

**“Interferences in Translation.” English Applied Linguistics Study Program,
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ABSTRACT

The objectives of the study are (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, and (3) to state the reason for linguistic interferences occurrence in the translation of bilingual books. This research uses qualitative research method especially the applied theory. The source of the data is the translated books “*Seri HewanTer*” published by Kids Bestari (2014). The data area analyzed based on Bogdan and Biglen’s stages/steps especially searching the data, arranging the data and interpreting. The validity of the is taken by applying investigator triangulation involves multiple data sources in an investigation to produce understanding. Based on the analysis, it is found that there are two kinds of interferences found they are (1) syntactical interference and (2) lexical interference. The syntactical interference consisted of omission interferences (28), disorder interferences (9) and misformation interferences (73). Then, lexical interference (45) consisted of pronominal interferences (30) and redundancy interferences (15).

Key Words : interference, translation, syntactical interference and lexical interference

1. The Background of the Study

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.

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.

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?

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.

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.

2. Interference

Interference is happen because there is impact from using two languages or more in multilingual society. According to Weinreich (1953) interference is a system's change of one language in connection with language contact of it with another language's elements by bilingual speaker.

Ellis claimed interference happens when second language is strongly influenced by first language and the role of first language in second language is negatives one. He also said that when first language interferes the learning of the second language, such features of first language are transferred into second language (Ellis, 1986:19). When learners of second language have difficulty to express their idea because of their lack in necessary target language resources, they will resort to their first language to make up the insufficiency (Ellis, 1986: 37).

If we examine interference from the side of language's purity, it can be seen as "disturber" because it "destroys" a language's system. However, when it is seen from the effort of language's development, interference is important mechanism to enrich and develop a language, until it reaches a level where a language can be used in any fields.

It can be concluded from some definitions above that interference is the impact from language contact and it is a phenomenon of the use of one language's substance into another language where the characteristics of the other language still appear.

3. Interference in Translation

Interference in translation may occur when translating a text with its source language (henceforth SL) into the target language (henceforth TL). There are different types of interference in translation. These transfers may occur on all levels: phonology (foreign accent), syntax (“word-for-word” or “literal translation” (e.g. Munday (2008:19ff)), lexis (such as false cognates), pragmatics (e.g. over-formality or under-formality) and morphology, which appears to be less affected than the others (Benson, 2002:69).

Translation theories have been discussed and elaborated throughout the centuries, from Descartes, who proposed a rationalist theory of translation that assumed a universal similarity among all human languages, to the contemporary thought that “truth, aesthetic values and cultural differences go beyond the scope of translation theory” (Oz-Salzberger, 2003). In other words, personal values and beliefs may influence the way translations are performed, such as keeping cultural information in source texts (henceforth STs) when translating to the target texts (henceforth TTs) or translating every single word into the approximate concept in the L2.

According to Munday (2008:10ff), some examples of translation theories are:

- “product-oriented descriptive translation studies”, where there is an analysis of single ST-TT pair or a comparative analysis of several TTs of the same ST (into one or more TLs);
- “function-oriented descriptive translation studies”, where a study of contexts is carried out “rather than texts”; and
- “process-oriented descriptive translation studies”, when trying to “find out what happens in the mind of the translator.”

To keep or not to keep cultural information depends on the translator’s “conceptual orientation” and, therefore, lexical fidelity to the ST may not be shared, especially in sacred and literary texts (Munday, 2008:5). An example of this is the various translations of the Bible

and the great number of religions that were created due to different interpretations and translations of Bible books and passages (Religioustolerance [www].)

According to Munday (2008:5), the translation process between two different written languages involves “some change in the ST, in the SL, into a TT, in a different TL.” This is what he calls “interlingual translation.” In other words, the ST and the SL are subject to some change when translated into a TT and, consequently, a different TL. He also argues that, for this interlingual translation to reach the same or approximate meaning in the TT, there must be an “equivalence in meaning” (Munday, 2008:37). As a consequence, there may be some “difference in the structure and terminology of languages” (ibid, 38). It means that the word *lagomin* in Swedish, for instance, may not be fully translated into English or Portuguese using only one word because these two languages seem to lack a term that carries the same concept.

However, that does not stop free translation, translation of content irrespective of form (Munday, 2008:19ff). However multiple interpretations or ways of rephrasing such a term could lead to linguistic interference. Another option is to adopt the same ST word into the TT, as *ombudsman* (a kind of representative in English (Lexin [www]), borrowed from Swedish to Portuguese, maybe for lack of a word that conveys all its meanings.

