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THE INFLUENCE OF L1 ON L2 IN TRANSLATION: ERRORS MADE BY YOGYAKARTA STATE UNIVERSITY STUDENTS

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Abstract
This study investigates the errors made by Indonesian English learners within crosslinguistic interference between L1 and L2 (Indonesian and English). The data were gathered by making the respondents translate 6 Indonesian sentences which are commonly used during class presentation into proper English. Such task was aimed at investigating the interlingual preposition errors induced by the process of transfer between the target language (English) and the source language (Indonesian). The translation task was assigned in 22 October 2018 to 19 adult EFL learners of English Education Magister's Program of Yogyakarta State University semester I. They were asked to translate the sentences from Indonesian into English within the allocated time. The task was conducted directtly by writing down the translation on a piece of paper. The data was then analyzed through Coder's error analysis theory. The findings suggested that these particular English foreign language learners made the fewest errors on preposition omission – and more errors on wrong use and redundancy of prepositions.

Keywords: Cross-linguistic transfer, EFL learners, error analysis, interlanguage translation prepositions

Introduction
As the world is getting more globalized each day, the needs of learning English is also getting higher – as it is one of the mostly used languages in technology, medication, business, etc. That said, more and more people see such an opportunity as something promising to their future careers. In Indonesia, English itself is regarded as a foreign language, suggesting English is taught as a foreign language at schools. Despite that fact that students have been taught English for a long period – from junior high school to senior high school – still, their English proficiency is still rather far from being perfect. There are some factors that make such phenomenon happen, such as poor teaching methods, inappropriate materials or textbooks, and limited opportunities to meet and practice their English with native speakers. Thus, learning English to the fullest is hard unless one puts maximal effort on it. One of the ways in doing so is taking a tertiary education in English Letters and/ or English Education – where one will learn it to the core and be exposed to it relatively intensively, hoping a full comprehension of it will be obtained after their graduation.

Even though universities have filtered students during their enrollment prior to their university admission through an English test locally known as Pretefl – or a TOEFL-like test, there are students who have not passed the passing grade set by the universities. These students will be given a chance to submit another English test result before their graduation.

This, to say the least, has been implemented by Yogyakarta State University. Those majoring English Education are required to have a minimum of 500 Pretefl Score before graduation for Master's Degree Program. It is a coincidence, though, that all the students that become the respondents of this study have passed the standard, ranging from 503 to 593. Having known this, it is interesting to know their ability in translating texts from Indonesian to English and otherwise. It is because their L1 hypothetically highly affects their L1 in one way or another.

How and why L1 typically influences L2 has long been studied by researchers. In the middle of the 20th century, the emergence of the essence of cross-linguistic influences of two languages came to public focus – and immediately got to the domain of applied linguistics. This domain was later labelled Contrastive Linguistics or commonly abbreviated as CL. CL has since been studied deeply so that language practitioners and teachers could reap the benefit from it. Further, Krzeszowski (1990) says that early contrastive studies mainly revolved around the assumption that when a learner learns a new language, they usually focus their attention on discrepancies - and if they discover some similarities - they are amused and surprised since making such similarities explicit for the learner may facilitate the process of second language learning.

There have been a few studies carried out so far in investigating the use of English prepositions, one of them is a study done to investigate translation errors made by EFL learners in the Iranian context. For example, Delshad (1980) conducted a contrastive study of English and Persian prepositions and found "that Iranian EFL/ESL students have difficulty in the use of English prepositions". According to Delshad, "Iranian EFL learners seemingly tend to misuse or omit English prepositions" (as cited in Jafarpour & Koosha, 2006). Likewise, "in an endeavor to determine the extent to which Iranian EFL learners' knowledge of collocation of prepositions is affected by their L1" (Jafarpour & Koosha, 2006) conducted a study in which the errors of the collocations of prepositions turned to yield the significance of Iranian EFL learners' L1 transfer. That is, Iranian EFL learners tend to carry over their L1 collocational prepositions to their L2 production.

In addition, one study conducted by Cai and Lee (2015) investigates the differences between consonants and vowels of Mandarin Chinese and Thai sound systems which are considered to create the difficulties in L2 pronunciation, according to the contrastive analysis hypothesis. As well, this research aims to re-check the accuracy of contrastive analysis's predictive power by comparing the differences of Mandarin Chinese pronunciation performance by native Thai speakers. Research findings show that, first, it is possible to find out the similarity and difference between L1 and L2 by contrastive analysis. Second, L2 pronunciations are influenced by L1. Third, some differences between L1 and L2 do not cause difficulty in L2 learning, while some similarities do.

