

STUDENTS' GRAMMATICAL ERROR IN INDONESIAN-ENGLISH TRANSLATION

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Abstract

This research is intended to identify and describe the errors of grammar in the Indonesian-English translation of the students at the third semester of English department at Islamic University of Kadir. Academic year 2018, who have chosen Indonesian-English translation subject. The errors that often made by the students were about clause without subject, verb, or either the agreement of subject and verb, the absence of subordinator, also plural noun were absence, for the first rank is the plural nouns that were not complete, followed by the verb and subject-verb agreement that were absence. By errors that have analyzed, it is able to conclude that their first language system influences the students that are different with English system. Therefore, the students should be introduced of the difference of the system of language especially about grammar in their translations subject.

Keywords: *translation, grammar, native language, second language.*

INTRODUCTION

Translation is one of the subjects that taught in college seems to receive less attention. It seems that not all students do well. Grammatical errors are still found in learning translation, and revealing the kinds of errors in students'

translation is an essential part of improvements for teachers and the students themselves. In translation class, it is quite difficult for teachers to discover any difficulties faced by students. Students will not be able to fully express their problem because they do not know how to start expressing what they have not understood. Teachers can see the errors to evaluate what has been achieved and what is lacking. By knowing the errors, teachers can find specific problems or difficulties had by students and, further, improve the certain point that is still lacking.

In order to be a good and skillful translator, people are supposed to learn about language rules well. They cannot do what they like because there are theories or rules that must be followed when they are doing translation, but they cannot prevent errors because errors are mostly happened in learning process. However, a translation skill cannot be gained only by learning the theory since it needs a lot of practices and it is known that practice make perfect. Students, especially who are majoring English are supposed to have a good translation skill. So, they have to master the basis and target of language as well.

Nowadays, translation is very crucial in the world which is becoming borderless and smaller because people need to exchange information and cooperate with other people or another country. Skillful translators are needed; even people have created software of translation which is available on the internet.

The students of English Department of Islamic University of Kadiri in taking Translation course (subject) was the subject of this research, especially

Indonesian-English translation, to specify topic and to get the goal, writer only focused on the third semester students of English Department of Islamic University of Kadiri academic year 2018. The researcher chooses them as respondent with a consideration that they have already learnt grammar subject and they have taken the Indonesian-English translation subject at that semester.

METHOD

On this research the researcher used descriptive, quantitative method. This study is designed to get information concerning phenomenon or situation that naturally occurs at the time on the study (Sevilla, 1993: 71). One of the characteristics of descriptive study is, there is no administration or control of treatment as it is found in experimental research since the main purpose of the design to identify the nature of an event or a situation that exists at the time of study. In this study the writer intended to observe, identify, classify and analyze the types of grammatical errors. Thus, the quality of the subjects works.

The subject of the study was at Islamic University of Kadiri, academic year 2018, This study takes the third semester students of English department, who have chosen Indonesian-English translation subjects, The writer used the translation text assignment of the students of academic year 2018 as his source of data. The writer used testing as the data collection method. The data of this study are grammatical errors.

In collecting the data for this research, the writer follows some steps. First of all, he collects the translation text assignments from the students of English Department of Islamic University of Kadiri academic year of 2018 then starts reading the assignment sentence by sentence more than one time. Secondly, the sentence that contains errors is circled, then, on the basis of six categories, He identifies error into the relevant type, namely, error as follows: a clause with missing subject, a clause with missing verb, a clause with missing subject and verb, a sentence with missing connector or subordinator, incorrect subject-verb agreement, and plural nouns were missing.

RESULT

The result from this research was based on the students' translation texts assignment sentences by analyzing their usage of six categories mention above. The following is the presentation of each error made by the students in their text composition:

a) Subject Missing

The type of the sentence is to have a subject. This means that without subject, it becomes incomplete sentence. Based on the result of the data that 13% of students forgot to put the subject in their sentences.

For example :

In order to make a big blue pool in the behind of the house need a wide area.

Instead of :

*In order to make a big blue pool in the behind of the house **it** needs a wide area.*

Verb Missing

A sentence always contains at least a subject and a verb because without both of them it does not convey the meaning. Based on the data there was 18% of them made error of missing verb in their sentence.

For example :

A lot of colorful planes in the sky in Habibie festival.

Jaipong becomes one of Indonesian traditional dances that a high historical value.

Instead of :

*A lot of colorful planes **fly** in the sky in Habibie festival.*

*Jaipong **becomes** one of Indonesian traditional dances that has a high historical value.*

b) Subject-Verb Missing

This section gives the least percentage from all the mistakes by students. Based on the data only 5% out of the students made error of missing subject-verb. That means the students were able to arrange the words in the sentence in correct order. For example :

Meatballs still available and become one of the favorite of teenager.

To a big green garden in the center of the city need a wide area.

Instead of :

*Meatballs still **exist** and **become** one of the favorite of teenager.*

*In order to **make** a big green garden in the center of the city **it** needs a wide area.*

c) Absence of subordinator or connector

If there are more than one clause in the sentence, it must be having the connector to connect the sentence. From the result of the data, it shows that 14% students forgot to put subordinator or connector in a multiple clause. For example :

Jaipong becomes one of Indonesian traditional dances have a high historical value.

