



A Journal of Culture, English Language, Teaching & Literature

ISSN 1414-3320 (Print), ISSN 2502-4914 (Online)

Vol. 18 No.2; December 2018

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Received: 28-10-2017

Accepted: 18-12-2017

Published: 22-12-2018

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Abstract: Translation is important in preparing children's literature, especially in children's education. When a prospective teacher does not correctly translate teaching materials, children will be impacted by such inaccuracies such as learning confusion, improperly instilled socio-cultural values and even inadequate intellectual development. The disturbances mentioned are under these two condition such as: interlingual interference (also known as transfer between languages) and intralingual interference (also known as transfer in one language) which is reflected from the translation of English-language teaching materials. This research was a descriptive research aiming to find out, describe and explain the interlingual and intralingual interference found in children's literature translation project. Participants of this research were students who joined in English Language Learning class of Early Childhood Teacher Education study program, Faculty of Teacher Training and Education, Universitas Kristen Satya Wacana Salatiga. By using translation task/project and semi-structured interview, the research data was collected. The result showed that students still encounter interlingual and intralingual interference especially in some categories. This finding triggered English language practitioners to cope with translation disorder in order to produce the best translated material for children's education.

Key words: children's literature, interference, interlingual, intralingual, translation

Abstrak: Penerjemahan merupakan hal yang penting dalam mempersiapkan children's literature (bahan ajar berbahasa asing/bahasa

Inggris) terutama dalam pendidikan anak. Ketika seorang calon guru tidak dengan tepat menerjemahkan bahan ajar, anak-anaklah yang akan menerima dampak dari ketidaktepatan tersebut seperti kebingungan dalam belajar, tertanamnya nilai sosio-kultural yang kurang tepat bahkan pengembangan intelektual yang tidak optimal. Gangguan yang dimaksud yakni gangguan interlingual (dikenal juga dengan gangguan antar bahasa) dan gangguan intralingual (dikenal juga dengan gangguan dalam satu bahasa) yang nampak dari hasil terjemahan bahan ajar berbahasa Inggris. Penelitian ini merupakan penelitian deskriptif yang hendak mencari tahu, menguraikan dan memaparkan hasil penelitian terkait dengan gangguan interlingual dan intralingual dalam penerjemahan bahan ajar anak. Responden penelitian ini adalah mahasiswa yang tergabung dalam kelas Pembelajaran Bahasa Inggris di Program Studi Pendidikan Anak Usia Dini, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Kristen Satya Wacana Salatiga. Data dalam penelitian ini diperoleh dengan menggunakan teknik penugasan penerjemahan kepada mahasiswa dan dilengkapi dengan wawancara semi terstruktur. Hasil dari penelitian ini yakni masih ada mahasiswa yang mengalami gangguan penerjemahan interlingual dan intralingual pada beberapa kategorinya. Temuan penelitian ini diharapkan dapat menjadi dasar bagi praktisi Bahasa Inggris untuk dapat mengatasi permasalahan penerjemahan guna memproduksi bahan ajar terbaik bagi pendidikan anak.

Kata kunci: bahan ajar anak, gangguan, interlingual, intralingual, penerjemahan

INTRODUCTION

Translation is not a new thing applied to various fields of life in order to facilitate the understanding of reading materials, written messages or oral communication in a certain foreign language. Prior to the 19th century, translations have also been applied in the educational world to help education practitioners translating literatures supporting education process (Akbari, 2012). The literature can be in the form of teaching materials, educational sources, stories that can be used to enrich learning topic and various readings used by those involved in the education process. To have a sufficient and understandable material, educators should fit it into a language understood by students in a particular country.

Moreover, in this global era, various educational literature and sources from various countries with various languages are available and can be easily and quickly accessed (Sas, 2010). Educators can easily download materials that

can be adapted to improve the learning materials. Students can search for complete and up-to-date learning materials in seconds because so many sources are available. These materials are fully presented for those involved in education from young to adults. Nowadays, there is a lot of foreign language-based teaching materials, especially English, which is widely used as a reference to enrich learning materials especially for children's education. From these sources, it is ensured that there are various ways of translation even those sources are translated by different people with the uniqueness and errors that can arise from each of them.

