A STUDY OF LANGUAGE INTERFERENCE IN THE TRANSLATION OF INDONESIAN INTO ENGLISH TEXTS: A Case Study of Fifth Semester Students at English Department of FKIP, University of Mataram in Academic Year 2017/2018

Submitted as a Partial Fulfillment of the Requirement for Sarjana Pendidikan (S.Pd) Degree in English Education Program Faculty of Teacher Training and Education University of Mataram

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A Study of Language Interference in The Translation of Indonesian into English Texts (A Case Study of Fifth Semester Students at English Department of FKIP, University of Mataram in Academic Year 2017/2018)

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ABSTRACT

The study was aimed to (1) identify and describe types of language interference in the translation of Indonesian into English texts made by the fifth semester students at English Department of FKIP, University of Mataram, (2) Identify factors that contribute to language interference in the translation of Indonesian into English texts made by fifth semester students at English Department of FKIP, University of Mataram. The study was a descriptive-qualitative research. The participants were 15 students of fifth semester at English Department of FKIP, University of Mataram. The data were obtained from students’ translation of Indonesian texts into English. Method of collecting the data was done through test. Methods of analysing the data were identification, classification, and description. The finding showed that there were three types of language interference made by the participants; (1) grammatical interference with 187 items, (2) lexical interference with 45 items, and (3) semantic interference with 199 items. The most dominant type was semantic interference. The finding also showed that there were six types of possible factors that contribute to the language interference; (1) inadequate reference materials with 200 items, (2) generalization from false hypothesis with 11 items, (3) systemic and structural differences 95 items, (4) overextension of analogy with 250 items, (5) transfer of structure with 102 items, and (6) interlingual factor with 30 items. The most dominant factor was overextension of analogy.

Keywords: language interference, contributing factors, translation.
Penelitian Tentang Interferensi Bahasa Dalam Terjemahan Teks-Teks Bahasa Indonesia ke Dalam Bahasa Inggris (Studi Kasus Pada Mahasiswa Semester Lima Pada Pendidikan Bahasa Inggris FKIP, Universitas Mataram pada Tahun Akademik 2017/2018)

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ABSTRAK

Penelitian ini bertujuan untuk (1) mengidentifikasi dan mendeskripsi jenis-jenis interferensi bahasa dalam terjemahan teks-teks bahasa Indonesia ke dalam bahasa Inggris yang dibuat oleh mahasiswa semester lima pada pendidikan bahasa Inggris FKIP, Universitas Mataram pada tahun akademik 2017/2018, (2) mengidentifikasi faktor-faktor yang berkontribusi pada interferensi bahasa dalam terjemahan teks-teks bahasa Indonesia ke dalam bahasa Inggris yang dibuat oleh mahasiswa semester lima pada pendidikan bahasa Inggris FKIP, Universitas Mataram pada tahun akademik 2017/2018. Penelitian ini merupakan penelitian deskriptif kualitatif. Respondennya adalah 15 mahasiswa semester lima pada pendidikan bahasa Inggris FKIP, Universitas Mataram pada tahun akademik 2017/2018. Data dalam penelitian ini diperoleh dari terjemahan mahasiswa dalam menerjemahkan teks-teks bahasa Indonesia ke dalam bahasa Inggris. Metode pengumpulan data dilakukan melalui test. Sedangkan metode dalam menganalisis data adalah identifikasi, klasifikasi, dan deskripsi. Hasil penelitian menunjukkan bahwa ada tiga jenis interferensi bahasa yang dibuat oleh mahasiswa tersebut; (1) interferensi tata bahasa dengan 187 item, (2) interferensi kosakata dengan 45 item, dan (3) interferensi tata makna dengan 199 item. Jenis yang paling dominan adalah interferensi tata makna. Hasil penelitian juga menunjukkan 6 faktor yang kemungkinan berkontribusi dalam interferensi bahasa tersebut; (1) inadequate reference materials dengan 200 item, (2) generalization from false hypothesis dengan 11 item, (3) systemic and structural differences dengan 95 item, (4) overextension of analogy dengan 250 item, (5) transfer of structure dengan 102 item, and (6) interlingual factor dengan 30 item. Factor yang paling dominan adalah overextension of analogy.

