

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Study

Translation is both process and product of delivering the meaning of the source language (SL) into another language, target language (TL). Newmark (1988:5) states that translation is rendering the meaning of a text into another language in the way that the author intended the text. Catford (1965:1) states that translation is an operation performed on languages: a process of substituting a text in one language for a text in another.

Translation becomes a need and tool in this globalization era. The need of communication and information makes translation becomes important. For instance, translation is used to translate the information or knowledge in a book. Many books had been translated in many languages, from the source language into the target language needs the information.

In Indonesia, there are so many books which have been translated from foreign language (SL) into Indonesian (TL) and so forth. Indonesian books also had been translated into other language such as English. It is happened since the bilingualism becomes the trend in human language, communication and education.

Since some books had been translated from SL to TL, of course, there would be language contact. This language contact would affect the interference. Interference would be occurrence in the process of transferring idea, text and information. Interference is also known as language transferring or language borrowing.

While translating the meaning, translator naturally would be affected by his own language. The effect of translator mother tongue or language would cause deviation. This deviation is known as transference. Deviations or interference cases are often caused by *transfer* from the mother tongue to the foreign language. Transfer may be either *positive* or *negative transfer*. Positive transfer facilitates the communication in the target language, whereas negative transfer may lead to error in the TL (Benson, 2002: 68ff).

These deviations resulting from the contact of SL with TL are commonly discussed in terms of linguistic interference or interference phenomena (Oksaar, 1963:1). Linguistic interference may be discussed in terms of concepts and categories. Linguistic interference and linguistic transfer, however, are usually discussed by teachers as foreign or second languages, in order to detect the phenomena and improve the acquisition of the foreign language (Benson, 2002). However, there is also research on linguistic interference in bilingualism (Moniri, 2006), as well as in translation studies (e.g. Kuhiwczak et al, 2007). According to Cruse (2004:125), different languages may have different mental concepts and categories, such as the way different cultures may interpret father and mother. *Father* and *mother* could be translated as *ayah* and *bunda*, *bapak* dan *ibu*, *bapak* and *mama*, *babe* and *nyak*, *abah* and *umi* and ect. This various translation must be affected by the different background of translator such as culture, education, religion and mother tongue or first language as the most.

Language interference also refers to speakers or researchers applying knowledge from their native language to a second language. Dulay et al (1982) define interference as the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language. Lott (1983: 256) defines interference as 'errors in the learner's use of the foreign language that can be traced back to the mother tongue'. Ellis (1997: 51) refers to

interference as 'transfer', which he says is 'the influence that the learner's L1 exerts over the acquisition of an L2 .

When an individual's understanding of one language has an impact on his or her understanding of another language, that individual is experiencing language transfer. There can be negative transfers, otherwise known as interference, when the understanding of one language complicates the understanding of another language. Alternatively, there can be positive transfers such that knowing one language can aid in developing skills for a second language. Language interference is the effect of language learners' first language on their production of the language they are learning. It means that the speaker's first language influences his/her second or and his/her foreign language.

Language interferences usually happen amongst bilingual or multilingual people. According to Thorberg (1970:2), there are no bilinguals who have a complete command of two languages and possess the ability to switch from one language to another according to the changes that occur in the speech situation, such as interlocutors, topics etc. On the other hand, Bloomfield (1933:56) argues, using a very narrow definition, that bilinguals have a "native like control of two languages." Diebold (1961:111) argues that bilinguals are actually people who have "contact with different models in a second language" and "the ability to use these in the environment of the native language". Another definition of bilingualism is when "two languages are employed as a necessary means of daily contact between people" (Florander, 1960:51ff).

The effect can be on any aspect of language: grammar, vocabulary, accent, spelling and so on. Language interference is considered as one of error sources (negative transfer), although where the relevant feature of both languages is the same it results in correct language production (positive transfer). The greater the differences between the two languages, the more negative the

effects of interference are likely to be. It would inevitably occur in any situation where someone has not mastered a second language.

The main goal encountered in this study was to detect the most representative examples in the bilingual children books published by Kids Bestari Publisher. The book could have been translated by the translator who was not so accurate when performing the translation, and, consequently, subject to interference phenomena from the SL, such as producing/transferring typical Indonesian syntactic structures into English. Such syntactic/grammatical interference from the SL could be due to problems with deadlines, lack of possibility to review the translation and the high speed of translation, when translating unfamiliar texts.