Whether to adopt terms from the ST to the TT or to adapt the ST to the cultural reality of the L2 in the TT is an endless question. According to Van de Vijver (2007:1ff), *adoption* is a close translation of an instrument in a target language, that is, the translated term is closer to the ST term. On the other hand, *adaptation* is a “close translation of some stimuli that are assumed to be adequate in the target culture or to a change of other stimuli”. In this case, a close translation could lead to “linguistically, culturally or psychometrically inappropriate measurement” (ibid, 1ff).

Whether adapting or adopting, lexical borrowing due to translation has also influenced many languages, such as Portuguese, Russian, Italian, Greek and Finnish (Oz-Salzberger,

2003). By adapting and adopting, new ideas and literary standards has influenced the TTs throughout the centuries by means of positive and/or negative transfers. In other words, there could be some “valorization of the foreign language” (SL), “since the ST meaning is couched in language that is very culture-bound and to which the TL can never fully correspond” (Schleiermacher in Munday, 2008:28) or even “devaluation of the translation” (as the TT may not reach the heights of the ST), making the TTs more accessible to cultures with less foreign terminology (Munday, 2008:29ff).

According to Munday (2008:124ff), cultural and ideological turns are important factors that influence the course of translations. In order to try to decrease these biases of personal beliefs in translation, as well as the costs and the delivery of projects within a shorter time, translation methods were created (Roy, 2006:1ff). As a consequence, incoherence may occur when the STs are divided between groups of translators. Such incoherence processes and use of different writing styles could be due to regional variation, personal writing style or even different interpretations of the ST. As a consequence, the understanding of the TT may be corrupted.

Munday (2008:126ff) discusses the main problems that interfere on the final translation “product.” He explains that there is an ideological component (conventions and beliefs), an economic component (payments) and a status component (such as having to conform to the patron’s expectations.) This shows that the issue of “ideological power” (e.g. ability to influence the TT with one’s own ideas and beliefs) is involved in translation (ibid, 136). In other words, this power may lead to a choice between domestication and foreignization of the final product (ibid, 144ff). It may even happen that the translation product is localized (tailored to a specific target culture) or globalized (adapted to the global economy) (ibid,191ff).

Negative interference may also occur in literal translation. Newmark (1988:45ff) claims that the word-order of ST is usually kept intact in the TT and the words are usually translated out of context into the TT in literal translations.

To sum up, translation is a powerful process that may corrupt or improve the understanding between nations or add new concepts and ideas, depending on how strong, negative or positive the interference phenomena are. Moreover, education seems to be an important factor that has changed the course of this powerful process in past, present and future translations, as the following quotation explains:

It is clear that teachers can only harm their students if they persist in limiting students' understanding of translation through a rigid pedagogy. Instead, teachers should be clear about the limitations of their premises about and frameworks for translation, if only so that students will be prepared for a future that will inevitably entail changes in translation canons, translation strategies, and translation technologies as the definition of translation is increasingly elaborated (Tymoczko, 2005:1095 in Munday, 2008:199).

4. Bilingual Books

Bilingual books are one component of multicultural curriculum. Many schools with a high population are utilizing bilingual books in their educational programs. These books can play a large role in mirroring students' natural cultural and linguistic environments in order to provide an effective educational environment. These books are beneficial in the learning of English because they teach vocabulary words in context and the text is supported by pictures and other extra linguistic cues such as selective text bolding and repetition (Salas et al,2002). Bilingual books provide English learners confidence as they are able to recognize and master text with less assistance.

A separate set of guidelines is used to establish the quality of a bilingual book's text. Sue Walker, Viv Edwards and Ruth Blackswell (1996) determined three main categories in which a bilingual book can be critiqued. The first category is typography or the balancing of the two scripts. The size, weight, space, and color of the scripts should be applied consistently

across both languages. Children that have reviewed books with unbalanced typography have expressed concern that one language had more to say than the other if it took up more space on the page.

