CHAPTER I
INTRODUCTION

1.1 Background of the Research

English has evolved into the common language utilized by speakers of different native languages (Cenoz & Jessner, 2000). In fact, it is used in most online material, commercial transactions, and cross-border conversations that draw people to put their interest in learning how to speak in English, which should come as no surprise given its popularity and practicality. Nevertheless, English learners find it difficult to master the language, notably when it is distinct from their native languages (Wanderley & Demmans, 2020). With the aforementioned statement, we can connect how a thorough comprehension of English is required to understand translation in order for the language shift process to be carried out correctly.

As we explore translation, it is important to recognize that language transfer serves as the cornerstone of the procedure by which languages change from the source language to target language. Transfer is the influence resulting from the similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired (Odlin, 1989). The phrase "any other language" is incorporated into the statement on purpose because it is common for people to learn not only a second language (L2) but also a third (L3). The influence of the first language (L1) and the second language (L2) on children along with the impact of a third language (L3) on a fourth language, etc., have all been substantiated in the steadily expanding field of research dealing with multilingual settings, despite the fact that relatively little investigation has yet to be performed on this specific trilingual circumstance (De Angelis, 2007; De Angelis & Dewaele, 2011; Gabrys-Barker, 2012, Hammarberg, 2009). Cross-linguistic influence (transfer) can appear in various ways even when there are only two languages involved, as shall be demonstrated. Additionally, L1 can affect L2 and vice versa.

Language transfer is one of the methods learners utilize, both consciously and unconsciously, to communicate in their second language during the second language acquisition process. This problem typically happens when learners are unclear about how to express themselves correctly, and it might cause them to make grammatical mistakes because the two languages' rules do not match. Gass & Selinker (1992) in their research, stated that all instances of interactions between linguistic background and response-curve shapes should be taken into account in studies of the impact of a native language on the acquisition of a second language. Unfortunately, the majority of research on language transfer is limited to forms and constructions that the researcher believes should or could lead to language transfer.

Regarding to this matter, it rises more question as in how the language transfer process would actually affect the written translation along the language-shifting process. In addition to having a specific level of proficiency in the target language, it is also required to have some understanding of one's own language in order to translate since professionals in this sector frequently translate into their native tongues, which is also the case during training sessions. Students should be expected to translate from one language to their own more effortlessly once they begin their studies (Erton & Tanbi, 2016).

In a translator's work, using the right language facilitates communication, which, if hindered, is likely to make it useless. From this point of view, language proficiency is crucial both inside the source and destination languages, as there can be no accurate translation without comprehension and sufficient linguistic knowledge. Target audiences should be considered when translating; for instance, if a recipe book is intended for children, the language must be changed accordingly. This calls for linguistic changes that are at odds with the source, such as altering particular patterns and terminology. Text adaptation is essential since children do not always have the same level of language knowledge. Taking all of this into account, one can argue that a translator's role involves more than just decoding; it also entails acting as a social entity by reading, interpreting, and producing a given piece of content in the most practical manner to meet the demands of the audience (Erton & Tanbi, 2016).

As translation work is done in writing, we must also assess the writer's ability. English academic writing proficiency is regarded as a crucial qualification for higher education. However, due to a number of variables, grammar, structure, and content mistakes are frequently seen in student writing. First of all, in order to successfully complete academic writing courses, a higher level of writing proficiency is needed. Additionally, this is because there are few opportunities to use this talent in a practical setting (Sangeetha, 2020). In writing classes, the instructor evaluated the students' compositions and provided feedback on any faults. However, it was discovered that the students had a difficult time fixing their writing mistakes, which is why they continued to appear in the subsequent writings. Their poor editing abilities are the main cause.

This research concentrates on the language transfer especially in terms of structure of the language which is committed during the translation process since the author assumed that there would likely be factors influencing the composition of writing works from translated (source language) materials.

1.2 Problem of the Research

Given the aforementioned problem, the following research questions can be put forth for this study:

1. What things could possibly affect the language transfer of EFL university students' translation work?
2. How does the process of language transfer work from translated sources done by EFL university students?

1.3 Objectives of the Research

In accordance with the research questions, the objectives of this study are as follows:

1. To find out the possibility of reasons that could affect the language transfer of EFL university students' translation work.
2. To describe the process of language transfer works from translated sources done by EFL university students.

1.4 Operational Definition of the Terms

1.4.2 Language Transfer

A second language learner's propensity to incorporate aspects of their native language's phonology, grammar, and semantics into their second language learning. Negative transfer (interference) happens when structural differences between the two languages cause systematic mistakes in the acquisition of the second language or fossilization. In this instance, this study will simply analyze the negative transfer as its primary objective..

1.4.1 Translation

The action or process of translating words, phrases, or texts into another language, as well as the resulting written or spoken translation. The extent to which a good translation faithfully captures both the form and the content of the original depends on a number of variables, including the compatibility of the source language and the destination language, the character of the original speech or writing, and the aim of the translation.

1.5 Significance of the Research

The outcome of the research is envisioned to be advantageous both theoretically and practically as heightened in this session:

1.5.1 Theoretically

The future researcher stands to gain from this work. The results of this study could be used as a guide for future researchers interested in the topic of language transfer.

1.5.2 Practically

The findings of this study are anticipated to inform those researching a specific case of language transfer, a phenomenon that is common in translated works and is inextricably linked to translation writing.

1.6 Assumption of the Research

There are things that affect students' translated works writing based on the analysis of the language transfer process. Alternately, the translation process itself and also the methods of translation affect how writing in the target language is composed.

1.7 Scope of the Research

The Scope of this research is the negative transfer of the language transfer process from translated sources specifically in the structural aspect and how it is performed in university students' translation writing. This research was conducted at Universitas Muhammadiyah Jember, involving fourth-year students as the subject of the research in analyzing the process of language transfer as the source of the data collection since they are believed to have fairly humble translating skills and are presumed to have mastered enough theory in translation writing.