AN ANALYSIS OF STUDENTS' ERROR IN TRANSLATING INDONESIAN SENTENCES INTO ENGLISH

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History Article

ABSTRACT

This research was an error analysis of the first semester students of Sumbawa University of Technology. The aims of the research were to find out what types of error that the students committed and what error that they committed the most. The research was a descriptive study, where the population of the research was all first semester students, while the sample was the students of Electrical Engineering Class which consists of 34 students. The technique of data collection was done through giving the students translation tests. The data was analyzed by identifying, classifying, and describing the errors. Based on the result of analysis, it was found that (1) there were four types of error that students committed, they were omission, addition, misordering and misformation error: (2) type of error that students committed the most was omission, and the least type of error that students committed was miordering. More research is needed to clarify why the students committed certain errors such as omission addition etc. in detail. Further research is also recommended for investigating the factors affecting students of committing the errors.

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INTRODUCTION

English has a central role in developing student's intellectual, social and emotional. It can also function as a mean of learning other field of studies. Through the language study, the students are able to know themselves, their own culture and also the other culture. Besides, language study can also help the students to express their ideas and feelings and to take part on the community of the language learning.

It is widely known that in few recent years, most of the books that are used as academic reference, regardless of the field of studies are written in English, such as science, politics, culture etc. To understand the contents of the books, everyone has to acquire English, or for whom who do not really have good skill in English might use the translation method to comprehend the contents of the books. Translation is the rendering process of a source language (SL) text into the target language (TL) so as to ensure that the surface meaning of the two will be approximately similiar and the structue of the SL will be preserved as closely as possible but not so closely that the TL structures will be seriously distorted Mc. Guire (1980).

There are some definitions about translation, in which different expert defines 'Translation in different ways. Catford (1969), defines translation as the replacement process of textual material in Source Language (SL) by equivalent textual material in Target Language (TL). While Phinchuck (1977) stated that translation is a process of finding a TL equivalent for an SL utterance.

A definition of translation is also defined by Mc Guire (1980), he stated that translation is the rendering of a Source Language (SL) text into the Target Language (TL) so as to ensure that the surface meaning of the two will be approximately similar and the structures of the Source Language will be preserved as closely as possible but not so closely that the Target Language structures will be seriously distorted. And the last is a definition by Newmark (1981), he defines translation as a craft consisting in the attempt to replace a written message and/ or statement in one language by the same message and/ or statement in another language.

In communicating oral or writen English, some people or students often try to do it by translating their mother tongue (Indonesian) to English. This is the way that some people use to make oral or writen communication in English. But in the process of translation, some people tend to make errors in translating their mother tongue (Indonesian) to English, because an error is the inevitable part of learning. So, we could say that people make errors in their live. A teacher stated that even a smart student has ever made an error when he/she is learning. Rayes (2010) stated that error shoud not be viewed as problems to be overcome but rather as normal and inevitable features indicating that strategies the learners use. In fact, some studies about language errors have done by some researchers. But the errors on the some items repeated.

Errors are flawed side of a learner speech or writing, they are the part of conversation or composition that deviates from some selected norm of nature language performance. Error according to Brown (2001: 165) refer to those idiosyncrasies the adult grammar of a native speaker reflecting the inter language competence of the learner. Errors are studied in order to find out something about the learning process and about the strategies employed by human beings learning another language.

Types of Error in Translation

Dullay (1982) classified errors into four types, they are omission, addition, misformation, and disordering.

1) Omission
   The absence of an item that must appear in a well-formed word, phrase, or sentence. For example: the omission of plural maker 's' in " *I like apple*" (it should be: *I like apples*).
2) Addition

The presence of an item that must not appear in a well-formed utterance. For example the additional progressive marker 'ing' in: *we eating rice yesteday*. (it should be: *we et rice yesterday*).

3) Misformation

The use of the wrong form or choice of the morpheme or structure. For example, the wrong form of the morpheme and choice of word in '*That woman bought five expensive blouses for her husband*. (it should be: *That woman bought five expensive shirts for her husband*).

4) Misordering

The incorrect placement of a morpheme or group of morphemes in an utterance (word, phrase and sentence). For example, the incorrect word order in the noun-phrase, '*I like apples red*'. (it should be: *I like red apples*)

Based on the researcher short observation, he found that the students were confused, got some difficulties in translating their mother tongue (Indonesian) to English. Some students still make errors in translating Indonesian to English. Hence, in this research, the researcher tried to investigate what types of error that the first students of Sumbawa University of Technology committed when translating Indonesian to English, and what type of error that they committed the most when translating Indonesian to English.

METHODS

This study is a descriptive qualitative study. The aims of this study were to know the students' error and type of error that students committed the most in translating Indonesian to English.In order to know students' errors and type of error that students committed the most in translating Indonesian to English, the researcher gave the test to the students. The test was in the form of translation task. they were instructed to translate some Indonesian sentences to English. The test was conducted twice, the aim was to make sure whether the faults that students made can be categorized an error or a mistake.

