means a proof of something, or known by others. Otherwise, if the student translated that word into English *visible,* it would change the meaning of the sentence in target language. The student is probably influenced by the Indonesian language which directly concluded the

English *visible* is translated from Indonesian *terlihat*. English *visible* means something that can be seen. It is matched correctly with the Indonesian *terlihat*, if it is not in that sentence. However, instead of *visible*, the students are better to use the English *proof* or *known* to represent the Indonesian *terlihat*.

12. Things, till reach, things and human

*Riyanto menjelaskan, ongkos **barang dari pabrikan sampai menjangkau** konsumen mencapai 15-20 persen dari total biaya.*	Riyanto explained, the cost of manufacturer's **things till reach** consumers about 15-20 percent of the total cost.
*Dengan demikian, kata Riyanto, pemerintah perlu memperhatikan dan membangun sarana transportasi, baik untuk **barang maupun manusia.***	Riyanto said, thus, the government needs to pay attention and build transportation facilities, both for **things and human.**

Once more a case which an Indonesian word cannot directly be translated into English as it is. The Indonesian *barang* has a meaning of belonging, things, or goods. The semantic interference in this case is actually not that fatal. However, instead of choosing the English *things* to represent the Indonesian *barang*, it will be so much better to choose English *goods* for academic writing reason. In link with the statement of the students in the

interview, they stated that they did not really care to check some words in dictionary when they have already known the words in target language. Therefore, in this case, why the student preferred to choose the English *things* instead of *goods* is probably because they only knew that Indonesian *barang* should be translated into English *things*. The students were probably influenced by the Indonesian words which has the meaning of *something* should be translated as *things*. There is certain term in English to represent the Indonesian *barang*. The English *goods* based on the Oxford dictionary, it means things which are produced to be sold. Otherwise, based on the context, the Indonesian *barang* obviously means exactly like the English *goods*. Instead of judging that the students' English translation is incorrect, it is more than the translated words are less accurate to exemplify the source language.

On the other hand, another semantic interference from this sentence is that the English *till reach* which were translated from the Indonesian *sampai menjangkau*. If only it was translated using *word by word* method, the translated words are correct. Conversely, by translating these words using *word by word* method, the students unknowingly created a semantic interference. As what have been explained previously, there are some Indonesian words which do not really need to be translated into English words because the differences of the term between the two languages or one of the languages' words have been explained the other words so that it does not need to be exactly translated. It happened in this case. The Indonesian *sampai*

menjangkau do not have to be translated exactly as it is, the mean point is that the translated words should have the same meaning from these source language's words. Based on the context, it is enough to translate these words into English *to reach*. Besides alleviate the Indonesian's sense in English words, it has less Indonesian language interferences.

13. This import, everything import

*Kita segalanya masih suka **impor ini, impor itu.***	*We all still love **this import, everything import.***

       The Indonesian *impor ini, impor itu* actually has the meaning of explaining all things which are still imported. However, one of the students translated those words into the English *this import, everything import* which has confusing meaning even a completely containing the Indonesian language interference. The student, once more, used the *word by word* method to translate these words and could not make without any Indonesian language's sense, getting influenced by the Indonesian language. The student probably did not realize that the English translated words have Indonesian language interference because she/he translated these words exactly the same as the source language. Even tough grammatically the sentence is incorrect, but the sentence is more likely interfered semantically rather than grammatically. The student possibly tricked from the Indonesian language's words and directly translated into English.

B. Discussion

After analyzing the data, linked to the theories in related review literature, there are two kinds of semantic interference, they are sign interference caused by false cognates and redundancy. The explanation about the differences of both false cognates and redundancy will be discussed in this chapter.

1. False Cognates

Explained in the second chapter, false cognates come when students translate from Indonesian language to target language using the word which seems accurate but different. In this study, there are article from a student translated from Indonesian language to English. From the research finding there are found some semantic interferences and it is dominated by false cognate category. The examples below have been categorized as the false cognates, while the explanation is explained in the research finding.

