SYNTAX INTERFERENCES ON TRANSLATION OF INDONESIA-ENGLISH TEXT
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Abstract

English is one of the important foreign language learned by Indonesian people since long time ago. There are several problems occur while learning this language, one of them is syntax interferences among L1 and L2 in translation. This study aims to describe the type of syntax interference in the translation of Indonesian text into English, where students are given a text containing 300 words to be translated into English. The method used in this research is descriptive with distributional and equivalent studies. The data is taken from the translation of the text which is then analyzed for errors. The results showed that there was a syntactic problem that emerged from the translation results of students. Some of the syntax interferences that were found included reversed English phrase arrangement, parallelization, absence of articles, absence of to be, and lack of passive sentence structure.

Keywords: Interferences, Syntactic, Translation.
Introduction

English is a language whose existence is increasingly important. This is understandable because English has become a world language with a very wide spread of its user. The United Nations has also made this language as one of the official international languages. To develop science and technology, mastery of English is very a must because based on data published by UNESCO, approximately 71% of scientific research is written in English occupying 62% of the output (Alwasilah, 2011). Indonesia is a country which has an interest in English. As a developing country, of course, for international relations, the Indonesian people feel the importance of mastering English. Moreover, in this global era, information dissemination is carried out through English media. Thus, English is the first foreign language that should be mastered by the international community.

In Indonesia, English has long been taught in junior high schools, senior high schools, and universities. Even today, in some places, English is given at the primary school level. This shows that English is very important and needs to be mastered by students for the benefit of science. It cannot be denied that science generally comes from the West. English, like other languages, has grammatical rules. The characteristics of English concern also on the inflectional nature of language. This is different from Indonesian which is agglutinative. Related to verbs, English has a temporal conjugation system. Thus, the use of English verbs is heavily influenced by the tense. Indonesian does not have its rule. Therefore, in English it is often found the error usage concerning to this problem. The following example shows the incompatibility of the verb form towards past tense or the present perfect (Dittmar: 2007):

(1a) The history shown that the important factor which determines ...
(1b) The history showed that the important factor which determined ...
(1c) The history has shown that the important factor which determines ...

Compare this with the English structure (1b) which periodically past tense and (1c) which periodically is present perfect:

An important agreement regarding to pronoun and verb (agreement), as shown in the following example:

(2a) The several changes are local fluctuation which have a little impact in nature. In example (2a), there is no agreement between subject and verb, while the noun change is singular. With this patterns, the the noun indicates plural. Another characteristic regarding the writing of phrases that follow the rules of the Indonesian language is explaining (D-M) in example (3a) below:

(3a) The research background is the understanding of teacher regarding exact matter subject in teaching learning activities. [Latar belakang penelitian ini adalah pemahaman guru mengenai mata pelajaran pada kegiatan kegiatan belajar Mengajar].

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This mistakes are not only found in those who are learning English at the beginner level, but are also found at the university level. In sociolinguistic literature, linguistic symptoms stated above are called interference. According to Weinreich, interference is a change in a language system occurred because there is cross understanding towards patterns of other language elements used by bilingual speakers (in Chaer and Agustina, 2010: 159).

Many researches concerning to interference have been carried out. Some experts who had reviewed the interventions case of the language are Rusyana (2006), Mustakim (2004), and Agustina (2003). Rusyana examined the interference in relation to the writing of the dissertation. The references he studied were related to the morphology of Sundanese into Indonesian in the essays of elementary school children. Mustakim examined Javanese language interference in Indonesian language newspapers. Meanwhile, research on Indonesian language interference towards elementary school students' mastery of learning English had been conducted by Agustina. The types of interference studied were morphological interference through English test worksheets that were processed in a narrative-descriptive qualitative manner. The results show that English morphological interference is only found in the morphological process of reduction.

Another interference is syntactic which can be identified by the absence of be (is, are), the absence of the article, and the reverse in the arrangement of the adverbs in English grammar. According to Weinreich, interference from two languages that make contact is determined by structural and nonlinguistic linguistic factors (Dittmar: 2010). Structural linguistic factors can be predicted from a comparison (difference and equivalence) of the phonological, grammatical, and lexical systems of the two languages. Meanwhile, the typical forms of inference, however, can only be predicted from the sociolinguistic imagery connecting the linguistic structural forms with extralinguistic factors, such as the role of sociocultural background, the function of language in bilingual groups, the suitability between linguistic and sociocultural, language standardization as a symbol of language loyalty, duration of contact between languages, crystallization of new languages, and language change.

In addition, Hartmann and Stork (Chaer and Agustina: 2010) state that interference also occurs due to the carrying out of the spoken habits of the first or mother tongue into the second language. Weinreich stated as cited in Dittmar (2007) supported by Rindjin (Denes et al. 2004) divides grammatical interference as follows: (1) use of the morpheme of language A into language B, (2) application of the grammatical relationship of language A into the
morpheme of language B, or denial of the grammatical relation of language B which does not have a model in language A, (3) changes in morpheme function through identities between one particular morpheme of language B with a certain morpheme of language A, which causes changes (expansion or reduction of the morpheme functions of language B based on a grammatical model of language A).