Keywords: interferensi bahasa, faktor yang berkontribusi, terjemahan.
1. INTRODUCTION

Translation is one of the most important things when learning foreign language, especially English. However, learning translation is not an easy process, because learners or students may be faced by some problems, one of them is language interference. Havlaskova (2010) states that interference is a universal phenomenon which very often occurs in students’ translations. Hopkinson also asserts, “the issue of linguistic interference is a factor in any translation, and when the translator is working from L1 into L2, interference from the L1 source text becomes a key element in the production of the L2 target text” (Hopkinson, 2007: 13).

As such, interference is indicated as a problem in students’ translation. It is then urgently needed to conduct a research about interference in the field of translation, because the analysis of language interference in the translation of Indonesian texts into English has not been conducted yet in the Faculty of Teachers Training and Education, University of Mataram. It is assumed that language interference which occurs in any translation cannot be avoided, even English FKIP students of Mataram University. They can not solve the problem, and do it continuously without realizing the problem. This becomes an interesting topic to conduct the research because if students do not read such researches, they will never realize their problem in translation. That is the main reason why this research is urgently needed to be conducted. Based on all the previous description, the questions will be stated as follow.

a. What types of language interference in the translation of Indonesian into English texts made by the fifth semester students at English Department, University of Mataram?

b. What factors that contribute to language interference in the translation of Indonesian into English texts made by the fifth semester students at English Department, University of Mataram?
2. REVIEW OF RELATED LITERATURE

Ellis (1997:51) defines interference as ‘transfer’, which refers to “the influence that the learner’s native language exerts over the acquisition of target language”. He asserts that transfer is governed by learners’ first language.

a. Types of Language Interference

In this research, the theoretical constructs from Weinreich (1968: 14-47) as cited in (Yusuf, 1994) will be used as a reference to determine types of language interference. Weinreich divides four types of language interference, namely (1) phonic interference, (2) grammatical interference, (3) lexical interference and (4) semantic interference. However, phonic interference will not be described, because it relates to the spoken text.

1. Grammatical Interference

Grammatical interference occurs when a bilingual or a translator identifies the structure of source language and then applies it in target language.

For example:

1) a. Saya dan teman saya menceritakan cerita itu kepada mereka (source language)
   b. I and my friend tell that story to them (the translation)
   c. My friend and I told the story to them (reconstruction)

2) a. Ari menulis sebuah surat dengan indah (source language)
   b. Ari writes a letter with beautiful (the translation)
   c. Ari writes a letter beautifully (reconstruction)

2. Lexical Interference

Lexical interference occurs in various cases, such as simple words and phrase. Lexical interference in the level of simple words relates to false cognate - is a word which has the same or very similar form in two languages, but has a different meaning in each (Richards and Schmidt, 2010). The similarity may cause a second language learner to use the word wrongly. For example: artis ≠ artist.
In the level of phrase, lexical interference occurs because of reproducing source language phrase to target language. In this case, it relates to word for word translation.

For Example:

a) Pakaian milik mertua dari kakak perempuan saya (source language)
b) The clothing of parent in law property from my sister (the translation)
c) The clothing belongs to my sister’s parent in law (reconstruction)

3. Semantic Interference

Semantic interference occurs because a learner or a translator usually rely on the meaning from a dictionary or his/her current knowledge, and fail to consider the usage of the word in the context provided.

For example:

Kaki saya sakit (source language)
My foot hurts (the translation)
My leg hurts (reconstruction)

b. Contributing Factors to Language Interference

Hopkinson (2007) divides three key factors that contribute to language interference.

1. Inadequate Reference Materials

a) Segmentation of Semantic Field

According to Hopkinson (2007), segmentation of semantic field occurs when translators rely on the meaning of a word in dictionary and do not consider wider context of the word.

For example:

(1) Poldi Kladno, perusahaan terbesar di Bohemia Tengah (source language)
(2) Poldi Kladno, the largest enterprise in Central Bohemia (the translation)
(3) Poldi Kladno, the largest company in Central Bohemia (reconstruction)

b) Exact Syntactic Equivalence in Lexical Interference

This occurs when “the source text expresses a concept by using a single word, but translators frequently attempt to produce a single word equivalent in the target text” (Hopkinson, 2007:16). Here, translators need to express
the single word of source text in several words (collocation) of target language, but some of them fail to do this and attempt to find single word translation which is incorrect.

