A GRAMMATICAL INTERFERENCE FROM INDONESIAN INTO ENGLISH TRANSLATION

AN ARTICLE

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A GRAMMATICAL INTERFERENCE FROM INDONESIAN INTO ENGLISH TRANSLATION

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Abstract: This research aims to investigate the type and the frequency of grammatical interference of Indonesian into English translation. This research is descriptive. The tool of data collecting is a written test. The participants are 12 students selected randomly. The research findings show that the research subject made grammatical interference of their Indonesian into English translation. The interference is classified into four types namely, interference of addition, ommision, disordering and misinformation. There are two factors that cause interference in translation including interlingual and intralingual. The interlingual errors include the interference of Indonesian rules and the intralingual includes the application of rules in the target language, overgeneralization, an ignorance of rule restriction and false concept of hypothesis.

Keywords: Grammatical, Interference, Indonesian, English and Translation.


Kata Kunci: Gramatikal, kesalahan, Bahasa Indonesia, Bahasa Inggris, dan terjemahan
People use language as a means of daily communication. It involves the process of sending and receiving information. Language is used as a media to express one’s feeling and idea. Language can unite people to communicate each other. Indonesia has many local languages like Iban, Malay, Javanese and others. Unlike other languages, Indonesian is the national language used to communicate among different ethnic groups. It is an official language. It is used in schools and office settings. Beside learning Indonesian, students also learn English, a global language that plays an important role in such various aspects as of finance, education, fieldwork, and business. To speak English and to understand English, the students need a process, such as teaching learning process in the classroom.

Learning English as Foreign Language is not easy. It is different from learning a mother tongue. Although the students have learned English more than six years, they are still not skilled yet. Some students may express in ungrammatical English because of their first language. (Dewale and Furnham, 2000:358) state that difficulties faced by the L2 learners may be resulted from the differences of the target language from the source language. The differences may result in the negative transfer or interference whereas the similarities may result in positive transfer, which facilitates the language learning (Aronoff and Miller, 2002:22).

English can be transformed into Indonesian. This is a common process in learning language. Since English may apply different grammar from that of Indonesian, student may find difficulties in learning English grammatically. The ungrammatical English is due to the interference of Indonesian grammar. The formal elements of Indonesian are used within the context of English, resulting errors in English.

English has a complex grammar and a different grammatical structure from Indonesian that may lead students to produce errors in English as seen in (1) and (2). The structure of Indonesian (1) is translated lexically into English (2). This translation is incorrect grammatically in English because the grammar of the target language is different from that of the source language. Indonesian sentence (1) should be translated into (3) in English.

(1) Dia tidak suka seafood.
(2) She not like seafood.
(3) She doesn’t like seafood.

Mastering grammatical structures well is important because it can help people write easily and effectively and does not make interferences. Weigle (2002) states, “For the present we will simply note that one cannot write in a second language without knowing at least something about language and vocabulary of that language. An addition factor is relative similarity or difference between the two languages: writing in language that is closely to one’s native language in terms of grammar, vocabulary and writing system is clearly easier than writing in language that is vastly different”.

It cannot be denied that there are grammatical interferences that students make. Such interferences are found in students’ writing. Therefore, it is important for students to learn grammar of the source and the target language to be able to transfer in the concerned language. Students of English Language Education
Study Program must have good mastery of English. However, based on the pre observation the students still transfer the grammar of Indonesian into English in their writing. When students translate texts of Indonesian into English, they still apply Indonesian grammar which is absent in English. For example an Indonesian student wrote (4). It is not acceptable in English. The order of “I and my mother “of (4) is not acceptable in English. It must be “My mother and I”. This error is made because Indonesian phrase,” Saya dan Ibu saya” not “Ibu saya dan saya ”. Therefore, (4) must be expressed in English as in (5):

(4) I and my mother want to make a chocolate cake.
(5) My mother and I want to make a chocolate cake.

Although students have learnt grammar subject, most of them still make errors in their English expressions because of the negative transfer of Indonesian into English. Based on the pre – observation, it is interesting to conduct research on the grammatical interference of Indonesian into English text. The research is designed to investigate how far the students do grammatical interference of Indonesian into English translation. This research, designed to know that students can understand the errors when translating the text of Indonesian into English and can improve their translation ability. Knowing the interference of Indonesian in translating into an English text, the students may have better understanding in English grammar of which the potential interference of Indonesian occurs in their English. By avoiding negative transfer of L1 the students may achieve native – like competence. Thus, students may be able to translate Indonesian text into English naturally.