The second category is production or the quality of the two scripts. Both texts should be of the same quality to reinforce that the texts are of equal importance. In addition, the page layout should not be compromised due to the addition of the second language. The final category is language. The translation of the non-English text should be appropriate and accessible. The original and the translated text should share both reading level and formality (Walker et al.,1996). Of the bilingual book criteria, there are many aspects of translation that need to be more specifically addressed. The non-English text should be at the same reading level as the English text (Salas et al, 2002). The formality of the texts should also match. For instance, many children's books are written in everyday, colloquial language. If the text is translated into a more formal language it may become too advanced and confusing compared to the colloquial language that children are accustomed to (Walker et al., 1996). A decision must be made as to whether word-for-word or meaning-for-meaning translation will best accomplish the goals of the book (Baker, 1995). Word-for-word translation will better aid in learning specific vocabulary in the second-language, but the meaning of the text may be altered. On the other hand, meaning-for meaning translation may alter the exact phrasing of a text to ensure the spirit of the text is being conveyed. Whichever method is used, translation should be taken seriously and done meticulously, as poor translation lessens the educational value of the literature.

When the criteria for the text of bilingual books are understood, quality books can be chosen to enhance multicultural education. There are many assets to be gained from using bilingual books over monolingual books in multicultural education. Children who often hear and read bilingual stories are likely to assimilate some of the other language's words and

phrases into their own vocabulary (Agosto, 1997). This process of deciphering, decoding, and assimilating new words encourages metacognition (Agosto, 1997).

Many schools in the Indonesia are trying to incorporate multiple languages into their classroom through spontaneous learning situations, such as scattered objects labeled in a foreign language. Bilingual books promote guided language learning, a more effective means of learning a language, as the foreign vocabulary will be in proper context and therefore more easily understood (Agosto, 1997).

In this thesis, the researcher described the types of translation interference occurred in the translation of the bilingual books series published by Kids Bestari as well as to investigate the reason why and how the interference occurring in the translation text of the bilingual books.

The researcher used Newmark's translation interference theory to find out the types of translation interference occurred in the translation text of the bilingual books series published by Kids Bestari. The researcher only limit the data i.e. only those that are categorized as interference that will be analyzed. Having search the data have interference in the translated text, the researcher arranged it based on the theory of interference. At the same time, the researcher will investigates the way how and why the interference occurring in the translation of the bilingual books series published by Kids Bestari. In this situation, the researcher will be the key of the research. Next, based on the analysis, the researcher will find some findings. Finally, the researcher draws a conclusion. The conceptual framework is shown in the next page.

5. Research Design

The method of this research was qualitative, especially the applied theory. It means, the writer found the new phenomenon in the related field (translation field) i.e the interference in translation, in which it usually appears in translation books, to discover the reason why the interference occurs. Then, the writer used related theories to support research. Whether the

theories can be implemented in different phenomena as such or not is the intention of the research.

Specifically, the research design used in this research was case study. Merriam in Bogdan and Biklen (1992:62) states that a case study was a detailed examination on one setting, or single subject, a single depository document, or one particular event. This design was chosen because this research used translated books as the subject of this study. This research focused on the series of translated books which are published by one publisher.

Translated books were the written documents. While for the objects of this study were the simple clauses, clause complexes, lexical items (nouns, verbs, adjectives, adverbs) of reading texts of the translated books. Since this study descriptive qualitative, the study described the interference occurrence in the translated book published by Kids Bestari Publisher in 2014.

The data of this study deals with the grammatical and lexical aspects namely were word, phrase, clause and sentences. The source of the research data is taken from the six series sources of books written by Setiawan G. Sasongko published in 2014.

The data is taken from the six series of the books among the eleven series. The books' series is taken only six series considering representatively as the sample of this research. In other words, this research used only six series become the data to be analyzed in this research. These six books series were chosen as the sample among the eleven series of the books published in 2014. The title of those six books series are as the following (1) *Badak, Mamalia Berkulit Tertebal*; (2) *Kuda, Hewan Pelari Terhebat*; (3) *Harimau, Kucing Terkuat di Hutan*; (4) *Buaya, Reptil Terbuas di Sungai*, (5) *Burung Unta, Burung Terbesar di Dunia*; (6) *Cendrawasih, Burung Tercantik*; as the sample of this study.

3.4. Technique of Data collection

The technique of collecting data used documentary technique develop by Sarwono. According to Sarwono (2006: 26) one the technique of collecting data is documentary technique. documentary technique was one of the tools to bridge by reading documenting, examining, and checking it systematically.

The data sheets included the tables for identifying the kinds of interference occurs in the translated text. After identifying the occurrence of the interference, the researcher classified the kinds of interference before concluding the dominant ones.

