

Grammatical Errors in the English Translation Made by the Students of English Study Program of UKI Toraja

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ABSTRACT

This research aimed to describe the grammatical errors made by the students in translating Indonesian into English. This technique used in translating test which is focused on the analysis of the students' error production in translation. This research formulates four objectives: 1. To find out the types of errors that the students make in translating sentences from Indonesian into English 2. To find out the most frequent errors made by the students of UKI Toraja 3. To find out the source of error that the students make in translating Indonesian text into English text and The method used was descriptive method. The population of this research was the students of UKI Toraja academic year 2014/2015. The fourth semester students consist of 270 as population in this research. There were 30 students as sample in this research was taken from 270 students. It was taken by using cluster sampling. Data and analysis of this research were the students' translation from Indonesian text into English text. The results of the research showed that the students made grammatical errors classified into 8 types of errors which consist of 280 (39.16%) errors in verb, 237(33.15%) errors in noun, 22.(3.07%) errors in conjunction, 15(2.09%) errors in Pronoun 118(16.56%) errors In adjective, 14(1.96%) errors in adverb, 20(2.79%) errors in article and 38(2.93%) errors in preposition. The top three frequently grammatical errors made by the students were verb, noun and adjective. And the sources of errors were influence of overgeneralization, ignorance of rule restriction and false concept hypothesis.

Kata Kunci: Grammar, error, translation, Indonesian, English

I. Introduction

Talking about language, it normally refers to four skills namely listening speaking, reading and writing. In addition, there is another important skill in learning language namely translation skill. Translation is the one of the way to acquire language as second or foreign language so that translation is much needed in learning English as a second or foreign language. To acquire the skill in translation from a source language

into a target language you need to study some linguistic theories related before you actually do the translation, because this theory will tell you what to do and what not to do so that translation activities will be more effective in the term of time and more accurate and readable in the term of contents, (Rachmadie 1999).

Newmark in Suryawinata (2003:15) argues translation is a craft in the attempt to replace a written message and or statement in one language by the same message and/or statement

in another language. Translation, as a process, is always uni-directional, namely it is always performed in a given direction 'from' a source language (henceforth abbreviated) into a target language (Rachmadie et al (1999:2) by strict definition, translation refers to the written language and translation is the action of interpretation of the meaning of a text, and subsequent production of an equivalent text, also called a translation, that communicates the same message in another language. The text to be translated is called the source text, and the language it is to be translated into is called the target language; the final products sometimes called the "target text." Translation must take into account constraints that include context, the rules of grammar of the two languages, their writing conventions, and their idioms. A common misconception is that there exists a simple word-for-word correspondence between any two languages, and that translation is a straightforward mechanical process. A word-for-word translation does not take into account context, grammar, conventions, and idioms. What does the Oxford Companion to the English Language have to say about that? Translation is "the communication of the meaning of a source-language text by means of an equivalent target-language text.

One of the language aspects required in translating English text is grammar. According to Howard Jackson (2005: 131) grammar are:1).the means by which we structure the language that we speak and write as a consequence of acquiring or learning the language 2).Grammar is the set of rules, conventions and principles, together with their exceptions, that we have stored in our heads ('internalized') 3).Grammar is the set of descriptive statements, expressed in appropriate terminology ('codification'), and within a consistent framework (theory, or model) that we use to account for 'grammar' in senses 1 and 2. In addition to word-choice for example, whether or not a product of translation is good can be identified by its grammatical structure of the sentences. Ham-baly (2012) argues complete grammar in writing can help the reader to get the meaning of a text easily otherwise wrong or incomplete grammar in writing may sometimes cause readers to get confused in understanding the message of a text.

So that grammar is the one of the aspect is very important in translation. Because when learning English as a second or foreign language, it is indispensable to learn grammar of the language and since a level of certain grammar is strongly needed for translation process, many learners rely heavily on the use of bilingual dictionaries when they are faced with uncertainty of words and expressions. So that, In order to produce grammatical translation the translator must take into consideration the grammatical adjustment in order to attain Faithfulness, acceptable, reasonable, readable and understandable translation. Even though some of the people made grammatical error in translating because they do not consideration the grammatical adjustment in the target language in order to attain Faithfulness and readable translation, so the result of their translation is ungrammatical and make the reader confused to get the meaning.