Furthermore, Yang et al. (2017) have also conducted a similar study. Using 33 articles conducted in different countries, their results show "small to moderate levels of transfer in the above four domains. In addition, it was found that the results were moderated by geographic location of the study and participant age". Overall, the meta-analysis indicates that English and Chinese share common linguistic features that can allow for transfer in learning between the languages. Bilingual learners can benefit in educational environments that tap into these linguistic features. This seems a very interesting phenomenon when it comes to how the features of L1 may interfere with those of L2.

To shed light on such presumption, the current study focuses on the analysis of the errors made by English Education students on the basis of cross-linguistic influence between the L1/SL and L2/TL language – which is Indonesian and English. In doing it, distinctive types of errors have been analyzed, mainly according to the transitional constraints between the L1 (Indonesian) and L2 (English). Ultimately, the essence of this study is aimed at assisting

teachers in making out teaching materials better and giving some input for material developers in sorting and scoring of ELT materials.

To reach the goals of this study, two inquiries were asked; they are:

1. To what extent do Indonesian EFL learners make prepositional errors in the translation task?
2. What types of error within the use of prepositions are more likely to be made by Indonesian EFL learners through the translation task?

Method

In conducting this study, the researcher took 19 students who major in English Education of Master's Degree Program at Yogyakarta State University. There was no placement test taken by them – instead, the researcher asked the respondents to write down their Pretefl, – which is a TOEFL-like score - on the paper sheet that also contained the items for translation task. Pretefl is a locally-created placement test designed by experts at Yogyakarta State University.

The data were gathered by making the respondents translate 6 Indonesian sentences which are commonly used during class presentation into proper English. Such task was aimed at investigating the interlingual preposition errors induced by the process of transfer between the target language (English) and the source language (Indonesian). The translation task was assigned in 22 October 2018 to 19 adult EFL learners of English Education Magister's Program of Yogyakarta State University semester I. They were asked to translate the sentences from Indonesian into English within the allocated time. The task was conducted directtly by writing down the translation on a piece of paper. The data was then analyzed through Coder's error analysis theory.

At first, the researcher wanted to conduct the research in the form of verbal English – where the respondents translate the sentences given orally. It turned out that this method could end up creating data inaccuracies: they might be anxious of making mistakes when speaking, oral translation might take too much time, and the researcher could not see deeper their semantics comprehension. Thus, translation can be considered as the most reliable way of comparing languages (James, 1980). The instrument used to garner the data within this study was a translation task – where the translation material was made by the researcher himself. The sentences were written in Indonesian and the respondents were asked to translate them into proper English. The main goal of such translation task was to identify the interlingual preposition errors caused by the process of transfer between the L1/Source Language (Indonesian) and L2/Target Language (English).

Furthermore, there were 6 sentences made in the translation task. These sentences were the ones often used during class presentation or discussion. The researcher often heard some errors made by his fellow friends when listening to the presenters and the audience. The selected samples of prepositions contained both simple prepositions and prepositional phrases. The translation task (see Appendix) is comprised of: 1) two sentences for absence of propositions in L1, 2) two sentences for redundant prepositions in L2, and 3) two sentences for different equivalent propositions in L2. All the words are taken from https://dictionary.cambridge.org.

To precisely identify the kinds and degrees of preposition errors made by the respondents in terms of cross-linguistic interference between the two languages, the translation task was handed over to them under several conditions as follows. First, they had to complete the task within only 3 minutes. Such task was done in a fast pace in the hope that they would write their immediate and automatic responses. Second, they were not allowed to cheat in doing so – by not allowing them to use Google, dictionary, or ask their friends for answers. Third, the respondents were told to take it easy since their names were kept anonymous to keep their

privacy. It was done to prevent their Pretefl score and translation result from becoming a human subject threat.

In analyzing the data, the researcher employed Microsoft Excel. There were three main items being processed, which included: wrong or inappropriate equivalence, omitted prepositions, and redundant prepositions. To categorize the garnered data succinctly, the results of frequency of translation errors in terms of the use of prepositions in the translation task were tabulated and displayed in findings section.

Results and Discussion

Table 1. Frequency of different types of translation errors in terms of the use of prepositions in the translation task.

Error Type	Frequency	Questionairre Items
Redundancy	83%	No. 1 and No. 2
Omission	49%	No. 3 and No. 4
Wrong Use	78%	No. 5 and No. 6
* Two numbers are merged, divided into 2, and then a percentage is taken out of them.		
* All the percentages have been rounded off.		

In the translation task, there were 6 Indonesian sentences that had to be translated into English. The 6 sentences consisted of 2 for redundancy, 2 omission, and 2 others for wrong use. In this case, redundancy ranked first (83%), wrong use second (78%) and omission third (49%). All these figures have already been rounded off to make calculation easier to do.