According to Jendra (see Denes, 2007: 18), semantic interference can still be divided into three types, namely: (1) expansion semantic interference is used when there is a review of cultural concepts and the name is occasional, (2) additional semantic interference occurs when new forms appear with new meaning values also coexist with other forms, and (3) substitution semantic interference is when the meaning of a new concept is displayed as a substitute for the meaning of the old concept. This study aims to describe the form and type of interference from Indonesian to English in article abstracts in scientific journals.

The method used in this research is descriptive method. The descriptive method was chosen because the research aimed at describing the data naturally. This is in line with the opinion of Djajasudarma (2003) which states that the descriptive method aims to make factual and accurate descriptions of the data, the nature of the data, and the relationship between the phenomena under study. The technique used in data collection is the observation technique in the writing data instrument technique. The first step, data regarding interference is recorded on the data card, then the data is grouped according to the interference seen in the data. Furthermore, each data set is identified and studied to obtain conclusions that are relevant to the research objectives.

The study method used in this research is the distribution method and the equivalent. Distributional methods are used to sort data based on certain criteria in terms of structure. The disaggregated data is analyzed based on the syntax interferences. The equivalent method is used to study sloppy English sentences by searching their counterparts in Indonesian. Thus, the cause of the lack of writing sentences in English can be identified.

**Discussion**

In this research it was found some interferences in some sentences below:

Data 1
*There is a classical drama in class 8. Main character of this drama consist of twenty person of member class.*

Data 2
*The plot of the story may caused by various factor among others: geographical, historical and the media ones.*

Data 3
*......, we can perform an object more interactively and realistic*

Data 4
Background research is the understanding of teacher including exact matter subject in teaching learning activities.

Data 5

*N*-Hexane, ethyl acetate and ethanol extract capable to inhibition of xanthine oxidase enzyme, except water extract.

In this study, several interferences were found related to syntax errors. In data 1, it can be seen that some of the mistakes made by students were the mismatch between the subject and the verb. About 40% of the students made this error. In data 1, some students still make mistakes about the arrangement of noun phrases. The second data on the results of the analysis of student translation, there were still errors in the form of incomplete passive arrangement that should have been in the sentence to be. In addition, there is an error regarding the structure of parales in which the third word should also use the same tense as before.

Data 3 on the observation of the results of student translation shows that there is an error in the parallelization arrangement pattern where the parallel pattern should use the adverb and adverb pattern. Data 4 on the results of this study shows that students made mistakes in the rules of writing phrases and the absence of articles at the beginning of the sentence. so that in general it can be seen that some of the syntactic errors made by students in translating text are the reversal of the arrangement of English phrases, parallelization, absence of articles, absence of to be, and complete lack of passive sentence structure and phrasing patterns in property relationships.

Badudu (2001: 53) states that Indonesian is a language that has an "agglutination" system (sticking), so the affix function (affix) in Indonesian does not recognize conjugation (changes in the form of a verb) and declination (changes in the form of other words, such as words. object). The form of verbs in Indonesian is also not influenced by time, number, and persona, for example Dutch, German, and English.

In English, there is a verb formation for singular nouns as in the sentence "she goes to school every day". In Indonesian, the adverb of time is shown by the adverbial time. This is explained by Chaer (2007: 61) who states that the adverb *kala* is an adverb which states when the action is carried out. Some of the words that are included in this adverb are words “*sudah, telah, sedang, lagi, tengah, bakal, hendak dan mau*”. All of these adverbs are positioned to fill predicate functions as in the sentence "We (*sudah, telah, sedang, lagi, tengah, bakal, hendak dan mau*). Moreover, according to Hopper et. al. In his book entitled Essentials of English (2000: 57), in English, subject selection is done to control the number of verb forms as in the sentence ".”
Each of the sofas is ninety inches long”. In that sentence, the verb must agree with the subject, not to the modifier of its subject.

According to Aronoff and Fudeman (2005), we cannot say "we eat two melons a day", if we speak Indonesian we will say the equivalent of two melons (three melons, four melons, etc.) because this language does not use a pattern. tanning as in English in sentences like: I eat two watermelons every day. the grammatical pattern in English states that the pattern must attach a suffix-s to the word melon if it uses more than one noun. In addition, the plural noun in English that follows the plural number adverb such as many, various must be followed by plural nouns as in the phrase many people. Meanwhile in Indonesian, the plural number adverbial is followed by a singular noun as in the phrase many people and plural is written with a rephrase "orang-orang". This causes interference as shown in data (2).