I. Data Condensation

Data condensation consists of the process of selecting, focusing, abstracting, simplifying and transforming. The five steps of the process of data condensation can be seen as in the following :

1. Selecting step

In this research, the texts were selected to find out the words, phrases and Sentences of the translation of the series of “Seri HewanTer” published by Kid’s Publisher which is proposed by Karashen(Krashen, 1982:146), they are syntactical interference (omission, addition, misformation, and misordering), lexical/semantic interference and cultural interference. The data found presented below.

Misordering interference examples are presented below:

- *Tapi, kini hanyadapatditemukan di wilayahselatanPulauJawa yang berlereng (ST)*
- *But, not only can be found in the southern regions of Java Island which have slope (TT)*

Then,

- *Bedanya, moncong alligator lebarmembentukhuruf U, sedangkanmoncong kami lancipdanmembentukhuruf V*
- *The difference between them are alligators have wide snout and form a letter U, while our snout are pointed and form a letter V.*

These kinds of interference above are misordering interference. Then, the examples of the omission interference will be shown below,

- *Elang Jawa jugadi identik kandingan burung Garuda yang dijadikan lambang Negara Republik Indonesia*
- Javan eagle also identified with Garuda bird as a symbol of Indonesian Republic.

Then,

- *Harimaumemiliki kaki-kaki yang kuat sehingga dapat berlarikencang mengejarmangsa.*
- Tiger has strong legs that can run fast pursuit of prey.

The kinds of interference here are the omission interference. After that, the example of misformation interference are shown as follows:

- *..., sangat berguna untuk mengoyak daging mangsa.*
- ..., very useful for ripping prey flesh.

And,

- *Sekalitarang kami menghujam, mangsa tidak akan berkutik lagi.*
- Once it attacks, prey will not move anymore.

The kinds of interference here is misformation interference. Then, the example of misordering interference are display below:

- *Pemilik wilayah....*
- Owner territory...

Then,

- *Rupanya, keelokan bulucendrawasih selaludihubung kandingan surga.*
- Apparently, bird of paradise's beauty fathers always associated with heaven.

The kinds of interference here is misordering interference. The example of lexical interference are shown below:

- *Jika sipendantang menang maka penghuni lama harus pergi mencari wilayah baru.*
- If the newcomer win, the old inhabitants have to go and look for new territory.

and,

- ...*tapibobotnyabisamencapai 900 kg.*
- ...but its weight could reach 900 kg.

The second step was focusing step. The selected words, phrases and sentences which was contained interference. Words, phrase and sentences were used in bold and italic to make them easier to be analyzed. We can see in the table below.

Table 4.1 The data

Source Language (SL)	Target Language (TL)	Kinds of interference
Bedanya, moncong alligator lebar membentuk <i>huruf U</i> , sedangkan moncong kami lancip dan membentuk <i>huruf V</i>	The difference between them are alligators have wide snout and form a <i>letter U</i> , while our snout are pointed and form a <i>letter V</i> .	Misordering interference
Elang Jawa jugadi identikkan dengan burung Garuda yang dijadikan lambang Negara Republik Indonesia	Jawa eagle (was) also identified with Garuda bird as a symbol of Indonesian Republic	Omission interference
..., sangat berguna untuk mengoyak daging mangsa.	..., very useful for ripping	Misformati on

	<i>prey flesh.</i>	interference
Padamasalaluelangseringdipergokimengambilayamdiperk ampungan.	In the olden days, eagles often be found taking chicks in settlement.	Cultural interference
Jikasipendantangmenangmakapenghuni haruspergimencariwilayahbaru.	lama If the newcomer win, the old inhabitants have to go and look for new territory.	Lexical interference

In this third step, the researcher simplified the word and phrase by giving some codes to distinguish the types of strategies in line with the theory. The data which had been selected, focused were categorized by the codes as to make simple and easier to understand. The complete data could be seen in the Appendix II.

