

ERRORS IN TRANSLATION BETWEEN SL INTO TL MADE BY THE STUDENTS OF TRIDINANTI UNIVERSITY OF PALEMBANG

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ABSTRACT: The problems of the research were: 1. What types of grammatical errors were found in the SL into TL Translation made by fifth semester students of English department of Tridinanti University of Palembang? 2. What were the frequency and the percentage of each types of grammatical error in translated texts made by the students? The aims of the study were to describe the errors that were found in the SL into TL Translation writing made by the students of Tridinanti University Palembang, to describe the frequency and the percentage of each type of grammatical errors in translated texts made by the students. In this research the writer used qualitative approach with the documentation technique used to collect the data, and analyze the data used of content analysis. The result of the research based on the surface category taxonomy, the student's errors could be classified into: 1) omission, (2) addition, (3) misformation, and (4) misordering errors. 2) Reveal with the frequency and the percentage of each types of grammatical error in translated texts made by the students, the writer found that 0.95 % errors in omission, 0.8 % errors in additions, 0.8 % errors in missformation), 0.75 errors in misordering.

Keywords: *Errors, translation, SL into TL.*

KESALAHAN DALAM TERJEMAHAN DARI BAHASA KEDUA KE BAHASA TARGET OLEH MAHASISWA UNIVERSITAS TRIDINANTI PALEMBANG

ABSTRAK: Permasalahan dalam penelitian adalah: 1. Apa jenis kesalahan tata bahasa dapat ditemukan di SL ke TL terjemahan yang dibuat oleh mahasiswa semester V Program Studi Bahasa Inggris Universitas Tridinanti Palembang? 2. Apa dan berapa sajakah frekuensi dan persentase masing-masing jenis kesalahan tata bahasa dalam teks-teks yang diterjemahkan oleh siswa? Tujuan penelitian ini untuk menggambarkan kesalahan yang ditemukan dalam SL untuk menulis TL terjemahan yang dibuat oleh para mahasiswa Universitas Tridinanti Palembang, untuk menggambarkan frekuensi dan persentase masing-masing jenis kesalahan tata bahasa dalam teks-teks yang diterjemahkan dibuat oleh siswa. Dalam penelitian ini penulis menggunakan pendekatan kualitatif dengan teknik dokumentasi yang digunakan untuk mengumpulkan data, dan menganalisis data yang digunakan analisis konten. Hasil penelitian berdasarkan Kategori surface taksonomi, kesalahan siswa dapat diklasifikasikan menjadi: 1) penghilangan (2) penambahan, (3) misformation, dan (4) misordering kesalahan. 2) mengungkapkan dengan frekuensi dan persentase masing-masing jenis kesalahan tata bahasa dalam teks-teks terjemahan yang dibuat oleh para mahasiswa, penulis menemukan bahwa kesalahan 0,95% dalam penghilangan 0.8% kesalahan dalam penambahan, 0,8% kesalahan dalam missformation), 0.75 kesalahan dalam misordering.

Kata Kunci: *kesalahan – kesalahan, terjemahan, SL ke TL.*

INTRODUCTION

English is a world language. English is a very important language to learn today. This English language is not only limited to be used and spoken by those who are native speaker, but also those who are living in countries where English is accepted both as the second language or foreign language. In English, there are some aspects that should be learned in translation. Such as grammatical structure, communication situation and cultural context of the source language text, analyzing it in order to determine its meaning, and then reconstructing this same are meaning using lexicon and grammatical structure which are appropriate in the receptor language and its cultural context.

However, translation is not an easy work. If language is just a classification for a set of general or universal concepts, it will be of course very easy to translate from a source language to a target language. However, translation covers not only word for word translation but also many other factors. Translation is to make the students can translate one by one (Hornby, 1995, p. 441).

The concepts of one language may differ radically from those of another. This is because each language articulates or organizes the word differently. The bigger the gap between the Source Language (SL) and the Target Language (TL), the more difficult the process of transfer will be. The differences between the two languages and the differences in cultures make the process of translating a real challenge. The problematic factors include translation such as: meaning.

In translation Indonesia into English text, we have to measure the errors of the instrument of the test such as know about structure/grammar, misunderstanding about text and punctuation. Also, the students must bring and open dictionary to translate it. It could be known about students' understanding about translation Indonesian text. There are some examples about translation, like: Alex is a bus driver, but know he is in bed asleep. I get up at 8 o'clock every morning.

In learning language, grammar, which is defined by Brown (2001, p. 120) as the system of rules governing the conventional arrangement and

relationship of words in a sentence is very important since it also takes role in the idea delivery. Grammar mastery is needed for students in order to enable them to deliver the message correctly. Mistakes in the area of grammar can lead to misunderstanding in both spoken and especially, written communication.