For example:
(1) Penerbangan di atas wilayah Krkonose yang indah dan sekitarnya (source text)
(2) Flights above picturesque Krkonose region and its *vacinity* (the translation)
(3) Flight over the beautiful Krkonose region and its *surrounding area* (reconstruction)

2. Generalization from false hypotheses
   a) Lexical Generalization: False Cognates
      
      At the lexical level, “this tendency to the generalization leads to the occurrence of false cognates, colloquially termed *false friends*” (Hopkinson 2007:17). For example: *obyek ≠ object*.
   b) Generalization in Word-Formation
      
      Hopkinson (2007) asserts that one area which is particularly affected by this factor is that noun suffixes. In many cases and contexts this transformational rule is valid (*e.g. statistik = statistics*), but in some cases it leads to the occurrence of generalization in word formation (*informatika ≠ informatics*).

3. Systemic and structural differences
   a) Morphological System
      
      According to Hopkinson (2007), morphological system affects language interference on the level of word-formation, especially the transformation of verbs into nouns and of nouns into verbs. For example:
(1) *Penguburan* orang muslim berbeda dengan orang Kristen (source language)
(2) The *burying* of Muslims is different from the Christians (the translation)
(3) The *burial* of Muslims is different from the Christians (reconstruction)
b) Syntactical System

According to Hopkinson (2007), syntactical system affects language interference mostly on the level of word order. For example:

(1) Lebih lanjut tentang sejarah kekayaan industri Kladno akan anda temukan pada halaman 10 (source language)
(2) More about the rich history of Kladno industry you will find on page 10 (the translation)
(3) You will find more about the rich history of Kladno industry on page 10 (reconstruction)

c) Grammatical system

This factor occurs when someone fails to use the genitive structures (of) in a noun phrase because genitive structures cannot always be rendered by using “of” (Hopkinson (2007)).

For example:

(1) asosiasi yang beroperasi di bidang pariwisata (source language)
(2) an association operating in the field of tourism (the translation)
(3) an association working in the travel industry (reconstruction)

Lott (1983) also divides three factors that contribute to language interference. They are over extension of analogy, transfer of structure, and interlingual factor.

1) Overextension of Analogy

a) Orthographic

According to Lott (1983), orthographic affects the occurrence of language interference on the level of cognate words. For example, English word ‘process’ is used to mean ‘trial’, because of the orthographic similarities of it. Indonesian word ‘proses’ which does mean ‘trial’.

b) Semantic

According to Lott (1983), semantic affects the occurrence of language interference on the level of semantic field. For example, English word ‘work’ is used to mean ‘job’, because of the wider semantic reference of it.

5
Indonesian word ‘pekerjaan’ which can be used for both work in general and a job in particular.

c) Syntactic

According to Lott (1983), syntactic affects the the occurrence of language interference on the level of word category or word class. For example, English word ‘mad’ is used as a noun. Indonesian word ‘gila’ which occurs as both an adjective and a noun.

2) Transfer of Structure

According to Lott (1983:259), transfer of structure occurs when someone follows the rules of the native language and not the rules of the target language. For example:

a) Dia terbangun karena kecelakaan tersebut (source language)

b) He awoken by the crash (the translation)

c) He was awoken by the crash (reconstruction)

3) Interlingual factor

a) Grammatical Distinction

According to Lott (1983), grammatical distinction occurs because a grammatical distinction does not exist in the source language. For example, in English there is a grammatical distinction between present perfect (I have gone) and simple past (I went). On the other hand, in Indonesian language, the grammatical distinction does not exist.

b) Lexical Distinction

According to Lott (1983), lexical distinction occurs because a lexical distinction does not exist in the source language. For example, in English there is a lexical distinction between the word ‘make’ and ‘do’. On the other hand, in Indonesian language the lexical distinction does not exist and both ‘make/do’ will be translated into ‘melakukan’.