METHOD

To achieve the purpose of a research, the appropriate method used in this research. A method is a way of doing something. In line with the purpose of the research that is to describe the grammatical interference from Indonesian into English. Descriptive research is chosen in this research. This study uses a qualitative design because the data are informed of words rather than numbers in addition; the data were in the form of sentences which have grammatical interference. This data also employs a descriptive design because the data of this study are explained descriptively. The present research sample is the Semester - 5 students of English Language Education Study Program, Teacher Training and Education Faculty, Tanjungpura University who learned translation subject. They are 12 students as the research sample. The sample took based on the random sampling. The data were collected from corpus written by the research participants. Firstly, they were to write Indonesian text. Secondly, they were to translate their Indonesian text into English. The analysis started from sorting out the grammatical errors made in the translation texts. Then, the errors were matched with the Indonesian texts. If the grammatical construction were identical with their Indonesian counterpart. They were defined as the data. After such data were collected, they were classified into “misinformation”, “addition”, “disordering”, and “omission”. The number of each type of errors will be
computed to identify their frequency of occurrence. The result of research analyzed the interference occurred in the data collected.

**FINDING AND DISCUSSION**

**Research Finding**

Based on the collected data, the students interfered Indonesian into English. The interference can be classified into omission, addition, disordering, and misinformation. They can be seen in Table 1:

- Om : omission
- Add : addition
- Dis : disordering
- Mis : misinformation

<table>
<thead>
<tr>
<th>Sample</th>
<th>Om (%)</th>
<th>Add (%)</th>
<th>Dis (%)</th>
<th>Mis (%)</th>
<th>Total numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>2.54</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>0.63</td>
<td>3</td>
<td>1.91</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>1.91</td>
<td>6</td>
<td>3.82</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>2.54</td>
<td>1</td>
<td>0.63</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
<td>5.73</td>
<td>2</td>
<td>1.27</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td>3.18</td>
<td>6</td>
<td>3.82</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>0.63</td>
<td>3</td>
<td>1.91</td>
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<td>8</td>
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<td>9</td>
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<td>2</td>
<td>1.27</td>
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<td>1.27</td>
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<tr>
<td>11</td>
<td>1</td>
<td>0.63</td>
<td>1</td>
<td>0.64</td>
<td>1</td>
</tr>
<tr>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>39</td>
<td>24.84%</td>
<td>30</td>
<td>19.10%</td>
<td>8</td>
</tr>
</tbody>
</table>

The above table shows that out of 157 errors the misinformation is the most frequent error made by the students. The least frequent error made by the students was the disordering. Omission and addition occur between misinformation and disordering.

Based on the analysis done on twelve translation produced by the semester – 5 students in Academic Year 2012/2013, there were some grammatical interference found on their translations. The data showed that some students made many errors sentences on their translation. In other words they did not master grammar well. The errors were categorized into omission, addition, disordering, and misinformation. In this discussion, the researcher discussed more detail about the errors made based on surface structure taxonomy.
Omission is defined as the error that characterized by the absence of an item that must appear in a well-formed utterance. In this research, the error of omission was the grammatical morpheme. In translation of Indonesian into English produced by students, the error can be seen such in sentences including:

(6.a) Belajar merupakan salah satu hal terpenting bagi setiap orang.
(6.b) Learning is one of the important thing for everyone.

(7.a) Bahasa merupakan media untuk menyampaikan ide, informasi, opini atau hal – hal yang ingin disampaikan kepada orang lain atau masyarakat luas.
(7.b) Language is one of media to convey ideas, information, opinion, or things that are important to convey to others or community.

(8.a) Saya harap di masa depan saya bisa menjadi lebih berani untuk berbicara dan mengemukakan pendapat di dalam maupun di luar aktifitas di kelas.
(8.b) I wish in my future I will be more brave to speak and give my opinion inside or outside

(9.a) Dalam hal kesuksesan peserta didik di sekolah, tentunya kualitas seorang guru memiliki andil yang sangat penting.
(9.b) In the case of students successful in the school, the quality of teacher is one of the priority to produce a great student

(10.a) Beliau bertanya pada kami, apa cita – cita kami?
(10.b) She asked us what our ideal?