The data collection was done through giving the students a test, where the test given was in the form of translation task. The students were instructed to translate some Indonesian sentences into English. The test was conducted twice. After collecting the result of translation test, the researcher then analyzed it to confirm whether the faults made by the students can be categorized an error or a mistake. And the last, the researcher elaborated or explained the errors committed by the students in detail.

The method of data analysis used in this study refers to a model of data analysis from Corder in Brown (2001), where the models consist of three steps in analyzing errors; they are error identification, error classification and error description.

RESULTS AND DISCUSSION

Results

In this study, the test was given twice to identify errors. On the first and second test, students were asked to translate 10 sentences. The total sentences that the researcher has analyzed were 600 sentences. The indicator to know whether the faults committed by students are error or not is, if the students committed the faults continuously or twice at the same types of the sentences, then it can be categorized an error, while if it is not, then it is not an error. For example: in the first test, the researcher asked the students to translate '*Andi bermain piano*' the students then translate it '*Andi play piano*'. On the second test, researcher asked the students they translate it '*Tina eat rice*'.

On the first test, the translation was incorrect. There, the students committed a fault dealing with the omission of singular marker '*s*' in word '*play*', which it should be '*plays*'. But the researcher still has not been able yet to decide whether the fault made by students can be categorized an

error or a mistake. Then, the researcher proposed a second test. In the second test, the students translation was also incorrect, or the students committed a fault at the same part as they did in the first test, about the omission of singular marker 's' in word '*eat*' which it should be '*eats*'. Therefore, the researcher might then categorize the fault as an error.

But if the fault made only one time by the students, it is not an error, but it is a mistake. For example: students are asked to translate '*Rose lebih cantik daripada Tina'*. Then the students translate it '*Rose more beautiful than Tina'*. On the second test, students were asked to translate a sentence which was typically the same with a sentence in the first test, and the sentence was '*Andi lebih tampan daripada Tono'*. Then the students translate it '*Andi is more handsome than Tono*'. The translation of the students in the first test was incorrect. Students committed a fault dealing with the omission of to be '*is*', which it should be there. But in the second test, the students translate the sentence correctly. Where the fault made in the first test was not repeated. Then the researcher could categorize the fault as a mistake. Here are some sample lists of errors committed by the students in translating Indonesian sentences into English

No	Sentences	Error Translation Results
1.	Jhon menonton tv	Jhon watch tv
2.	Peter sedang membaca koran	Peter reading newspaper
3.	Ada lima buku diatas meja	There is five book on the table
4.	Charles seorang pengusaha yang sukses	Charles is bussinesman successful
5.	Andi pergi ke pasar kemaren	Andi go to market yesterday
6.	Spiderman dibunuh Hulk	Spiderman is kill Hulk
7.	Rose lebih cantik daripada Murni	Rose is the more beautiful than Murni
8.	Peter murid paling pintar dikelas	Peter is student very smart in class
9.	Ibu ku marah pada ku	My mother is the angry to me
10.	Ada sebuah apel di dalam tas saya	There is a apel in my bag

After the researcher collected and identified the errors of the students, the researcher then classified the errors made by the students into their types, whether it is omission, addition, misordering or misformation. And here is the table of error classification result:

Students' Name	Errors Classification				Total Errors
	Addition	Omission	Misordering	Misformation	
AY	1	2	0	0	3
ALH	1	3	0	0	4
AL	0	2	0	0	2
B.AS	0	3	1	0	4
BAS	0	2	0	0	2
HS	0	2	0	1	3
HS	2	1	0	0	3
HID	2	1	0	0	3
HIJ	1	1	0	0	2
HUM	1	2	0	0	3
IND	0	2	0	0	2
IRM	1	0	0	2	3

JD	2	0	0	1	3
KQ	1	2	1	0	4
LH	2	1	0	0	3
MAPW	2	1	0	0	3
MZ	1	2	0	0	3
MW	1	2	0	1	4
MAKQ	1	2	0	0	3
MB	0	2	0	1	3
MIH	1	1	0	2	4
MRH	0	2	0	1	3
MUJ	1	1	0	0	2
NAN	0	2	0	0	2
NS	1	1	0	0	2
NHH	1	2	0	0	3
RPL	1	1	0	1	3
RH	0	2	0	0	2
RIZ	1	2	0	0	3
RI	1	1	0	0	2
SM	0	2	0	0	2
WASI	2	1	0	0	3
YUL	1	1	0	0	2
YHF	1	1	0	0	2
RESULTS	**30**	**53**	**2**	**9**	**94**

Discussion

Types of students' error

As can be seen on the table above about the result of errors classification, there were four types of error committed by the students, they were Addition, omission, misordering and misformation.