However, Akbari (2012) revealed that after the 19th century, the functions of literature and sources, especially children's literature, began to neglect the elements of education. It seemed from the way in which teacher-translator begins to ignore the procedures of translation and the purpose of translation itself. The ignorance might be the omission of certain important words, missing particular structure changing author's message and intention and any similar miss-translated parts of educational literature. Slow but sure, insufficient translation leads to negative impact from the area of intelligence, socio-culture and language education since the way human processes information as input differ between children to adults. Vid (2008), explained that translating literature especially for children's education is not as easy as translating literature for adults. Errors that arise in translation of children's learning materials can disrupt the children's learning process. Errors arising can be caused by various types of interference such as the influence of source language (commonly first language/L1/mother tongue) which characterizes interlingual interference and lack of understanding of the principles of target language (commonly second language/L2/foreign language) which characterizes intralingual interference (Falhasiri, Tavakoli, Hasiri, & Mohammadzadeh, 2011).

Therefore, it is important to know how far the prospective teachers can translate children's teaching materials that are appropriate to the needs and culture, understandable and fit to children's learning objectives. They need to know what interference they made in translating children's literature and seek possible solutions to the problems they encounter in order to improve their translation capacity as prospective teachers, produce good translation materials that can be provided for children's education and gain pedagogical professionalism. As what Kurniawan (2016) said that teacher's professionalism is related to personal development in a specific field, attitude to be a better teacher and well-prepared action. Knowing personal problem in preparing,

translating and delivering suitable and sufficient literature for children's education becomes some early ways to be a professional teacher.

Grounded by those ideas and background, this research aims to find out how far college students can translate children's English literature and describe potential interlingual and intralingual interference occurred in children's literature translation project. Those research questions become a guideline for this article to be able to give the readers especially early childhood educators and language education practitioners additional insight from empirical practice.

LITERATURE REVIEW

A. General translation concept

Etymologically, translation consisted of two Latin words i.e. '*trans*' and '*latum*' meaning 'carrying across' or 'bridging across'. In other words, translation is defined as carrying messages from one person to another, from one circumstances to another and from one code to another. The process of carrying or bridging was also called by 'the art' of translation itself (Nayak & Agrawal, 2016). In a broader scope, translation is labeled as cross-cultural communication where there are more than one culture and there are requirements in adopting the target culture and code in order to be understood by persons within a certain culture. In a brief, this is a process of exchanging the message among different communication system aiming to provide a clear message and/or value transfer (Deepak, 2013).

Generally, there are three kinds of translation. First, interlingual translation which means that the message delivery is happened from one language to another different language. In this kind of translation, there are two terms introduced namely source language (SL) as a raw code before translation process and target language (TL) as a comprehensive code after translation process. Interlingual translation is characterized by having at least two languages whose linguistic code is different. The other kind of translation is intralingual translation. It is defined as translation within one language. The focus of this kind of translation is to provide more understanding in a certain language due to lack of comprehension or language features. The last one is intersemiotic translation meaning that the translation process is occurred between different language symbol. The obvious example is translating non-verbal language to verbal one (Deepak, 2013).

Since translation is carrying or bridging message, it is always interpretative of the nature of the documents (Nayak & Agrawal, 2016). The term nature, here, can be explained briefly as the context seen, felt or caught from source materials (written or oral). Therefore, there are three phenomena happened in translation such as: 1) process of transferring things (message, value, intention) from source language to target language, 2) written process to produce translation result regarding to the characteristic of target language, and 3) integration of cultural, linguistics, and ideological aspects within translation process (Deepak, 2013). Hence, a good qualified of translation should consider the identity of source language and analyze it to get understandable target language for intended receiver (certain culture, age, circumstances, etc.).

B. Translating children's literature

As mentioned in the previous section that translating children's learning materials is not as easy as translating adult literature (Vid, 2008). There are various considerations and knowledge that need to be possessed in order to produce a good translation for children's education. Nabokov (in Vid, 2008) pointed out that in translating a literary work from one language to another requires an understanding of both languages. Further emphasis is also that the translator should be able to 'copy' the writing style and ideas of the author of intended literature. Ottinen (in Vid, 2008) also wrote similar idea as follows:

Translating as rewriting for target-language audiences - we always need to ask the crucial question: 'For whom?' Hence, while writing children's books is writing for children, translating children's literature is translating for children. The interests of the readers, in this case of children, should be considered even more seriously than when one translates for adults.

Thus, the translation process should consider the objectives and intention of the translation material (Asiain, 2016). In this case, the target of translation is children, so college students as prospective teachers who want to do the translation need to understand children's characteristics. Children tend to accept almost things taught by teacher or elderly.

The ability of children to understand the general knowledge of the world is also not as good as adults so that translators of children's learning materials need to adjust the content, language and values mentioned in teaching materials according to the abilities and needs of the children (Vid, 2008). In

general, it can be divided into two children's needs in using translation material. Those are socio-cultural and intellectual need.