Source Language (SL)	Target Language (TL)	Kinds of interference	Codes
Bedanya, moncong sedangkanmoncong	alligator lebar kami lancipdanmembentukhuruf V	<i>huruf U,</i>	The difference between them are alligators have wide snout and form a letter U, while our snout are
			Misordering interference

		pointed and form a <i>letter V</i> .	
Elang Jawa jugadi identik dengan burung Garuda yang dijadikan lambang Negara Republik Indonesia		Javaneagle (<i>was</i>) also identified with Garuda bird as a symbol of Indonesian Republic.	Omission interference
..., sangat berguna untuk mengoyak daging mangsa.		..., very useful for ripping <i>prey flesh</i> .	Misformation interference
Padamasalalu elang sering dipergoki mengambil ayam diperkampungan.		In the olden days, eagles often be found taking chicks in settlement.	Cultural interference
Jika sipendantang menang maka penghuni harus pergi mencari wilayah baru.	lama	If the <i>newcomer</i> win, the old inhabitants have to go and look for new territory.	Lexical interference

In simplifying step, we can see the codes for each types of strategies that had occurred in the result of translation easier, there are five kinds of interference were found in the translation. There is addition strategies in the translation as the findings of this study.

As the last step in data condensation, the researcher transformed the data by making a through or dramatic change in the form, appearance or character. The data had been

transformed into tables. The tables below would show the identification of data from each kinds of interferences; at word level words, phrases and sentences.

Table 4.2 Data Identification – kinds of interferences

No.	Kinds of Interference	Total
1.	Syntactical interferences	
a.	Misordering interference	9
b.	Omission interference	28
c.	Misformation interference	73
2	Lexical interference	45
TOTAL		155

4.2 Discussion

4.2.1 The Process Interference Occurrence

The findings showed that there are four types of interference in the translated books. The kind of interferences found are omission interferences, disorder interferences, misformation interferences, pronoun interference, redundancy interference and lexical interference. This findings is relevant to the theory stated by Krashen. The categorizing of interference is according to how the surface structure of a sentence or expression is altered by the error. Such a classification would include omission, addition, misformation, and misordering (Krashen, 1982:146). However, in this research, there was not addition found. It happen because that the text was the text for children, so the writes didn't need any addition to give more detail information or emphasizing facts.

The process of interferences occur in translated books are the interference occurred because the writer directly translates the target language based on language sources without regard to the structure of the target language. Based on the data finding compared to Chaer theory (2004:126), there are three main processes of interference; they are (1) process of donor language influencing (2) *process of recipient language influencing* and (3) process importation

influencing. This process of interference influences by the contact or interaction of two languages. This language contact affects the interference each other.

In translation, some problem may occur during translating the ST (Source Text) into Target Text (TT), one of them is interference. Since interference in translation may lead to wrong interpretation in TT, the translator should overcome it by using translation.

There are several process of interference in translation. As it mentioned previously, the translation methods relate to whole texts and translation procedures (Newmark, 1988:81) are used for sentences and the smaller units of language. The process of interference will be discussed in syntactical interference, lexical interference, and cultural interference.

Interference is a general problem that occurs in bilingualism. There are many factors that contribute interference (Weinrich, 1970:64-65). Translator bilingualism background. Bilingualism is the major factor of interference as the speaker is influenced by both of the source and the target language. Indonesia's student who is Javanese and is studying good Bahasa tends to put his Javanese language into Indonesia.

Second, disloyalty to target language. Disloyalty to target language will cause negative attitude. This will lead to disobedience to target language structure and further force the bilingualist to put uncontrolled structure of his first language elements to output in practicing words utterances both oral and written. Students whose language background of TL is limited tend to put words in sentences or oral in structure and sense of first language.

Third, the limited vocabularies of TL mastered by a learner. Vocabularies of certain language mostly are about words of surroundings connected to life. Thus, a learner who is willing to master another language will meet new words differ from his native words. In order to be able to speak as natives of TL, vocabularies take a big role. The more vocabularies

someone has, the better he masters TL. Foreign language learner will try to put deliberately his native word to state some points when he cannot find the best words of TL.

Fourth, needs of synonym. Synonym in language usage plays an important role as word chosen variation in order not to repeat similar word during the communication process (redundancy). Implementing synonym in a language contact will contribute to interference in the form of adoption and borrowing of new words from SL to TL. Thus, need of synonym for certain word from SL to TL is seemingly aimed to intensify meaning.

Fifth, prestige and style. Applying unfamiliar words (foreign words) during a communication practice which dominant words are languages of both speaker and receiver is something else. Those unfamiliar words usage is aimed to get a pride. Interference will appear as there are certain words even though the receiver probably cannot catch the real idea of the speech. The usual unfamiliar words usage will become a style of the user. Unfortunately, the user sometimes does not understand the real meaning whether the meaning is denotative or connotative. The common feature is that many language users put derivational affix *-ization* in every word. To note, affix *-ization* is an adopting and borrowing process from English to state nouns.