3. Translation

Hatim and Munday (2004: 6) states, “translation as the process of transferring a written text from source language to target language”.
1. Types of Translation

Catford (1965) classifies translation into three major variables, namely (1) extent, (2) level, and (3) ranks of translation. In terms of extent there are full and partial translation. While in terms of levels of translation there are total and restricted translation. Finally in terms of rank there are bound and free translation. The detailed explanation of Catford’s classification is as follows.

a) Full vs. Partial translation

While in full translation the entire text is submitted to the translation process, in partial translation some parts of source language text are left untranslated.

b) Total vs restricted translation

Total translation is translation in which all levels of the source language text are replaced by target language material. Restricted translation is the replacement of source language textual material by equivalent target language textual material.

c) Bound vs. Free translation

In bound translation the focus of translator is the forms. However, in free translation the focus of translator is on the meaning.

On the other hand, Jakobsan (1959) distinguishes three types of translation as cited in (Yusuf, 1994):

a) Intralingual translation

Intralingual translation is rephrasing an expression or summarizing or otherwise rewrite a text in the same language.

b) Interlingual translation

In the interlingual translation, there is a transfer of messages contained in a language with the equivalent of a translation in another language that is completely different in character, character, and structure.

c) Intersemiotic translation

In translation of intersemiotics, there is a transfer of messages from a symbol system or sign system into a language or into other forms.
There have been many previous studies conducted dealing with language interference. Samingan (2015) conducted a research about *First Language Interference in EFL Students’ composition of IAIN Salatiga*. He found two types of language interference; lexical interference and syntactical interference. Havlaskova (2010) analyzed *interference in students’ translations*. The findings showed that there were some types of language interference; lexical, syntactic, grammatical and typographical. Grammatical interference and lexical interference were the dominant type. occurred with greater frequency.

3. RESEARCH METHOD

This research was descriptive-qualitative research. The participants of this research were 15 students of the fifth semester at English Department of FKIP, University of Mataram. The data in this research were all of the information including words, clauses, phrases, or sentences that was indicated as language interference. The translated texts were used as source of the data. In this study, the data was collected through a test. The students were given three different kinds of Indonesian text and had to be translated into English. The translation was intended to identify types of language interference and factors that contribute to language interference. This research would be analyzed through some procedures. The first procedure of analysing the data was identification. The second procedure was classification. The last procedure was description.

4. FINDINGS AND DISCUSSION

a. Types of Language Interference

1) Grammatical Interference

<table>
<thead>
<tr>
<th>Source Language</th>
<th>Students’ Translation</th>
<th>Reconstruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terdapat beberapa faktor yang menyebabkan perbedaan budaya, misalnya suku Jawa memiliki bahasa Jawa berbeda-beda</td>
<td>There are several factors that can causes different culture such as Java <em>have</em> different Javanese language</td>
<td>There are some factors causing the cultural differences, for example Java ethnic <em>has</em> different Javanese languages</td>
</tr>
</tbody>
</table>
The data above showed grammatical interference in the level of tense. The students did not follow the English structure which states that the singular subjects in the simple present must take verb with “s/es” (in that case the verb must be “has/have”), and instead the students treated the subject “suku Jawa or Java ethnic” as it was in the state of plural and used the verb “have” rather than the verb “has” for singular subject.

<table>
<thead>
<tr>
<th>Source Language</th>
<th>Students’ Translation</th>
<th>Reconstruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setelah proses penyambungan berhasil, internet siap digunakan</td>
<td>After connecting process success, internet ready to used</td>
<td>After the connection process is successful, internet is ready to use.</td>
</tr>
</tbody>
</table>

The data above showed grammatical interference in the level of copula (verb to be). Since the copula (verb to be) does not exist in Indonesian language, the student then followed the structure of his or her source language. Therefore, the student ignored or forgot to put copula (verb to be) in the translation.

<table>
<thead>
<tr>
<th>Source Language</th>
<th>Students’ Translation</th>
<th>Reconstruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candi tersebut dibangun pada abad ke-sembilan dibawah dinasti Syailendra dari kerajaan Mataram kuno</td>
<td>The temple was build in 9th century below dinasty Syailendra from Mataram Kuno Kingdom.</td>
<td>The temple was built in the ninth century under the Syailendra dynasty of the ancient Mataram kingdom</td>
</tr>
</tbody>
</table>

The data above showed grammatical interference in the level of syntax (word order). The translation was interfered because the student followed the structure of source language word order. While the structure of English word order is preceded by modifier and followed by head, Indonesian word order is preceded by head and followed by modifier.