1. Children's socio-cultural need

Wei Lou (2010) asserted that translation needs to take into account the social needs and demands. These social needs and demands evolve when a gap is found. Here, translation can be an alternative to fill the gap. Those can be children's characteristics and literature from source language, children's social need and literature norm value delivery, and some others.

As mentioned before that in this global era, many readings especially teaching materials can be fully and quickly accessed by everyone wherever and wherever they are (Sas, 2010). Surely, prospective teachers who want to provide the best children's education need to adapt the latest complete sources that can be used as a complement in the preparation of children's teaching materials.

In addition, translation also needs to take into account the social and cultural conditions of the target language associated with the existing source language. Many of the foreign language literature has a strong local culture. Lou (2010) provided an example of the socio-cultural goals of translation in China in the early formation of the People's Republic of China (PRC) to enhance Chinese cultural traditions, enlighten people's minds and raise awareness of Chinese nationalism. Thus, the context of translation will focus on these things and not lead to other areas such as education, community life and so forth. Likewise, in English literature devoted to children's learning, socio-cultural values need to be considered so it will not contradict to Indonesian values and culture such as etiquette, communicating culture, behavior, learning content and even other local wisdom.

Those issues become the basis for the establishment of translation objectives, which are reflected in the selection of translation styles, translation methods and techniques, and even language and cultural style adjustments to obtain good translated materials for Indonesian children's education.

2. Children's intellectual need

Lathey (in Sas, 2010) expressed that "a translator has to make a transition to the child's mindset through the medium of the original writer's style". In other words, the translator of a children's learning material needs to

retain some of the original language that is necessary or eliminate some things that are not necessary to be used as part of the translation process.

Coilie (in Sas, 2010) confirmed that there are some of the things that need to be in the subject of child translation namely emphasising on the value of goodness that develops intelligence toward positive outcomes. The sense of humor also need to be maintained to make children feel comfortable and safe when learning the translated material.

The sense of humor and fun side of the materials make the children focus on the lesson they want to implant regardless of inappropriate elements such as bad behaviour (mocking, torturing) and sad story. As occurred in the story of Cinderella, in some parts of the story, she was treated rude and unkindly by her stepsisters, it will not be stressed as the main focus of learning when they have other interesting things to pay attention to.

Furthermore, it is emphasized that children love reading texts that are easy to read and easy to follow. Children's intelligence is not yet developed as adults so it is better to consider the number of characters highlighted, the simple plot, and the simpler vocabulary given (Lou, 2010). Therefore, if the translator of children's learning material experiencing interlingual and/or intralingual interference, they need a way out to solve problems that arise in the process of translation.

C. Interlingual and intralingual interference

In the use of more than one language, the disturbances are likely to occur. Chomsky (in Chelli, 2014) stated that disorders are inevitable in the use of languages. There are various types of disorders that may arise as classified by Brown (in Abusaeedi & Borooman, 2015), such as: interlingual interference/transfer, intralingual interference/transfer, context of learning, and communication strategies. However, in the context of translating children's material, the discussion will be focused on two types of disorders that often occur that are interlingual and intralingual interference.

1. Interlingual interference

Brown (in Abusaeedi & Borooman, 2015) defined interlingual interference as a negative influence of a single language toward another. In other words, the disorder happened between, at least, two languages. It can be L1 (mother tongue) while studying or using another language or it can also be L2 (foreign language). The interference occurred because the language user is

too dependent on one language so that the language rules used affects the use of other languages (Al-Khreshneh, 2010). In this case, the translator of children's literature might be accustomed to use L1 and will experience a phase of confusion between the rules of L1 and L2 that occur accidentally or out of consciousness during the translation process. This is supported by the behavioral learning theory which stated that the formulation of old habits will hinder the smoothness of new habits (Chelli, 2014).

The systematic rules that exist in L2 are finally determined by L1 (Falhasiri et al., 2011) for various reasons such as the lack L2 vocabulary mastery so the translator refers to L1 resembling L2 even though the vocabulary does not exist in L2 rule. The lack understanding of expression or idiom from L2 also makes the translator uses L1 inappropriately in translating instructional material. In his presentation, Falhasiri et al. (2011) disclosed some kind of interlingual interference that can arise in the use of two languages. The types of interlingual interference can be categorized as follows: 1) general misuse of word, 2) structural mistaken (error), 3) misplacing of word, and 4) omission.