This study aims to identify grammatical errors made by the students of English Study Program Faculty of Teacher Training and Education of UKI Toraja in translating source language into a target language namely translating Indonesian text into English text. The major types of errors made by the students in translation are related to incomplete sentence: the use of Verb, noun, adjectives, adverbs, pronouns, article, preposition and conjunction agreement in the sentences In both oral and written communication for example, grammar might be a problem for the students to face as they need to arrange the information when they translate the source language into a good sentence structure in the target language.

II. Method

Research method applied in this research was descriptive me. According to Gay et al. (2006: 159). This method determines and describes the things are. To conduct this research the researcher applied Quantitative descriptive method in order to describe the included the students' error by using the procedure of the error analysis includes the following four steps (Weber in Atmowardoyo.2010: 56):

1. Data collection, students' translation.

2. Identification of errors, that is identifying any grammatical errors through the process of coding.
3. Classification of errors into error types which might be grouped in accordance with the grammatical area (e.g. errors in articles, errors in nouns, errors in verbs, etc).
4. A statement of error frequency.

III. Hasil dan Pembahasan

A. Grammatical Error

Tabel 1: Total of the students' errors

No.	Types of error	Numbers of error	%
1	Verb	280	39,16
2	Noun	237	33,15
3	Conjunction	22	3,07
4	Pronoun	15	2,09
5	Adjective	118	16,56
6	Adverb	14	1,96
7	Article	9	1,26
8	Preposition	20	2,79
	Sum	715	1122.00

The Table 1 shows the most frequently errors made by the students in translating Indonesian text into English text. The most frequently errors made by the fourth semester students in translating were verb errors with 39.16% followed by noun errors with 33.15% and adjective errors 16.56%, conjunction errors 3.07% preposition errors 2.79% , pronoun errors (2.09%), adverb errors 1.96%, and the last one was article errors 1.26%.

B. Source of Errors

From the perspective of error causes, there are overgeneralization, ignorance of rule restriction, incomplete application rule and false concept hypothesis. The descriptive percentage as follows: Table 2. Shows the most dominant causing factors of the both group' errors was overgeneralization. The total causing errors factors in the fourth semester students was 216. The distribution of the causing factors in the group were

216(37.82%) overgeneralization, 163 (28.87%) ignorance of rule restriction, 143(25.04%) false concept hypothesis and 47(8.23%) incomplete application rule.

IV. Discussion

In this section presents the discussion of the students, errors in translating Indonesian text into English text. Their translations were analyzed into errors of grammatical category (verb, noun, conjunction, pronoun, adjective adverb article and preposition) and the causes of error (overgeneralization, ignorance the rule of restriction, incomplete application and false concept hypothesis. Then the data were linked to previous related studies and given self interpretation.

1. The types of errors made by the four semester students' translation

Based on the result of analysis, the types of error made by the students in translating are varied. The type of errors error in verb, noun, conjunction, pronoun, adjective, adverb, article, and preposition and The most frequent error made by the fourth semester for this division is verb The Table 1 shows the most frequently errors made by the students in translating Indonesian text into English text. the most frequently errors made by the fourth semester students in translating were verb errors with (39.16%), followed by noun errors (33.15%), and then adjective errors (16.56%), conjunction errors (3.07%) preposition errors (2.79%), pronoun errors (2.09%), adverb errors (1.96%), and article errors (1.26%).