These examples are categorized as false cognates because these words have been mistaken by the students as the accurate translation. However, it is not that these words or the sentences are incorrect, but that only has semantic interference from Indonesian language which are translated with the influence of Indonesian language.[46]

---

[46] Zuzana Havlásková, Master's Diploma Thesis: "*Interference in Students' Translatio*"(Masaryk University Faculty of Arts, Department of English and American Studies, 2010)

a. Thinking, east, mainstream

*Apapun landasan dan metodologi yang digunakan, studi Islam di Jerman atau Eropa pada umumnya tidak dapat dilepaskan dari orientalism, sebuah paradigm **pemikiran** tentang **timur** atau Islam khususnya, yang menjadi arus **utama** pemikiran.*	Whatever the anvil and methodology used, Islamic studies in Germany or Europe in general can not be separated from Orientalism, a paradigm of **thinking** about **east** or Islam especially, are becoming **mainstream** thinking.

b. Strengths and weaknesses, same with, the same of, excesses.

*Oleh karena itu, generasi pertama studi Islam **sama dengan** orientalisme dengan segala **kelebihan dan kekurangannya.***	Therefore, the first generation Islamic study is **same with** the Orientalism with all its pros and cons.
	Therefore, the first Islamic generation study is **the same of** orientalism with all benefits and lacks.

	Therefore, from the **excesses** and **lacks aspects**, first generation of Islamic study is similar with the orientalism.
	Therefore, the first generation of Islamic studies in conjunction with orientalism with all the **strengths and weaknesses.**

c. Post

Pasca kritik Edward Said terhadap orientalisme, kajian-kajian tentang Islam di Jerman atau Eropa pada umumnya, lebih memillih untuk menggunakan konsep Islamic Studies daripada Orientallisme.	**Post** critic Edward Said on Orientalism, studies about Islam in Germany or Europe in general prefer to use the concept of Islamic Studies than orientallisme.

d. German, face.

Hal itu bisa dimaklumi karena memang Jerman tidak bersentuhan langsung dengan Islam di era kejayaan Islam.	That matter may be because it is not in direct contact with the **German** Islam in the era the glory of Islam.
	It can be tolerable because Germany did not directly **face with** Islam in

	the era of its glory.

e. Academic dreams, bad dreams

*Namun sebagaimana halnya sebuah trend pemikiran atau keilmuan pada umumnya, orientalisme di Jerman juga menjadi bagian dari suatu **impian akademik** di satu sisi dan menjadi **impian buruk** di sisi lain.*	*However, as well as a trend of thought or science in general, orientalism in Germany also become part of an **academic dreams** on one side and become a **bad dream** on the other side.*

f. In

***Di** UIN Sunan Ampel Surabaya, telah diberlakukan peraturan untuk membuat mahasiswa berbicara bahasa inggris dengan lancar dan bagus dalam memberikan pelajaran Speaaking 1 sampai 4.*	***In** UIN sunan Ampel Surabaya, there have been the regulation to make the students fluently and good in speaking by giving them speaking lesson one until speaking four.*

g. Raise

*Di slah satu Universitas di Surabaya terdapat program **pengembangan** bahasa Inggris yang menunjang mahasiswanya untuk memiliki kompetensi bahasa Inggris yang memadai.*	One of Higher Educations at Surabaya has a program which aims to **raise** students' English skill.

h. Beyond investor, outside investor

*Sementara sisanya harus didanai bank ataupun **investor luar.***	While the rest should be funded by bank or **beyond investors**.
	While the rest should be funded by bank or **outside investors**.

i. Visible, ability

*Tantangan ini, juga **terlihat** dari kesanggupan pemerintah sebelumnya, yang tiap tahun hanya mampu membangun 5.000 megawatt.*	This challenge also **visible** from ability of the previous government, which each year is only able to build 5000 megawatts.

j. Things, things and human

*Riyanto menjelaskan, ongkos **barang** dari pabrikan **sampai menjangkau** konsumen mencapai 15-20 persen*	Riyanto explained, the cost of manufacturer's **things till reach** consumers about 15-20 percent of

dari total biaya.	the total cost.
*Dengan demikian, kata Riyanto, pemerintah perlu memperhatikan dan membangun sarana transportasi, baik untuk **barang maupun manusia.***	Riyanto said, thus, the government needs to pay attention and build transportation facilities, both for **things and human.**

k. This import, everything import

*Kita segalanya masih suka **impor ini, impor itu.***	*We all still love **this import, everything import.***

2. Redundancy

Redundancy is one or more words that are added (or translated) which are not really necessary and do not influence the meaning in context.[47] As what explained in the chapter 2, redundancy is one of the semantic categories which will discuss about students' mistakes in adding some words because their Indonesian language interference in translating from Indonesian language to English.