2. Intralingual interference

Brown (in Abusaeedi & Borooman, 2015) defined intralingual interference as a negative influence in one language. The effect generally occurs on the target language (commonly L2) used by the translator. The interference is also a mistake made by the language practitioner because of lack of knowledge of the L2. Lack or incomplete knowledge of L2 makes the disorder appear in the use of language skills. Moreover, it is explained that intralingual interference can occur because the language practitioner tries to make a tentative conclusion or hypothesis against L2 with a lack of knowledge about L2 itself (Falhasiri et al., 2011). Hence, when the translator attempts to translate a literature from a foreign language (L2) to the mother tongue (L1) or from the mother tongue (L1) to the target language (L2), the lack of understanding of the foreign language becomes the potential for this disorder to happen.

Whereas, Richard (in Chelli, 2014) divides intralingual interference into four division: (1) overgeneralization, (2) ignorance of rule restriction, (3) incomplete application of rules, and (4) false concept hypothesized (incorrect concept conclusion)

METHODOLOGY

This research is a descriptive qualitative research aiming to know and describe the phenomena encountered by the participants. In this case, problems identified was analyzed and categorized based on theoretical categories derived from the main idea of this research. The categorized description will be presented qualitatively as an empirical data condition or to be a basis to formulate alternative solution to the problems.

Participants of this research were 10 college students joining in English Language Learning class of Early Childhood Teacher Education study program, Faculty of Teacher Training and Education, Universitas Kristen Satya Wacana, Indonesia. There is a similarity in choosing research participants for this study namely similar level of study. Students participating in this research came from pretty similar study background and no one has a special English language education background. Thus, the data gathered tend to be balance and objective from one participant to others.

The data was collected from the participants by using some techniques. Before collecting the data, researchers ensured the reliability of data collection by putting a standard of using the same translation tools. By doing so, it is restricted the dynamics of students' production that is likely to happen. After ensuring the reliability, the researcher put two instruments and phases in collecting the data.

First, the instrument used was students' translation task/project which was done by giving the students similar book to translate. The result of the translation will be the raw data to be analyzed further. Second, students will be interviewed after doing translation task/project. This phase was done to give broader perspective to translation process and become additional data for deeper analysis. The data collected, then, was analyzed by using Corder's analysis method (in, Amara, 2015). There are three steps of analysis as follows: (1) collection of sample, (2) identification of error, and (3) description of error.

RESULTS

In accordance with the introduction that has been described at the beginning, translating children's literature required accuracy during the translation process. If there is a fatal mistake, children will misunderstand the teaching materials and gain insufficient knowledge such as linguistic grammar,

expression and even improper socio-cultural values. Based on the data analysis adopting Corder's analysis model, there will be some findings presented in a form of theoretical categories of interlingual and intralingual interference. The findings presentation was divided into three theoretical categories namely frequency of interlingual interference, frequency of intralingual interference and language interference that commonly occur in translating children's literature.

A. Frequency of interlingual interference in students' translation project

During children's literature translation project, college students found various mistakes or language disorder (interference). This section presented the frequency of interlingual interference in a single translation project. As well known, interlingual interference is a disorder between two or more languages due to the influence of one language against another language in the process of translating a form of language. Another reason is lack of understanding related to characteristic, relationship or equivalence between two languages (or more). In addition, there are also errors of choosing and using certain words in translation (general misuse of word), errors of grammatical structure (structural mistaken), misplacing of word and loss of meaning or language element in translating particular materials (omission).

Figure 1:
Frequency of Interlingual Interference in Students' Translation Project



Based on four categories of interlingual interference, Figure 1 showed the frequency of interlingual interference occurred in translating children's literature by the participants of this research. This presentation was derived from 10 students' error during translation project. Figure 1 presented that the most common interference occurred was the 'general misuse of words'. Student, in his translation project, generated the most errors in this category.

The mistakes made by students was in average of 5 to 6 errors each student. In 'omission' category, the errors made were between 2 to 3 errors each student. In this section, the students' mistakes are uneven. Some made 1 to 2 mistakes but there were some who made up to 6 mistakes in a project. This section is the second category of linguistic errors that are also commonly happened.

Furthermore, there were some errors appearing in 'structural mistaken' categories. Students who experienced errors in this section were made an average of 2 errors per person. However, in this category, the mistakes made by students are also uneven. In other words, there were students who did a little mistake (and even no mistake at all) but there were some who made mistakes quite often. The last category which have the least number of errors is 'misplacing of word'. There were only 4 errors made by students in this category during the process of translating children's literature. The average of error was relatively the same i.e. one error made by some students and free error for most of the students.