(11.a) Dan aku pun bersemangat untuk belajar.
(11.b) And I was fighting to learn

(12.a) Awalnya sih senang banget dapat teman baru, suasana baru tapi itu belum berakhir, rupanya jurusan yang aku ambil itu bukan yang seperti aku bayangkan, seperti pelajaran bahasa inggris waktu duduk di SMP dan SMA.
(12.b) Initially excited about anyway, can make a new friend, etc but it’s not over, seems majors which I take it was not anything like I imagined such as English lessons and time to sit junior high school and senior high school.

From these above sentences, it can be seen that some errors of omission in their Indonesian into English translation. In the sentence (7) and (9), the student omitted the number of agreement. A noun and the words that modify a noun must agree in number. In those sentences, the phrase "one of" must modify a plural noun. In sentence (7.a) the students omitted the plural inflectional suffix –s. The plural inflectional suffix –s should be added to form the parallelism in that sentence. Next in the sentence (7.a), the student still omitted the suffix –s in word “give” that made the sentence not parallel. For sentence (8.a), linking verb “was” omitted by the student. In sentence (9.a), the use of subject “I” was omitted by students. Last, in sentence (10.a), there were omission of subject “I”, linking verb “was” and the verb “get” are also omitted.

Based on the errors found out in the above examples, it can be seen that the errors of omission happen in the use of number agreement (7 and 9), suffix –s (b and c), linking verb (d and e), and subject (e and f).
Addition errors are characterized by the presence of items that must not appear in a well-formed utterance. The following sentences show the error of addition.

(13.a) Saya senang belajar bahasa asing, khususnya bahasa inggris.
(13.b) I like to learn English subject, and I like to learn foreign language especially English language.

(14.a) Dulu ketika masih kecil layaknya anak – anak kecil lainnya, saya ingin bercita – cita ingin menjadi dokter supaya bias menyembuhkan orang sakit.
(14.b) When I was a child like other children, I had an ideal that I wanted to be a doctor so that I could heal sick persons.

(15.a) Waktu itu gaji guru amat rendah sekali, namun saya tak pernah mengeluh.
(15.b) At that time the salary of teacher was lower, but I never complained

(16.a) Awalnya aku merasa bingung dengan pelajaran tersebut, tetapi ayahku memasukkan ku kedalam kursus bahasa inggris.
(16.b) Initially I was confused with the lesson, but my father put me in the English language course

(17.a) Ini adalah sebuah kisah saat aku mengikuti sebuah kompetisi menyanyi yang dilaksanakan di kampuskuku
(17.b) This was a story when I was joined a singing competition which was held in my campus

(18.a) Tapi perbedaan tersebut membuat bahasa inggris cukup menarik dan menyenangkan untuk dipelajari.
(18.b) But the differences of that makes English is quite fun and interesting to learn.

These above sentences show some errors in addition. In those sentences, the students added some items that must not appear in a well-formed utterance. In sentence (13.a, and 13.b), the students added “I like to learn English subject” in English translation. In fact, it does not appear in the source language. In sentence (14.a, and 14.b), the students added the relative pronoun “that”. Next in sentence (15.a and, 15.b), the word “complained” is considered ungrammatical because the addition of –ed does not agree with the time given. They should be in present verb form. Sentence (17.a and 17.b) have the error of addition because the student added the linking verb “was”, whereas the result it makes the double marking. In addition, it must not exist because this sentence has the verb (confused). It does not need any linking verb to link the subject with the object (the lesson). Thus, it becomes “Initially I confused with the lesson, but my father put me in the English language course”. Similar with sentence (16), sentence (17) added the linking verb “was”. It is unnecessary because this sentence already have a verb (joined). The student added the preposition ‘of’ and the relative pronoun ‘that’ necessary because students did not state what the difference in previous sentence was.

Based on the above examples, it can be seen that the error of addition occur in some grammatical components, such as in the relative pronoun (b) the suffix-ed (c), and linking verb. It can be concluded that the students do not fully understand the distinction reference the grammatical components in the target language. They
were misinterpreting the use of relative pronoun, the suffix –ed (c), and linking verb.

Disordering is the incorrect placement of a morpheme or group of words. The following are the examples of sentences with error of disordering

(a) “pendidikan di Indonesia semestinya mengajarkan bahasa inggris di usia dini atau pada tingkat sekolah dasar.”