The examples below have been categorized as redundancy. From the findings, there is less semantic interference of redundancy categories than the false cognate category. The redundancy category is not easily found compared to false cognate category. Based on students' opinion, in the

---

[47] Zuzana Havlásková, Master's Diploma Thesis: "*Interference in Students' Translatio*"(Masaryk University Faculty of Arts, Department of English and American Studies, 2010)

interview on Monday, May 8th, 2015, students were more confused to choose the most accurate words to represent the word from the source language. Most of students stated that they were tricked by the English words which they used most in their daily life without considering whether those words are accurate or not. Some students argued that is because they do not really understand the words from original text, so that they came up with random English words which they think are accurate. On the other hand, the students who had semantic interference in redundancy category assumed they had to translate all words in Indonesian text to English because they did not want to change the whole meaning of the text. Several students also stated that they did not really understand about omitting some unnecessary words.

These are the examples of semantic interference of redundancy category:

a. By that, with it also, from that

Dengan itu pula peneliti menggarisbawahi bahwa konsep studi Islam generasi pertama ini sama dengan orientalisme.	**By that**, the researchers highlighted that the concept of this first generation of Islamic studies together with orientalism.
	With it also the researchers underlines that study the concept of Islam is the same as the generation

	of orientalism.
	From that, the researcher also highlighted that the concept of this first generation of Islamic studies at the Orientalism.

b. Face.

Hal itu bisa dimaklumi karena memang Jerman tidak bersentuhan langsung dengan Islam di era kejayaan Islam.	That matter may be because it is not in direct contact with the **German** Islam in the era the glory of Islam.
	It can be tolerable because Germany did not directly **face with** Islam in the era of its glory.

c. As a matter of fact

Penelitian tentang penggunaan media Audio-visual sebenarnya sudah lama dilakukan.	**As a matter of fact,** the use of audio-visual research has been conducted in such a long time.

d. Till reach

Riyanto menjelaskan, ongkos barang dari pabrikan sampai menjangkau konsumen mencapai 15-20 persen	Riyanto explained, the cost of manufacturer's **things till reach** consumers about 15-20 percent of

dari total biaya.	the total cost.
*Dengan demikian, kata Riyanto, pemerintah perlu memperhatikan dan membangun sarana transportasi, baik untuk **barang maupun manusia.***	Riyanto said, thus, the government needs to pay attention and build transportation facilities, both for **things and human.**

From the examples explained, it is difficult to deny the language interference in students who is learning a second or foreign language. There are many Indonesian language interferences found in students work tough the students are already in their third year of university. However in this research, which only discussed a semantic interference, also found some cases about semantic interference.

Even though in the students' work are found several mistakes unrelated with semantic interference, this research only focuses on semantic interference in students' English translation. After analyzing the data taken from two translation classes with two different lecturers and sources, the semantic interferences are analyzed as the theory in chapter two explained. The categories of semantic interference which are decided to be discussed in this research are sign interference caused by false cognates and redundancy.

While analyzing the semantic interference, there is some interference found in students' English translation, for example, grammatical interference,

syntactical interference, or morphological interference. The most interference found in students' works are grammatical interference. The students in the interview gave the opinion about the method they used to translate from Indonesian language to English. Most of students used *word by word* method so that it is possible for them to have the interference especially the grammatical interference. The students did not really care about the syntactically of their sentence in English because, they stated that the most important thing is that they can transfer the Indonesian language to English. Therefore, they created several interferences, and in this case is semantic interference.

Besides Indonesian language interference which focuses on semantic interference, there are various mistakes found in the students' English translation. The most mistakes found is that about the word choosing. Most of students were having difficulties in word choosing. Some of them stated that they need to get academic words in translating their works so that their writing will be extraordinary compared to other students. However, that mistake was not discussed in this research since it only focuses on semantic interference.