The statement above showed that grammatical errors are important to be learned. It was because grammatical errors will influence in the idea delivery, which should be corrected immediately after they were made. Grammatical errors need to be corrected, unless it will always appear and people think they have done correctly. Studying grammatical errors make us know our weaknesses in grammar, then improve our skill from that.

The students of English Study Program of Tridinanti University Palembang who took translation subject also did the errors. It was not all students did well. That conclusion was drawn from the writer's direct observation and lecturer's information of their grammar performance. The fact was that on their level (Fifth semester), they should have been able to translate the text correctly without changing the

idea stated. The students must have had the basis which could mean vocabulary and grammar rules. That was why it was necessary to know whether the students had achieved the level based on what they had learned or not. Thus, investigating the grammatical errors in SL into TL translation of the fifth grader students of English Study Program of Tridinanti University Palembang was necessary. Since they learned the subject in the college and it was the higher level of the subject that had been learned in the previous semester (Fifth Semester).

Definition of Translation

Translation is the communication of meaning of a source language text by means of an equivalent target language text. In this research, translation is meant as the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). Some experts give explanation about translation as follows:

1. Translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). (Catford, 1998, p. 20).

2. Translation is 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. (Newmark, 1981, p. 7).

Based on some of translation definition above, the writer can assume simply that translation is replacement of textual material in one language by equivalent textual material in another language.

From the above definitions, whereas textual material, SL text, Written message, and SL message are synonymous to indicate something to be translated into TL. And replacement and reproducing derive from replace and reproduce which are synonymous. The writer can conclude that the translation is a process, where the translator or interpreter to replace or transfer from one language (source Language) by equivalent material in another language (Target Language), whether the language is written or spoken in any kind in meaning and style in "A linguistic Theory of Translation.

Types of Translation

Catford (1998, p. 20) states that there are three types of

translation related to the rank of grammatical hierarchies, namely:

1. Full vs. partial translation. This distinction relates to the extent of SL text which is submitted to the translation process. In a full translation the entire text is submitted to the translation process that is every part of the SL text is replaced by TL text material. In a partial translation, some part or parts of the SL text are left not translate. They are simply transferred to incorporate in the TL text.
2. Total vs. Restricted translation. This distinction relates to the levels of language involved in translation. In total translation, that is translation in which all levels of the SL text are replaced by Tb material. In restricted translation, that is translation perform only at the phonological or at the graph logical level, or at only one of the two levels of grammar and lexis. Thus, this type includes phonological and graph logical translation. In phonological translation SL phonology is replaced by equivalent TL phonology but there are other replacements except such grammatical or lexical changes as may result accidentally from

phonological translation, e.g. English plural, cats, may come out as apparently a singular cat in phonological translation into a language which has no final consonant clusters. In graph logical translation SL graphology is replaced by equivalent TL graphology, with no other replacements, except, again, accidental changes.

Methods of Translation

The purpose of the translation, the nature of the readership, the type of text, was not discussed. Too often, writer, translator and reader were implicitly identified with each other. Now the context has changed, but the basic problem remains.

Catford (1998, p. 20), there are eight methods of translation: word-for-word translation, literal translation, faithful translation, semantic translation, adaptive translation, free translation, idiomatic translation, and communicative translation.

Error Type Based on Surface Strategy Taxonomy

Dulay, (1982, p. 154), surface strategy taxonomy highlights the way surface structures are altered. Learners may omit necessary items or add

unnecessary ones; they may misform items or misorder them. Error type based on surface strategy taxonomy concerns the identification of cognitive processes that underline the learners' reconstruction of the new language. Learners' errors are based on some logic. They are not the result of laziness or sloppy thinking. Based on the surface strategy taxonomy, errors were classified into four types: omission, addition, misformation, and misordering.

METHODOLOGY OF THE RESEARCH

This study was a qualitative study with descriptive method because the subject of the study was at English Study Program of Tridianti University Palembang.

This study took the fifth semester students of English department academic year 2016-2017 that choose Indonesian-English translation subject. They were 20 students who took Indonesia-English translation. According to Richards (2002, p. 152), descriptive method is used to describe accurately and factually a phenomenon, subject or area. Sugiono (2016, p. 21), descriptive

method is used to describe events as they naturally occur. In this case, the descriptive research was used to describe the data explicitly.

Creswell,(1994, p. 145). The characteristic of qualitative research is that it concerns with the process, rather than the outcomes or product, and then qualitative research is descriptive in that the writers were interested in process, meaning, and understanding gained through words or pictures.