B. Frequency of intralingual interference in students' translation project

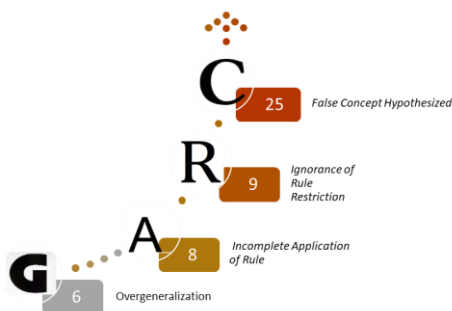
Another form of the interference that can be experienced by students in translating teaching materials is intralingual interference. This disorder is related to a person's understanding within one language (source or target language, but often associated with L2). This disorder is divided into four categories: overgeneralization, ignorance of rule restriction, incomplete application of rules and false concept hypothesized.

Figure 2 showed the frequency of language disorders in terms of intralingual interference experienced by students in children's translation project. Similar to the previous section, this frequency was derived from the total of respondents' errors according to the existing categories. Among four categories of error in intralingual transfer, 'false concept of hypothesized' category was the most common error occurred during students' translation project.

There were 25 errors made by the participants of this research. Each student made mistakes in an average of 2 to 3 during the project. This category was the most frequent error happened compared to the other three categories whose errors did not reach 10 times in a single translation project. In addition, there were 9 errors made by students in the category of 'ignorance of rule restriction'. An approximate of 1 error was made by each student although there were also some with error-free in this category. For the category of

'incomplete application of rule', students made an average of 1 error during the translation project.

Figure 2:
Frequency of Intralingual Interference in Students' Translation Project



The total interference in this category is 8 errors. The last category which has the smallest error was 'overgeneralization'. In this category, students made 6 mistakes done by only 4 students while six others were free from error.

C. Common categories of language interference in translation

In accordance with the results of data analysis, it is noted that the highest number of errors found in children's translation project is interlingual interference. There are 4 categories in interlingual interference and each category has larger number of errors compare to categories in intralingual interference. In general, it can be said that students as prospective teacher tends to encounter difficulties in delivering the message from English to Bahasa Indonesia because of lack understanding of vocabulary of the two languages. The tendency of eliminating particular meaning of the words also occurs in childrens' literature translation project.

In interlingual interference especially 'general misuse of word', it appeared that there were still students who need to improve their vocabulary understanding. An example of error that frequently happened was the misuse of the phrase 'had tricked'. Students were commonly defined it as 'someone who has a trick' while the right meaning is 'someone who has done a certain trick to others'. The misuse of certain words expressing different senses brings children to the confusion toward the story.

Here, this is the full sentence of the errors discussed. "Though stuck in the cave, Abu had tricked Jafar and kept the magic lamp for Aladdin". The sentence lied in the context that Aladdin and his monkey named Abu were in the cave where they found a magic lamp. At that time, there was an evil man

who wanted to take the magic lamp but Abu had successfully trick him and keep the magic lamp for Aladdin. From the existing context, the phrase 'had tricked' is less precise and improper if it was defined as 'having a trick' (had → past form of have: tricked → past form of trick). This is the full translation of the sentence in Bahasa Indonesia. "*Meskipun terperangkap didalam gua, Abu memiliki trik Jafar dan menjaga lampu ajaib tersebut untuk Aladdin*"

The translation seems illogical because Abu as protagonist is positioned to have a Jafar's trick that was an evil one. It is understandable that the translation pattern of the sentence is not in line with the context in which the sentence is located. In other hand, it will be different if students translated it into this sentence. "*Meskipun terperangkap didalam gua, Abu telah menipu Jafar dan menjaga lampu ajaib tersebut untuk Aladdi*". The use of target language and meaning is correct and suitable to the intended context. Abu who is a fellow of Aladdin and an enemy of Jafar delivered a trick to Jafar to keep the magic lamp that was about to be stolen from Aladdin. When the second pattern is exposed to the child, they tend to understand it more easily than the first pattern.