1. Omission
   Students' translation:
   a. Jhon menonton tv = Jhon watch tv
   b. Peter sedang membaca koran = Peter reading newspaper
   c. Ada lima buku di atas meja = There is five book on the table.
   d. Sudir dicium oleh tina = Sudir is kiss tina

   The sentences above are the students' translation results. In the first sentence, students were asked to translate '*jhon menonton tv*. In that translation, students committed an error in terms of ommitting the singular marker of '*es*' in word '*watch*' wihich it should be '*watches*' indicating simple present tense.The second sentence was translated incorrect too, where in that sentence, students committed an error dealing with the omission of to be '*is*' which it should be exist. And the correct sentence of that sentence will be '*Peter is reading newspaper'*. The to be '*is*' there indicating present progressive tense.

   The error in the next sentence was also related to omission error. But it is more complex and complicated, because in that sentence, students were not just doing one error, two errors in one sentence. Those were omission error and misformating error. In term of omission error, students were incorrect or committing an error dealing with the omission of plural marker '*s*' in the word '*book*'. In that sentence, the amount of book will be five. Therefore, it should be '*books*'.

On the last sentence or in the sentence (d), the students were doing an error dealing with the omission error. Where in that sentence students were omitting the '*ed*' marker in verb '*kill*' which it should be '*killed*. And the next one is, students were omitting the preposition '*by*' in that sentence, which it should be there to indicate passive voice.

2. Addition
   Students' translation:
   a. Andi pergi ke pasar kemaren = Andi went to market for yesterday
   b. Rose lebih cantik daripada Murni = Rose is the more beautiful than Murni
   c. Charlie sedang bermain piano = Charlie is the playing piano

At the first sentence, students committed an error dealing with the addition error. In that sentence, students added a preposotion '*for*' which it should not be there. The correct sentence for that sentence would be '*andi went to market yesterday'.*On the second sentence, students committed an error dealing with the addition of article '*the*' which it should not be there. The correct sentence would be '*Rose is more beautiful than Murni'.*

The last one was also dealing with the addition error. Where in that sentence students committed an error dealing with the presence of articles '*the*', which should not be there and appear. The correct sentence for that sentence would be '*charlie is playing piano'.*

3. Misformation
   Students' translation:
   a. Ada sebuah apel didalam tas saya = There is a apple in my bag
   b. Andi pergi ke pasar kemaren = Andi go to market yesterday
   c. Peter murid paling pintar di kelas = Peter is the best student in the class

At the first sentence, students committed an error dealing with the misformation error. Where the choice of an artcicle '*a*' was in correct. Because the first letter of the noun there '*apple*' was started with the vowel '*a*', which it should be '*an*'. So, the correct sentence for that sentence would be '*There is an apple in my bag'.*On the second sentence, the researcher found that students committed an error dealing with the use of verb. Where in that sentence students used present verb '*go*' whereas the sentence indicating simple past. So that the verb that should be used there would be in the form of past participle, which it should be '*went*'. And the correct translation for that sentence is '*Andi went to market yesterday.*The error also occurred in the third sentence. where in that sentence, students translate the sentence incorrectly. The researcher found that the use of word '*best*' there to refers '*paling pintar'* was not suitable. And the suitable word to refers '*paling pintar'* would be '*smartest'.* Smartest there indicates superlative degree. And the correct translation for that sentence would be '*Peter is the smartest student in the class'.*

4. Misordering
    Students' translation:
   a. Charles seorang pengusaha yang sukses = Charles is a bussines succes/ Charles
      bussineman successful.

This is the last type of error that students lessly committed in my investigation. mostly the misordering error found by the researcher when students translate the sentence '*charles seorang pengusaha yang sukses'.* Almost all of the students tranlate it incorrectly. Most so the students translate it '*charles is a bussines succes*, while the others translate it '*charles is a successful bussinesman'.* In that translation, researcher found that the order of the sentence was incorrect, especially in '*bussinesman successful'*, which actually it should be successful bussinesman. Thus, the correct translation for that sentence would be '*Charles is a successful bussinesman'.*

Type of Error that committed the most

Based on the result of errors classification it was found that omission error is the most dominant type of error that students committed. The next types of error that students committed

in translating Indonesian to English was addition error. In this type of error, students were adding some units of grammatical aspects that should not be added and appear. While the third type of error that students made in translating those sentences was misordering. In some sentences, researcher found that students tend to do some mistake and errors related to the order of the sentences, which mostly caused by the interference of students' first language. And the last type of error that students comitted was misformation. Where at this type of error, researcher found that students tend to got some problems in forming and choosing the morpheme or structure

CONCLUSION

Having described all the data on the findings and discussion section, the researcher drew some conclusion of the study. First, there were some types of error that students committed in translating Indonesian to English, they are Omission, Misordering, Addition and Misformation. While the type of error that students committed the the most was Omission, and the least type of error that students committed was misformation.

As we all have known that there is nothing perfect in this world. Thus, the researcher has relized that there are some restrictivenesses of this research, such as the reasons and factors affecting students committed certain type of error. Hence, The further researcher are suggested to do a research focusing on those things.

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