Syntax interference occurs because there are differences in sentence structure patterns in Indonesian and English which have a tense. Tense causes changes in verbs and auxiliary verbs or to be in the formation of English sentences such as in the sentence "He is reading a book". In Indonesian, there are no tenses, so the sentence pattern does not change verbs, but the tense in Indonesian is indicated by the adverb as mentioned above. This is in line with the opinion of Chaer (2009: 63) which states that adverbs in Indonesian are adverbs which state the time when the action was carried out, as in the sentence "He is reading a book" which is sometimes translated as “He read a book” because there is no auxiliary verb / to be in in Indonesian language. This has resulted in the absence of "be" in sentences made by Indonesian speakers. This can be seen in data (5).

According to Fromkin and Hyam, two or more ideas that are similar in nature are known as parallels. in other words, a sentence sometimes gives rise to a parallel structure to explain the subject in which the noun should be paralleled with the noun, an infinitive with an infinitive, a subordinative clause with a subordinative clause and others such as the sentence "they studied history, mathematic, and chemistry". The sentence appears to have a parallel arrangement that connects the noun to the noun. Actually, parallel patterns in sentences also exist in Indonesian. However, there are still errors when students have to write parallel arrangements in English, as in the sentence. He is a diligent and clever child. In fact, there are structural errors in English as in data (4). This can be due to students’ lack of understanding about determining word categories or classes in parallel structures in English.

According to Thomson and Martinet (1986), in English, the article a/an is used before a single noun which can be counted from a group of objects with noun complements, certain expressions about quantities, certain numbers, expressions about prices, etc., in a sentence before a noun single as in the example“I need a visa, a car must be insured, it was an earthquake, a lot of, A hundred, such a long queue”. As in English, articles are also in Indonesian, but sometimes omitted in use, such as in the sentence “adik
Sometimes students also omit articles a and an that should precede nouns, such as in the sentence “she has car”.

In that sentence, the existence of the article that was placed before the noun “buku” is omitted. The habit of eliminating this article creates interference in the formation of English sentences. Articles in English consist of definite and indefinite. The definite article is used to denote something that is only one in the world, like the sun, and to mention something a second time, as in the sentence I have a new car. The car is very comfortable. Meanwhile, according to Chaer (2000: 111-112), in Indonesian the definite article uses the words “ini” and “itu”. Therefore, the use of definite and indefinite articles in English is sometimes overlooked by students, as in data (1).

According to Fromkin and Hyam, transitive verbs can be changed from active to passive sentences by transforming the verb form and moving the object’s position to the subject’s position. If the subject of the active sentence persists, it must be preceded by a prepositional phrase by, as in the active sentence, "Tiger woods won the award" is transformed into a passive sentence to become "The award was won by Tiger woods".

According to Chaer (2009), in Indonesian, the passive form is transformed by moving the object from the active sentence to the subject in the passive sentence, then moving the subject from the active sentence to the object in the passive sentence and changing the verb form from prefix to a verb with the prefix "in" then placing the preposition "by" as a marker between the predicate and the agent's object, as written in the example below:

1) Ayah membaca surat
   S Pre (me) O
2) Surat dibaca oleh ayah
   S Pre (di-) O

These differences can lead to errors in forming passive sentence patterns in English because there are differences in structure. Syntax interference in phrases occurs because of the different arrangement of phrases in Indonesian and English. According to Djajasudarma (2003), attributive endocentric phrases in Indonesian are also related to the D-M or M-D rules with attributive constituents as M (explaining) and the parent constituent as D (explained) as in phrases consisting of two words such as "young wife". Meanwhile in English, the phrase has a pattern of explanation (M-D) like a pretty woman. The two phrases have the same meaning but have a different arrangement so that if the English phrase arrangement pattern follows the Indonesian phrase arrangement pattern, the meaning of the phrase will be different as in the data above.
Syntax interference in the modal auxiliary can + infinitive verb formation pattern occurs because of the different patterns in these two languages. According Fromkin and Hyam (2003), Modal auxiliaries express various ideas and feelings. One of them is can (ability) and can only be followed by infinitives, such as in the sentence "they can communicate with each other". Meanwhile, in Indonesian, the modal "can" can be followed by transitive or intransitive verbs with affixes such as reading and running. Therefore, this interference may occur due to structural differences that can lead to different meanings.

**Conclusion**

Indonesian and English come from different language families. Although, there are similarities in the word patterns of the two languages, namely S-V-O, the difference in rules that exist in the two languages can cause interference. Based on the research and discussion of the research results, it can be concluded that syntactic interference between Indonesian and English in the translation of Indonesian-English text occurs in a grammatical arrangement of sentences. The identification of these characteristics can be seen from the pattern of phrases, passive sentences, the absence of "articles", be ", and apostrophes (‘s), and parallelism due to differences in the pattern of phrases and sentences in the two languages.

**References**