2. The causing factor of errors made by the fourth semester students' translation.

In relation with the causing factors of errors, the finding shows that the students' error in translating Indonesian text into English text are cause by some major factors. Where these factors have been known and investigated by many researchers. In this research, the causing factors are divided into four divisions, they are overgeneralization, ignorance of the rule restriction, incomplete application of rules, and false concept hypothesized. The most frequent error ma-

Tabel 2: *Percentage of error causes*

No.	Causes	Fourth Semester	%
1	Overgeneralization	216	37.82
2	Ignorance of rule restriction	163	28.89
3	Incomplete application rule	47	8.23
4	False concept hypothesis	143	25.04
	Sum	715	1122.00

de by the forth semester is overgeneralization becomes dominant causing factors with 280(39.16%) then followed by ignorance of rule restriction with 163(28.89%) and then false concept hypothesis 143(25.04%) while the last dominant causing factor is incomplete application of rule 47(8.23%).

3. The frequent error made by the fourth students The most frequently errors made by the fourth semester students in the present study were verb error followed by noun error, adjective error, conjunction error and pronoun. In Usaha (2013), conducted the research analyzing writing errors caused by the interference of the Thai language in writing narration Found five most frequent errors made by the Thai students there were: verb tense word choice, sentence structure preposition and modal/auxiliary, respectively. In Suwangard research of A Study of Grammatical Error Correction and retention in EFL students in EFL Students also found seven most grammatical errors made by the Thailand students, there where errors in verb, noun preposition sentence structure adverb and adjective. The second is Suwangard (2014)) conducted the research under the title “ Grammatical Error Correction and Retention in EFL Students: A Case Study of EFL Students in Thailand” This study aimed to examine grammatical error types, retention of the correction in the students’ writing, and their opinions on the error correction he found that the most error made by the Thailand students was verb. Salvador (2008) conducted about Analysis of Errors in the Essays Written by Math, Science and Engineering Faculty report the same finding. The same finding is also reported

by the fourth study, Handriwanto (2013) he conducted an analysis of the grammatical errors in the narrative writing of the first grade students of SMA 6 Yogyakarta. As well as with fifth study, Tae (2013) he conducted An Analysis of Errors in English Writing Made by Chinese and Korean University Students and also the sixth study found the same Finding, Hui-mien (2007) A Study of EFL Learners’ Writing Errors and Instructional Strategies and the last study also found the same finding, Ching (2009) Common Errors in Written English Essays of Form One Chinese Students: A Case Study. The major causes of these errors were attributable to limited vocabulary size poor grammar knowledge and interference from the first language. In this case the students of UKI Toraja had the same similar error in common such noun error, verb error adjective error, conjunction error and pronoun error when they translate Indonesian text into English text.

In Nonkukhetkhong study the highest error of the First Year English Major Students in learning ESL and EFL in Thailand was ”verb” with 88(14.69%) which was caused by omission, misinformation, misordering, and overgeneralization. The students of UKI Toraja also did the same errors, where the most errors made by students of UKI Toraja was verb errors with 280 (41.45) errors which caused by overgeneralization had dominant factors in this type of errors beside ignorance of rule restriction.

V. Conclusion

Based on the finding of the analysis in the previous chapter, the researcher formulates the conclusion that:

1. The types of error made the students in translating Indonesian text into English are dealing with the grammatical area are classified as follows:

Errors in the verb area are from missing verb, error of verb tense, incorrect negative form, to infinitive and participle errors. In the noun area consists of missing noun, singular/ plural misplace inappropriate choice. Errors in the conjunction area consist of: missing conjunction, Superfluous, inappropriate choice errors. In area pronoun consist of missing pronoun, Superfluous, misplace. Errors in the adjective area consist of: missing adjective, Superfluous, misplace, inappropriate choice and errors in the adverb area involve missing adverb, Superfluous, misplace, inappropriate choice. Errors in the article area consists of; missing article, Superfluous, inappropriate choice and the last one is errors in the preposition areas consist of; missing preposition, Superfluous, inappropriate choice.

2. The most frequent error made by the students in translating Indonesian text into English text is errors in verb. In this area the students make 280 errors. It means that the students make 39.16% errors from the total errors.
3. The causes of errors made by the students in translating Indonesian text into English text were overgeneralization and ignorance of rule restriction.

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