There are four main reasons of the interference occurrence in translating the series of “*Seri HewanTer*” books published by Kids Bestari Publisher; mother tongue interference; interlingual interference and target language causes, and intralingual interference. It is relevant to the theory stated by Dulay. There are three factors that cause the interference (Dulay et. al, 1982: 97). First, Interlingual transfer is a significant source for language learners. This concept comes from contrastive analysis of behaviouristic school of learning. It stresses upon the negative interference of mother tongue as the only source of errors. The construction – ‘I like to read’ is uttered as ‘I read to like’ by many Hindi speakers. In Hindi, the verb is pre-positioned

while in English it is post positioned. This type of error is the result of negative transfer of L1 rules to L2 system.

Commonly, errors are caused by the differences between the first and the second language. Such a contrastive analysis hypothesis occurs where structures in the first language which are different from those in the second language produce the errors reflecting the structure of first language. Such errors were said to be due to the influence of learners' first language habits on second language production (Dulay et. al, 1982: 97).

Corder in Richard (1967: 19) says that errors are the result of interference in learning a second language from the habits of the first language. Because of the difference in system especially grammar, the students will transfer their first language into the second language by using their mother tongue system.

Second, interference is also caused by the over extension of analogy. Usually, a learner has been wrong in using a vocabulary caused by the similarity of the element between first language and second language, e.g. the use of cognate words (the same form of word in two languages with different functions or meanings).

Third, interference is also caused by transfer of structure. There are two types of transfer according to Dulay et.al (1982: 101), positive transfer and negative transfer. Negative transfer refers to those instances of transfer, which result in error because old habitual behavior is different from the new behavior being learned. On the contrary, positive transfer is the correct utterance, because both the first language and second language have the same structure, while the negative transfer from the native language is called interference.

Interference is the deviation of target language as a result of their familiarity with more than one language. Dulay et.al (1982: 98) differentiates interference into two parts, the

psychological and sociolinguistic. The psychological refers to the influence of old habits when new ones are being learned, whereas sociolinguistic refers to interactions of language when two language communities are in contact. Therefore students will find it difficult in mastering the second language due to the interference, which is influenced by old habit, familiar with mother tongue and interaction of two languages in the communities.

The background of L1 for learning L2 has both advantages and disadvantages. The factor of 'language universal' helps in learning. All languages have tense system, number, gender, plural etc. This helps the learner in identifying these areas in the target language. But the interference of L1 in L2 leads to errors. One of the assumptions of the contrastive analysis hypothesis was that learners with different L1s would learn a L2 in different ways, as a result of negative transfer imposing different kinds of difficulty.

Interference viewed as the transference of elements of one language to another at various levels including phonological, grammatical, lexical and orthographical. Grammatical interference is defined as the first language influencing the second in terms of word order, use of pronouns and determinants, tense and mood. Interference at a lexical level provides for the borrowing of words from one language and converting them to sound more natural in another and orthographic interference includes the spelling of one language altering another.

The most common source of error is in the process of translating a foreign language, where the source language interferes; but interference may occur in the other contact situations (as in multilingualism). In learning L1 certain habits of perceiving and performing have to be established and the old habits tend to intrude and interfere with the learning, so that the students may speak L2 (or FL) with the intonation of his L1 or the word order of his L1 and so on.

4.2.2 The Reason of Interference Occurrence

The data found about the reason of interference occurrences was compared with Weinreich theory (Weinreich, 2012:181), about the six factors causing interference:

- a. Bilingualism of the speaker.
- b. Decrease of the first language speaker.
- c. The lack of vocabulary in first language.
- d. Extinction of vocabulary which rare to use.
- e. The needed of synonym.
- f. Prestige of donor language and literary style

Trough the data it was found that the reason of interferences in this translated books it can be concluded that this six factors was affecting the interferences occurrence.