(b) **In Indonesia** the **education** should be teaching English subject since the earlier or in the elementary school.

(c) selain itu, belajar bahasa inggris yang menyenangkan juga dapat melalui menonton film, mendengarkan lagu yang berbahasa inggris dan yang lainnya

(d) Beside that **learning English fun** that also we can learn from watching movies, listening songs especially English songs and etc.

(e) Saya ingin membelikan sebuah mobil dan membawa mereka ke mekkah.

(f) Also, I want to **buy them a car** and make them to go to mekkah

(g) Kemudianakumenjawab, aku ingin menjadi seperti ibuku yaitu menjadi seorang guru.

(h) Then I said, **I want to be like my mother is a teacher**

Based on the above examples of disordering, it can be explained that in sentence (19), the student disordered the noun phrase ‘In Indonesia the education’. The students put the the adverb of place ‘in Indonesia’ before the subject (education). The adverb of place must precede after the subject. So, it becomes, ‘education in Indonesia.......’ In sentence (20), the students disordered the noun phrase ‘learning English fun’. The students put the modifier (learning English) after the head noun fun. The modifier must precede the head noun in order to modify the head noun (fun). Thus, the sentence must be ‘Fun English learning can be learn’. In sentence (21), the student misordered the use of the verb phrase ‘to buy’. As seen in the example, the student put the personal pronoun ‘them’. In this sentence, the verb phrase must be followed by noun ‘car’. Thus, it becomes, ‘Also, I want to buy a car for them’. In sentence (22), the error occurred because the student disordered the arrangement of sentence. It must be written ‘I want to be a teacher just like my mother’ not ‘I want to be like my mother is a teacher’.

Based on the above examples, it can be seen that the error of disordering occur in some grammatical components, such as the noun phrase (a and b), verb phrase (c), and word order (d). It can be concluded that the students construct their own rules because the influence of Bahasa Indonesia structure as their native language.

In this research, misinformation is the most frequent type of error encountered in students’ translation of Indonesian into English. Misformation is the use of the wrong form of the morpheme or structure. This error occurs by which students are incorrect in selecting the element of language. Misinformation is marked by the use of wrong morphemes and structures where students are using one grammatical
form in place of another grammatical form. The following sentences show the errors of misinformation

(23.a) Serta sebagai guru yang berkualitas, penting bagi saya untuk memiliki kepercayaan diri dan membuktikan pada peserta didik bahwa saya memiliki keinginan kuat untuk membuat mereka berhasil.
(23.b) Specifically, as a great teacher I need to have a self confident, and for children to really get the fact that I have passion to make they succeed.

(24.a) Kompetisi ini terkenal dengan nama UNTAN IDOL.
(24.b) The competition was popular with name “UNTAN IDOL”.

(25.a) Kompetisi tersebut berkaitan dengan dunia modelling.
(25.b) There was 2 competitions. Those competitions are about modelling.

(26.a) Perjalanan ke air terjun riam bagi saya adalah ketiga kalinya sejak aku akan ada.
(26.b) Travel to Riam waterfall for me is the third times since I was going there.

(27.a) Salah satu kenangan terbaik dalam hidup saya adalah ketika saya berada di bangku SMP, guru matematika saya selalu memberikan motivasi kepada saya ketika saya merasa terpuruk di sekolah.
(27.b) One of my most memorable moments when I was at junior high school, my mathematics teacher always motivates me when I feel at school.

(28.a) Ketika duduk di bangku SMK, saya terus belajar untuk mencari cita-cita yang hendak saya capai.
(28.b) When I sat in vocational high school, I continue to studying to reach my ideal that I want to reach.

(29.a) Sekali-sekali teman saya dan saya segera mengambil gambar dan berpose di sekitar air terjun.
(29.b) Once in a while my friend and I immediately take pictures and posing around the waterfall.

(30.a) berbicara mengenai cita-cita, dari sd sampai sekarang aku punya banyak sekali cita-cita.
(30.b) Talking about dream, from elementary school until now I had so many dreams.

(31.a) Duakompetisi modelling ini, merupakan model muslimah.
(31.b) These two modelling competitions is about muslimah model.

(32.a) Saya harap di masa depan saya bias menjadi lebih berani untuk berbicara dan mengemukakan pendapat di dalam maupun di luar aktifitas di kelas.
(32.b) I wish in my future I will be more brave to speak and give my opinion inside or outside.