Make a big blue pool in the behind of the house needs a wide area.

Instead of:

*Jaipong becomes one of Indonesian traditional dances **which/that** has a high historical value.*

***In order to** make a big blue pool in the behind of the house it needs a wide area.*

d) Wrong subject-verb agreement

From the result of the data, it shows that 21% of students made mistakes on using wrong subject-verb agreement. For example:

Many colorful planes flying in the sky in Habibie festival

Meatballs still exists and becomes one of the favorite foods of teenager.

Instead of:

*A lot of colorful planes **fly** in the sky in Habibie festival.*

*Meatballs still **exist** and **become** one of the favorite of teenager.*

e) Absence of plural nouns

This section gives the highest percentage of all the mistakes made by students. Based on the data 29% out of 25 students forgot to put –s in the end of the plural nouns. For example:

A lot of colorful plane flies in the sky in Habibie festival..

Museum Angkut has many unique cars and motorcycle.

Instead of;

*A lot of colorful **planes** fly in the sky in Habibie festival.*

*Museum Angkut has many unique cars and **motorcycles**.*

The sentences containing error were analyzed and presents in tables. The sequence of the presentation of the tables was done accordance with the type of error. From the six types of grammatical errors that have identified, for the first rank is the plural nouns that were not complete, followed by the verb and subject-verb agreement that were absence.

Table 1, type and total of grammatical errors.

No	Name	Grammatical errors					
		Subject Missing	Verb Missing	Subject-verb Missing	Absence of Subordinator or connector	S-V agreement	Plural or Singular
1	Student 1	2	-	1	1	-	2

2	Student 2	1	1	-	1	3	4
3	Student 3	1	3	-	2	2	1
4	Student 4	-	-	2	1	-	2
5	Student 5	1	2	-	-	1	2
6	Student 6	2	2	-	1	-	3
7	Student 7	1	1	-	2	-	1
8	Student 8	-	2	1	1	-	1
9	Student 9	1	3	-	2	-	3
10	Student 10	1	-	-	2	1	1
11	Student 11	1	-	-	1	2	2
12	Student 12	2	2	-	1	1	-
13	Student 13	-	-	-	-	2	1
14	Student 14	-	1	1	-	-	2
15	Student 15	-	1	-	-	3	-
16	Student 16	-	2	-	-	3	1
17	Student 17	-	2	1	-	1	1
18	Student 18	1	2	-	1	-	3
19	Student 19	1	-	-	1	-	2
20	Student 20	1	1	-	-	3	1
21	Student 21	-	-	1	-	1	1
22	Student 22	2	1	-	1	-	2

23	Student 23	1	-	-	-	2	1
24	Student 24	-	-	-	-	2	1
25	Student 25	1	-	-	1	3	3
	TOTAL	18	26	7	19	30	41

The analysis above was proposed to answer the research question: “What kinds of errors that mostly made by the students in translating an Indonesian text into English?” The frequency or occurrence of the errors of grammar that happened in the students’ translation text assignment of the students at the third semester of English department of Islamic university of Kadiri, writer would presents the findings. It contained in percentage the frequency of occurrence of each grammatical error.

Table 2, Total Percentage and Frequency.

No	Type of Errors	Frequency	Percentage
1	Subject and verb Absence	7	5%
2	Subject Absence	18	13%
3	Absence of connector	19	14%
4	Verb Missing	26	18%
5	S-V agreement	30	21%
6	Plural or Singular	41	29%
	TOTAL	141	100%

After having analyzed the students Indonesian-English text assignment, the writer found out that the highest frequency of their errors was in the using plural or singular nouns was 41 (29%), and the lowest frequency is in the missing of subject and verb were 7 (5%). From the error analysis, he found that two possibilities that cause errors in their translation: (1) less the knowledge of grammar. Sometimes they did not really pay attention to follow the rules of a language well in translating sentences from Indonesian into English. (2) L1 interference. It has been common to occur when they translate text of the first language into the target language because sentence is different grammatically.

DISCUSSION

As the researcher explained, the students of the academic year 2018 have already taken translation subject in the third semester. So that at least, they are supposed to have the basic rule of grammar. But the fact is that they still make grammatical errors because of their lack of the knowledge and they did not really pay attention to their translation assignment text. After having analyzed the grammatical error in the students' translation text assignment based on the six criteria above, the writer found that 29% error that made by the students on using plural or singular nouns, the second greatest grammatical error is on using wong subject-verb agreement with the percentage of error is 21%.

CONCLUTION

After discussing the content of each chapter, the writer can conclude that the students at third semester of English department Islamic University of Kadiri academic year 2018 still make a lot of error in translating sentences from Indonesia into English. From the data analysis, the writer found 29% students made mistakes on using singular or plural nouns, 21% on using subject-verb agreement, 18% students on missing verb, 14% on missing subordinator or connector, 13% on missing subject and 5% on missing subject-verb, and then the writer concludes that mistakes on using singular and plural nouns are the most dominant error.

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