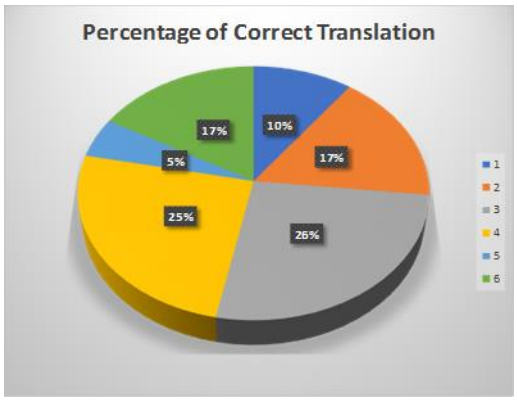

Figure 1. Percentage of correct translation

The chart above shows each percenetage of correctly translated sentences that were done by the students. It can be seen that they made correct translation mostly in sentences with omissions, amounting 26% and 25%. Further, they made the fewest correct translations in wrong use and redudancy, reaching 5% and 10% respectively.

From the table above, it is clear that the students made most errors - scoring 83% - in sentences number 1 and 2, which is in category of 'redundancy'. The first sentence reads: We will discuss the assignment given by our lecturer – while the second sentence reads: I have not understood the material explained by my lecturer. In Indonesian, these sentences read: 1*) Kita akan berdiskusi mengenai sebuah tugas yang diberikan oleh dosen kita, while 2) Saya belum paham tentang materi yang dijelaskan oleh dosen saya.* It is implied that the L1 of the students affects L2 that they are learning through the following ways.

First, the English word 'discuss' does not require a preposition while in Indonesian it does, which is *mengenai* or *tentang* (about). Second, the English word 'understand' does not

require a preposition either – while the Indonesian word does, which is *mengenai/tentang* (about). The L1 seems to interfere the L2 of the students so that they translate English sentences as though they write them in Indonesian.

Further, the students made second biggest errors – scoring 78% - in sentences number 5 and 6, which is in category of 'wrong use'. Here, sentence number 5 reads: I prefer to reading a book to watching TV, while sentence 6 reads: My research topic is similar to yours. In Indonesian, these respectively read: *Saya lebih suka membaca buku daripada menonton TV* – and – *Topik riset saya mirip dengan topik riset Anda.* The students also get affected by their L1 when translating the sentences. In Indonesian, the word *lebih suka* (*prefer*) is more in tune with *daripada (than),* not with *kepada (to).* In contrast, the English word '*prefer'* should always go with '*to'*. Further, In Indonesian, the word *mirip* (similar) goes perfectly well with *dengan* (with), not with *kepada* (to). Yet, such translation does not work for the English version; instead, the word *similar* is rigidly paired with *to.* Thus, the students take the preposition that best fits the verb based on their L1.

At last, the students made the smallest errors – scoring 49% - in sentences number 3 and 4. Sentence number 3 reads: *I will present my research result to you* – and sentence number 4 reads: *I will tell you about my discussion result*.

In Indonesian, sentence number 3 reads *'Saya akan presentasikan hasila riset saya kepada Anda,* and sentence 4 reads: *'Kami akan bercerita kepada Anda tentang hasil diskusi kami'.* Here, the students seem to have benefitted from their L1 in the following ways. First, the English word *'tell'* goes well with *'about'* – and the same applies to the Indonesian word. In Indonesian, the word *presentasikan* (to present) is in tune with *kepada (*to*).* Second, the English word *'tell'* goes well with *'about'* – and it applies to the Indonesian word as well. In Indonesian, the word *menceritakan* (to tell) *is* in tune with *tentang* (about).

Conclusion

The conclusion of this analysis is that it is highly likely that students L1 has affected their L2 when translating sentences, from L1 into L2. Having known this, there are some implications and suggestions that can be made out of it. First, the pedagogical implications of this study can inform Indonesian syllabus designers and material developers to consider the level of cross-linguistic difficulty in use of prepositions in selection and grading of materials such as the unit organization of course books.

Further, another implication is to enlighten the knowledge and understanding of Indonesian language teachers as how to provide learners with more efficient corrective feedback while treating preposition errors made in the classroom. Besides, teachers and practitioners dive deeper into the issue of prepositional corrective feedback and attempt to deliver corrective feedback considering the cross-linguistic error gravity of the given prepositions for production.

Finally, the findings of the study may enrich the corpus of preposition errors made by Indonesian EFL learners. However, one limitation of the study is that the small sample size restricts the generalization of the achieved findings. Thus, there is a need for further research to cross-validate finding from the present study to a different and larger sample. The errors students frequently make should soon be corrected otherwise they will become fossilized or permanently error. In this regard, interlanguage fossilization is a stage during second language acquisition. It refers to a permanent cessation of progress toward the TL. This linguistic phenomenon, IL fossilization, can occur despite all reasonable attempts at learning. And such correction should also be applied to the respondents of this current study – as well as other EFL students in general in Indonesia.

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