2) Lexical interference

<table>
<thead>
<tr>
<th>Source Language</th>
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<th>Reconstruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faktor-faktor yang menyebabkan terjadinya keanekaragaman budaya tersebut, seperti tempat tinggal, pengaruh dari luar, iklim, nenek</td>
<td>The factors that cause the variety of culture, such as place to live, outside influence, climate, the ancestors, mobilization, distance</td>
<td>The factors that cause the cultural diversity are residence, foreign influences, climate, ancestors, mobilization,</td>
</tr>
</tbody>
</table>
moyang, mobilisasi, jarak dan lingkungan, serta kepercayaan and environment, and distance and environment, and beliefs

The data above showed lexical interference in the level of phrase (word for word translation). The phrase “tempat tinggal” was literally translated into “place to live”. The word “tempat” was translated into “place” and the word “tinggal” was translated into “live”. However, the phrase “tempat tinggal” could be translated in simpler way – that was “residence”.

<table>
<thead>
<tr>
<th>Source Language</th>
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<th>Reconstruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jalan menuju puncak candi ditempuh melalui gang dan tangga sepanjang 4.8 km</td>
<td>The lane toward the peak of the temple can be reached by passing gang and stairs along 4.8 km</td>
<td>The way to the top of the temple is gone through the alley and the stairs along 4.8 kms</td>
</tr>
</tbody>
</table>

The data above showed lexical interference in the level of false cognate. Based on the data, the source word “gang” was translated into “gang” as well. The source word has the same or very similar form with the target language word, but they have different meaning. “Gang” is “an organized group of criminals (e.g. a gang of robbers) or a group of especially young people who go around together and often cause trouble (e.g. a gang of youths)”, meanwhile “alley” is “a narrow passage for people to walk between or behind buildings” (Hornby, 1995). Based on the context, the translation should be “alley”.

3) Semantic interference

<table>
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<th>Source Language</th>
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</thead>
<tbody>
<tr>
<td>Candi tersebut dibangun pada abad ke-sembilan dibawah dinasti Syailendra dari kerajaan mataram kuno</td>
<td>Borobudur was built in 9th century below Syailendra dynasty from ancient Mataram kingdom</td>
<td>The temple was built in the ninth century under the Syailendra dynasty of the ancient Mataram kingdom</td>
</tr>
</tbody>
</table>

The data above showed that the translator translated the word “dibawah” into “below”. Based on the dictionary, the word “dibawah” can be translated into “below”. The translation was lexically correct, but
semantically was incorrect because the usage of the word “below” was inappropriate to use to the context. The word “below” is “at or a lower level, position, rank, etc than somebody/something, e.g. please do not write below this line”, comparing to the word “under” that means “ruled or governed by somebody, e.g. Britain under the Tories” (Hornby, 1995). Therefore, the translation of the word “dibawah” should be “under”.

b. Possible Contributing Factors to Language Interference

1) Inadequate Reference Materials

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</tr>
</tbody>
</table>

The main factor contributing to the occurrence of this interference was inadequate reference materials in term of segmentation of the semantic field. The English items “below”, “bottom”, “under” cover the referents denoted by the Indonesian “dibawah”. Based on the context, the most appropriate translation of “dibawah” is “under”.

<table>
<thead>
<tr>
<th>Source Language</th>
<th>Students’ Translation</th>
<th>Reconstruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borobudur terkenal di seluruh dunia</td>
<td>Borobudur is known in the whole world</td>
<td>Borobudur is well-known temple in the whole world</td>
</tr>
</tbody>
</table>

The main factor contributing to the occurrence of this interference was inadequate reference materials in term of exact syntactic equivalence in lexical interference. While source language is expressed by using a single word and translated by using a single word equivalent as well, target language has to expressed in a collocation. Based on the finding the word “terkenal” should be translated in a collocation (well-known), not in a single word (known).
2) Generalization From False Hypothesis

<table>
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</tr>
</tbody>
</table>

The main factor contributing to the occurrence of this interference was generalization from false hypothesis in term of lexical generalization (false cognate). Based on the finding above, the word “gang” was translated into gang as well. The word “gang” exists in English, but it has different meaning. Therefore, the translation should be “alley”.