- a. The Bilingualism of the speaker affected the occurrence of interference. It can be found in the data that have been analyzed in the previous section. Translation is also the a part of language contact and bilingualism itself.
- b. The second factor affecting interference was decreasing of the first language speaker. It was supported by the data found.
- c. The lack of vocabulary in first language become the other factor causing interference found in this study. It can be concluded through the data that shown that there were 45 lexical interferences was found in these translated books.
- d. The fourth factor was the extinction of vocabulary which rare to use. This factor was also relevant with the previous factor. The lexical interference also will contribute with the causing of this factor.
- e. The needed of synonym become the last two factor causing interference. This factor was explained by the fact that the meaning transferring was the focus of the translation. That's the reason why, the synonymy case would be found the work of translation.

f. Prestige of donor language and literary style was the last factor causing interference in translation. The translator will choose to donor his own language trough the words or phrases in order to construct the translator style to translate the text.

Compared to who Newmark classifies reasons of interference into three types that are carelessness, first language interference, and translation, Newmark (1988:84), it was also found the three types of causes of interferences. This factor will be discussed briefly below.

1. Carelessness

It is often closely related to the lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest, perhaps the materials and/or style of presentation do not suit to him.

2. First language

Norrsih states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will be interfere the new ones. This cause of interference is called as first language interference.”

3. Translation

It is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression in to the target word by word. This is probably the most common cause of interference.

In this research, bilingualism and lack of speaker vocabulary are main factors that cause interference. Bilingualism is a major cause of interference because bilingual person will have more contact because of their ability in using two languages, where the first language interferes the second language. Besides, the lack of vocabulary makes the speakers express a new concept in his second language and causes interference. This interference is likely conducted by the

speaker because he wants to enrich his second language's vocabulary from his mother tongue or first language.

The interference is conducted by the language variation used by speaker. The language variation is caused by several factors. Holmes (2001:8) said there are four factors, the participant, setting, topic and function. Here the participant is who is speaking and who they are speaking to. The setting is where they are speaking. It indicates the place where they have conversation, e.g. home, school, office. The topic is what is being talked about. The function is why they are speaking.

Interference also can happen because of the speaker's habit. The speaker's habit to use his mother tongue or first language in his informal daily conversation sometimes without his awareness will change into the habit of using it in formal conversation (Hortman by Alwasilah, 1985:131). Education is another factor causing interference. In education, language is important rule to convey values, experiences and abilities of language both cognitive, effective and psychomotor.

People's language ability is as good as their education level (Maryam, 2011:25). Through education, people will understand to use good language principals. If they have good ability to understand language principals, so a chance of interference will decrease.

There are two main occurrences of interferences in these findings:

1. Mother Tongue interference: Interlingual interference

An interlingual interference is an interference resulting from language transfer, which is caused by the learner's native language. Behaviorist learning theory predicts that transfer will take place from the first to the second language. Transfer will be negative, also known as interference, where is proactive inhibition. Proactive inhibition is because old habitual behavior is different from the new behavior that is being learned. In this case,

interference will be result. It means that the use of the native language pattern or rule leads to an interference inappropriate form in target language.

2. Target language causes : Intralingual interference

An intralanguage interference is an interference which derives from faulty of partial learning of the target language, rather than from language transfer. A part from recourse to the first language transfer, the learners in ignorance of a target language form of any class can set about learning the item and engaging their learning strategies are used for code breaking while communication strategies are decoding and encoding strategies. Both types of these strategies are the source of interference.

5.1. Conclusions

So far, after having analyzed the data, some conclusions are drawn as the following:

1. The findings showed that there are four types of interference in the translated books. The kind of interferences found are omission interferences, disorder interferences, misformation interferences, pronoun interference, redundancy interference and lexical interference.
2. The process of interferences occur in translated books are the interference occurred because the writer directly translates the target language based on language sources without regard to the structure of the target language.
3. There are four main reasons of the interference occurrence in translating the series of “*Seri HewanTer*” books published by Kids Bestari Publisher; mother tongue interference; interlingual interference and target language causes, and intralingual interference. The researcher compared the result of the his analysis such as; mixing interference used in Newmark’s theory as a cultural interference (code mixing) and Krashen’s theory as surface category (misformation and misordering), prepositional interference used in Newmark’s theory as syntactical interferences (preposition) but, it

is not used in Krashen's Theory, forming positive statement interference is not used in Newmark's theory and Krashen's theory. Redundancy theory is not used in Newmark's theory and Krashen's theory while missing article interference and missing "be" interference used in Newmark's theory as syntactical interference. The conclusion is based on the findings of the researcher, there are redundancy interference, pronominal interference, missing apostrophes interference and missing be interference.

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