(33.a) Di masa depan saya harap cita-cita dan keinginan saya dapat tercapai dan terwujud.
(33.b) Hopefully, in the future all of my wish and dream can becomes true and real.
Based on the above examples of misinformation, it can be explained that in sentence (23), the student made error in using pronoun ‘they’. The third person ‘children’ must be changed by the use of plural pronoun ‘them’. In sentence (24), the student misplaced preposition ‘with’. The student must use ‘by’ to precede the precise name of competition. Thus, the sentence becomes ‘The competition was popular by name “UNTAN IDOL”’. In sentence (25), it can be seen that the student made an error in using linking verb ‘was’. This sentence relates to subject and verb agreement. The use of this linking verb was not correct because the subject is plural ‘Those competitions’. Then, the sentence must be changed into ‘There were 2 competitions. Those competitions are about modelling’. In sentence (26), the student made error in using action verb ‘travel’ and linking verb ‘is’. Because this sentence tells about the past experience, then the students must use the past verb form in the sentence. Thus, this sentence can be changed into ‘Travelled to Riam waterfall for me was the third times since I was going there’. In sentence (27), the student made error in using the verbs “motivates and feel”. The student wrote the sentence to tell his/her past experience when in junior high school. The verbs used in the sentence must be in form of past tense. This sentence should be written like ‘...when I was at junior high school, my mathematics teacher always motivated me when I felt at school. Similar with sentence (28), the sentence (44) is incorrect because the misuses of verbs ‘sat’ and ‘continue’. Thus, it must be changed into ‘When I sat in vocational high school, I continue to studying to reach my ideal that I want to reach’. In sentence (29), the students made error in using action verb ‘take and posing’. Besides these two verbs is not parallel, the form of these verb in past sentence is also incorrect. It must change to be ‘took and posed’. For sentence (30), the error occurred caused by the use of auxiliary ‘had’. This sentence tells about something that is still happen until now. Thus the sentence must be ‘Talking about dream, from elementary school until now I have so many dreams’. In sentence (31), the incorrect linking verb ‘is’ used by student. The sentence talks about the past experience. Thus, it must be changed to be linking verb ‘was’. In sentence (32), the student made error in using the comparative degree. Instead of ‘more brave’, it is considered ‘braver’. Then it must be changed into ‘I wish in my future I will be braver to speak and give my opinion inside or outside’. In sentence (33), the student made error in the use of verb form. Actually, after auxiliary verb ‘can’, the student must use the base form of the verb. Thus, the sentence must be changed into ‘Hopefully, in the future all of my wish and dream can become true and real’.

Based on the examples of misinformation errors above, it can be explained that the errors occur in grammatical components, they are pronoun (a), preposition (b), linking verb (c and j), action verb (d), auxiliary (i and l).

Finally, based on the research findings, it can be concluded that students got difficulties in the target language and their translation of Indonesian into English translation they had produced still influenced by their native language structure that is Bahasa Indonesia or called inter-lingual transfer.
CONCLUSION AND SUGGESTION

Conclusion

Based on the research conducted, there are some to be pointed in this research. The purpose of this research to investigate which grammatical aspects of Indonesian interfere English translation of the Semester - 5 students at Tanjungpura University Pontianak in Academic Year 2012/2013. The analysis was conducted on the students’ translation concerning the translation of Indonesian into English translation.

The results of the analysis answer the problem of this research which indicates that the Semester – 5 students of Tanjungpura University Pontianak in Academic Year 2012/2013 still make interference in their foreign language (English). The interference dominantly is misinformation by 80 out of 157 interference occured. They tend to make English sentences like Indonesian structure. This interference is frequently found in the students’ result. Finally, the research comes to a conclusion that the grammatical interference which is dominantly made by the students in their translations is interference in misinformation.

Suggestion

In order to create a better understanding in translating Indonesian text into English, there are some suggestions that are recommended after this research being conducted. Firstly, to reduce misinformation that become the most frequent made in the students’ translation, the teacher should provide more exercise of translation. Secondly, The grammatical interference could be reduced by introducing the grammatical system of both languages of Indonesian and English. Thirdly, the teacher should use several strategies that can engage students’ attention strategy to stimulate and motivate students mainly in learning translation.

REFERENCE