3) Systemic and Structural Differences

<table>
<thead>
<tr>
<th>Source Language</th>
<th>Students’ Translation</th>
<th>Reconstruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keempat, tunggu sampai proses pemasangan selesai dan program modem siap digunakan</td>
<td>Fourth, wait until the installing process is done and ready to use</td>
<td>Fourthly, please wait until the installation process is completed and the modem is ready to use</td>
</tr>
</tbody>
</table>

The main factor contributing to the occurrence of this interference was morphological systems. It leads to the assumption that any verbal noun forms of Indonesian language which is produced by means of the suffix “pe-an” often imitated by using the –ing form in cases where English would often avoid the gerund and instead use a ‘straight’ nominal form.

<table>
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<tr>
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<tbody>
<tr>
<td>Candi tersebut dibangun pada abad kesembilan dibawah dinasti Syailendra dari kerajaan Mataram kuno</td>
<td>The temple was build in 9th century below dinasty Syailendra from Mataram Kuno Kingdom.</td>
<td>The temple was built in the ninth century under the Syailendra dynasty of the ancient Mataram kingdom</td>
</tr>
</tbody>
</table>

The main factor contributing to the occurrence of this interference was systemic and structural differences in term of syntactic system (word order). While the rule of the source language word order is preceded by head and followed by modifier, the structure of the target language word order is preceded by modifier and followed by head.
4) The Overextension of Analogy

<table>
<thead>
<tr>
<th>Source Language</th>
<th>Students’ Translation</th>
<th>Reconstruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kebudayaan merupakan suatu sistem gagasan, tindakan, dan hasil karya dalam kehidupan masyarakat yang menjadi milik manusia</td>
<td>Culture is an idea system, action, and creation in society life that belong to human</td>
<td>Culture is a system of idea, action, and creation in social life that belongs to human beings</td>
</tr>
</tbody>
</table>

The main factor contributing to the occurrence of this interference was overextension of analogy in term of syntactic (word class). A concept of word class in Indonesian language is not clear as English. The fact that Indonesian language does not have a clear concept of word class affects the occurrence of language interference.

5) Transfer of Structure

<table>
<thead>
<tr>
<th>Source Language</th>
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<th>Reconstruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lima tingkat pertama berbentuk persegi dan dikelilingi oleh dinding-dinding yang dihiasi dengan ukiran patung Buddha di relief</td>
<td>The five of first terrace are square and surrounded by walls that decorated with carved of statue Buddha in relief</td>
<td>The five of first floor are square and surrounded by walls that is decorated with the carving of Buddha statue on relief</td>
</tr>
</tbody>
</table>

The finding above reflected the different rules governing the use of past participle in English and Indonesian language.

6) Interlingual Factor

<table>
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<th>Reconstruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candi tersebut dibangun di atas bukit dengan tinggi 46 meter dan terdiri dari delapan tingkat seperti teras batu</td>
<td>The temple is built on a hill with a height of 46 meters and consists of eight levels like a stone terrace</td>
<td>The temple was built on a hill with a height of 46 meters and consisted of eight floors like stone terrace</td>
</tr>
</tbody>
</table>

The main factor contributing to the occurrence of this interference was interlingual factor in term of grammatical distinction. The fact that Indonesian language does not have grammatical distinction affects the occurrence of language interference.
5. CONCLUSION AND SUGGESTION

a. Conclusion

From the previous chapter, it could be concluded that there were three types of language interference made by fifth semester students at English department of FKIP, University of Mataram; (1) grammatical interference, (2) lexical interference, and (3) semantic interference. There were also found that there were six factors that contribute to language interference; (1) inadequate reference materials, (2) generalization from false hypothesis, (3) systemic and structural differences, (4) overextension of analogy, (5) transfer of structure, and (6) interlingual factor.

b. Suggestion

The learners are suggested to read, learn, and practice a lot of words or structure in order that they are able to easily recognize and avoid the language interference continuously. Even they cannot avoid it, but they, at least, can minimalize the occurrence of language interference through the finding of a research study.

Lecturers should keep monitoring their students’ development by giving an evaluation and feedback to them. Therefore, they can help students realize problems that they may encounter during translation class. By understanding the students’ problem, the lecturers will be able to vary the learning materials that contain language interference and create new teaching techniques in the translation class.

This study needed further research to find it more useful for the teachers, students, and other researchers. Thus, the further researchers are expected to do further research more deeply on language interference made by English students.
REFERENCES