A fairly common mistake in student translation is also 'omission'. Omission or elimination of the words' meaning leads to incomplete understanding of the teaching material. The incompleteness of meaning can be fatal for children whose characteristic is capturing directly what they hear and see. One example of omission is removing the details of character in the translation process of story of Aladdin. "Deep in the Arabian desert, Princess Jasmine lived with her father, Sultan of Agrabah, and her tiger, Rajah." The sentence was translated by some students as follows:

"Di Arab, hiduylah Putri Jasmine dan ayahnya Sultan dan menjadi pemimpin di Arab" (S5). *"Didalam padang pasir Arab, Putri Jasmine tinggal dengan ayah, dia sultan dari Agrabah, dan macannya"* (S6). *"Didaerah padang pasir, Puteri Jasmin tinggal bersama ayahnya, Sultan Agrabah, dan macannya"* (S7). *"Di Arab, hiduylah Jasmine dan ayahnya Sultan dan menjadi pemipin di Arab"* (S8).

Those four results of students' translation showed that omission resulted in incomplete messages to be conveyed to the reader. The translation made by student 5 (S5) removed the details of location which is desert. The sultan's identity (Sultan of Agrabah) was also omitted. Moreover, student did not mention one last character namely Rajah, Jasmine's tiger. The second translation (S6) eliminated the identity of Rajah that should be listed in the translation. The third translation (S7) eliminated the name of region where the

desert take place i.e. Arabian and the identity of Rajah. The fourth translation (S8) eliminated the detail of Arabian desert, the identity of the sultan (Agrabah) and omitted the character of Rajah. The loss of detail and figures will affect the reader's comprehension especially for early children who are still dependent to the input given by the teacher or parents.

In addition to interlingual interference, there are also intralingual interference experienced by students in translating the story of Aladdin. The most frequent error occurred is 'false concept hypothesized'. This category is an interference experienced by the translator because of a lack of understanding of the concept and meaning of conditions in a language (source or target language but the tendency in L2) where one or more words are located. The following errors appeared most frequently in students' translation project. " I run away and I'm not going back, "said Jasmine."

The sentence, especially in the phrase 'run away', was translated by some students 4 (S4) as 'someone who run, leaving far from a certain point' and by student 6 (S6) as 'someone walking further from where s/he is before'. They do not understand the concept of the verb 'run' combined by the prepositions of 'away' in English. The context of the sentence is that Jasmine felt uncomfortable living in the palace then decided to leave the palace and plan not to return. The verb 'run away' was correctly interpreted as 'escape' and not just running or even walking at a certain distance. Translator's mistake in capturing the concept and meaning of certain words leads to the different perspective which if given in children's learning will result in children's misconception. The children will understand that Jasmine is just running instead of escaping from the palace.

From the data collected in the second phase, it was found that students (IS: Interviewed Student) experienced the highest level of difficulty when translating or finding for words between English and Bahasa Indonesia. "Another difficulty is to translate a single English word into Indonesian" (IS1). "A lot of English vocabulary ... still unfamiliar (IS2), hard to find the appropriate vocabulary (IS3)". "Difficulties encountered ... choosing the right vocabulary ... according to the picture ... as well as the plot (IS4), do not understand the actual context (IS6)". Those interferences arose because students were still difficult to develop a correct hypothesis of message intended by the author. Some of them need to improve the knowledge of English vocabulary as well as the definition in Bahasa Indonesia in order to make an understandable translated material for children. The difficulties of translating

children's literature need to be overcome so that education practitioners have adequate competence of English as a Foreign Language.

CONCLUSION

Based on the literature review, data collection and analysis, it is found that in translating children's literature, there were various language disorders experienced by students. There are two main disorders such as interlingual and intralingual interference. Each of the interference has four categories as the classification. Interlingual interference has these categories, 'general misuse of word', 'structural mistaken', 'misplacing of word' and 'omission'. Besides, intralingual interference has four categories namely 'overgeneralization', 'ignorance of rule restriction', 'incomplete application of rules' and 'false concept hypothesized'. The most frequent errors occurred was interlingual interference where the students still encountered difficult to find the equivalent of words between two languages. Specifically, in the 'general misuse of word' and 'omission', students were still often making translation errors. Whereas in intralingual interference, 'false concept hypothesized' category was the most common mistakes appeared in children's literature translation project. Those interferences have the potential to disrupt children's understanding and lead children to the misconception and insufficient knowledge development. Therefore, knowing the types of language interference and examples of the most frequent disorders can be a reference for college students as prospective teacher as well as for education practitioner to improve their awareness of English language education and principles of a good interlingual and intralingual translation. This study descriptively presented the potential of language interference in college students' translation projects as a trigger to develop more knowledge and supportive teaching learning method in the area of Teaching English to the Speaker of Other Languages (TESOL). It is hoped that through this research, there are people capturing the ideas and develop further research.

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