Word-by-word translation, that is, literal translation, turned out to be a big problem, especially when the translator was not able to contextualize or translate different experiences into target language, such as new phrases, slang, clichés and proverbs. Besides, it is also possible that the authors may have translated their abstracts or parts using translation sites or software, which are not accurate, since it is neither possible for such software to contextualize everything, nor possible to translate all word choices into target realities.

A good translation with almost no linguistic interference or bias also depends on the kind of approach taken when translating and a good perception to recognize new ideas and meanings. Translators tend to have different approaches such as adoption or adaptation, and they follow certain translation theories or none (for lack of knowledge in translation studies) to preserve the original meaning or translate into the ST into the target culture in another way.

There is an attempt to make translation an objective process but it is quite subjective because translation depends on, for instance, cultural factors, world knowledge and the translator's fluency in SL and TL. In other words, there are some *automatic translations* which

do not demand much time from the translator to think of, such as fixed phrases in both the SL and the TL – very useful for technical translators to speed up the translation of their TT. On the other hand, depending on the type of ST, these automatic translations may not transfer the message of the ST into the TT but only translation units – of a microscopic nature, if compared with the whole text structure.

Interference phenomenon found in the bilingual children reading book published by Kids Bestari Publisher. On page 5 and 7 of the book titled “*Elang*”, the Indonesian version written as “*Tapi, kini hanya dapat ditemukan di wilayah selatan Pulau Jawa*” was translated in English as “But, now only can be found in the southern regions of Java Island.” The translation form was interference by the structure of Indonesia where there is no subject in the translated text. The proper translation should be “But, now *it* can *only* be found in the southern regions of Java Island.” This kind of interference is called structural interference.

Another preliminary data taken from the same book of “*Seri Ter*” published by Kids Bestari Publisher, in page 32 and 33, the Indonesian text version was written as “*pemilik wilayah akan berbunyi...*” then translated as “owner territory would make sound...” In this part, the pattern of Indonesian structure interfere the translation. The translation supposed to be “*territory owner*, not owner territory. This is a matter of grammatical interference.

The third example as another preliminary data was taken from page 34 and 35. In this page, the Indonesian version was written as “*hutan-hutan telah dibabat untuk dijadikan areal pemukiman.*” Then, the translation version was written as the forests have been cleared to be used as the residential area. The proper translation supposed to be “the trees on the forests have been cut down for residential area.” This is another kinds of interference called lexical interference.

Because of those phenomena, the researcher is curious about the interference occurrence in the bilingual children reading book published by Kids Bestari Publisher. The researcher wants to investigate the dominant interference occurrence in the bilingual children reading books published by Kids Bestari Publisher. The research also would investigate the reason why interference occurrence in the bilingual children reading books published by Kids Bestari Publisher. Last, this research would investigate how the translator language produces interference while translating in this bilingual children reading book.

## **1.2 The Problems**

Based on the background of the study above, the researcher constructed the problems of the study are formulated as following:

1. What types of interference occur in the translation of bilingual books?
2. How does the interference occur in the translation of bilingual books?
3. Why does interference occur in the translation of bilingual books?

## **1.3 The Objectives of the Study**

In relation to the problems, the objectives of the study were:

1. to describe the types of interference which occurred in the translation of bilingual books.
2. to investigate the process of interference occurred in the translation of bilingual children reading books.
3. to state the reason for linguistic interferences occurrence in the translation of bilingual books.

#### **1.4 The Scope of the Study**

The scope of the study focused on finding the aspects of linguistic interference, they are syntactical and lexical interference. In other words, the scope of the research is limited to the two main subject matters of linguistic interference namely, syntactical interference and lexical interference.

#### **1.5 The Significances of The Study**

The significance of the study is devoted translation theory in terms of giving the application of translation theory in linguistics. Practically, the findings will give some contributions both for institution as well as the translator in applying the translation theory.

This research finding will be significant in developing the knowledge in translation study, particularly in the pattern of interference. Considering that many translators make interference in doing translation, the researcher wants to contribute the betterment by showing the common problem. So, the lecturers and the students know and realize that there are some interferences in English translated books published and read by the readers.