According to Fraenkel,et al (2012, p. 478), content analysis is a technique that enables researchers to study human behavior in an indirect way, through an analysis of their communication. In this study the writers used the descriptive qualitative method since she described the qualitative data systematically and also interpreted the data in line with the definition above, this research describe about the typed of errors found in students translated SL into TL.

Documentation is one of the ways on how to collect the data. The data of this study are translation text made by the students of fifth semester. In term of translating a text with particular issue that was prepared by the lecturer.

According to Fraenkel, et al., (2012, p. 537), documents are written or printed materials that have been produced in some form or another- annual report, artwork, bills, books, cartoons, circulars, court records, diaries, diplomas, legal records, newspapers, magazines, notebooks, school yearbooks, memos, tests, and so on.

In analyzing the data, the writer focussed on students errors in translated SL into TL made by the students. Data analysis techniques used in this research is content analysis techniques. According to Jabrohim (2014, p. 34), content analysis in research trying to analyze the document to know the content and the meaning contained in the document. Sugiyono (2016, p. 273), triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures. To make sure the validity of result of analysis the data, the writer used triangulation between researchers approach for the result of analysis of the data was valid and reliable.

FINDINGS AND INTERPRETATION

A. Findings

After analyzing the collecting the data, the writers identified all errors in the students' answer sheets. Before identifying the errors made by the students, the writers distinguished errors from mistakes on the students' answer sheets. The way the writers used in distinguishing mistakes from errors on the students' answer sheet was by giving another ten minutes to the students to check whether their answers were correct or incorrect before collecting their answer sheets. In fact the writer found that some students made errors because they were not able to correct their first answers. However, some students were able to correct their first answers, which means that they have made mistakes.

From the identification of errors, the writer finds out that none of the students who were used as the sample of the study could answer all items correctly. They tend to make errors. Based on the errors type explained in chapter II, there were four categories of errors namely linguistic category, surface strategy taxonomy, comparative analysis, and communicative effect.

In this study the writers just used the second category, that is, surface strategy taxonomy. Besides, students tended to make the same errors. For example, in this study most of students made omission errors.

Based on the surface category taxonomy, the student's errors could be classified into omission, addition, misformation, and misordering errors

B. Interpretation

The next step after identifying and classifying students' errors were describing the frequency of errors based on the result of computation. As stated in chapter III, the formula used was as follows:

Where:

E = error percentage

e = the number of errors

i = the total number of errors

As stated at the previous page, the errors were classified into four types namely, omission, addition, misformation, and misordering. The distribution of the errors in each category and in every type of errors and also percentage were presented in the following table.

The table below showed that there are 19 errors. The errors of

omission had the largest frequency that is 0.95 errors.

Table 1
The Number of Errors Based on the Type of Errors

NO	TYPE OF ERRORS	NUMBER OF ERRORS
1	OMISSION	19
2	ADDITION	16
3	MISFORMATION	16
4	MISORDERING	15
	TOTAL	66

Table 2
The Percentage of Each Type of Errors

No	TYPE OF ERRORS	e	Percentage (%)
1	OMISSION	19	0.95
2	ADDITION	16	0.8
3	MISFORMATION	16	0.8
4	MISORDERING	15	0.75

Note: e = the number of errors
i = the total of errors
% = e/i

$E = \frac{e}{i} \times 100\%$

The table above showed that omission errors had the highest percentage (0.95 %). Then it is followed by misformation errors (0.8 %), misordering errors (0.8 %), and the last is addition errors (0.75 %).

The frequency of errors is:

$$\frac{\text{Total of error}}{\text{Total item}} \times 100\%$$

$$= \frac{66}{20} \times 100\% = 3.3 \%$$

On the other hand, the writer found 545 correct answers. Thus, the students' ability is:

$$\frac{\text{Total of correct answers}}{\text{Total of items}} \times 100\%$$

$$= \frac{545}{20} \times 100\% = 27.25 \%$$

It means that the percentage of the correct answers is 27.25 %.

CONCLUSION

The result of this study indicates that there were a number of errors made by the fifth semester students of the English Study Program of Faculty of Teacher Training and Education of Tridianti University of Palembang in translating SL into TL. After counting of errors, the writer found 66 errors made by the students or 0.95 % out of the possible errors (3.3 %).

There were four types of errors made by the students in translating English noun phrases into Indonesian. They are omission errors, addition errors, misformation errors, and misordering errors. The numbers of

omission errors are 19 (0.95 %). The numbers of addition errors are 16 (0.8 %). The numbers of misformation errors are 16 (0.8 %). While the number of misordering errors are 15 (0.75 %). The description above shows that the most frequent errors are omission errors (19 errors / 0.95 %).

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