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AN ANALYSIS OF LINGUSTIC ERRORS MADE BY EFL'S ADULT LEARNERS IN TRANSLATING ENGLISH INTO INDONESIAN LANGUAGE

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Abstract

The study was aimed at describing what linguistic errors namely, grammatical, syntactical, morphological, phnological and lexical errors that English education program students made in translating Indonesian language into English. This research was a descriptive qualitative research. Research participants were 19 sixth semester students of English education at STKIP YDB who took translation subject for academic year of 2018/2019. The research instrument was translation test derived from the students' translation midterm examination which comprised translating 15 Indonesian sentences into English. Data was analyzed through error analysis in which was proposed by Ellis (1997) involving steps such as (1) collecting samples / data, (2) identifying the errors, (3) classifying translation errors, (4) explaining the errors, and (5) evaluating / interpreting the error. The results of the study revealed that the main linguistic errors that the students had in translating Bahasa Indonesia into English was in lexical aspect. It was found that lexical error comprised 72,8% of total errors. For grammar and syntactical aspects, it was found that both contained 12,% of total errors made by the students. For morphological aspects, it was found that only 3,1% of total errors was made. For the linguistic problems in phonological aspects, surprisingly it was found 0% of total errors . It can be concluded language acquisition of these students in the linguistic component of English as a foreign language was inadequate in the act of translating, especially in the level of "lexicon" (vocabulary and choice of words), grammar and syntax.

Keywords: Grammartical errors, Syntactical errors, Morphological error, Phonological errors, Lexical errors.

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I INTRODUCTION

In the current development of second/foreign language learning and acquisition, many language scholars consider that translating skill is one of the language skills which has the same important position for ESL/EFL learners to acquire besides the other language productive skills such as speaking and writing. This view is influenced by the vast demand of market for qualified translation experts and interpreter due to the increasing of global communication both in politics, economy, technology, education and etc across the countries in the world. In addition, and most importantly, that is the need for translating many English textbooks, journal researches in multi disciplines into Bahasa Indonesia and vice versa not only for academic purposes but also for business purposes. Considering the fact, job profession as translator and interpreter are always very widely opened to be pursued by English graduation students. In the response to the inquiry and to gain this massive opportunity, graduation of English language students are felt needed to be equipped with the knowledge and the art of translating skills during their English studying. As the result, translation course has become one of integral courses which is offered for college EFL learners either as compulsory or optional course in the curriculum of English language department in many universities or higher education in Indonesia. However, skill and competence in translating are indeed hard and challenging skill to obtain because EFL translators need to have profound knowledge in linguistic components (i.e. grammar, syntax, lexicon, morphology, phonology) of two languages (S1 and TL) that are needed to be translated. As translation is obviously defined as an exact or at least the most equivalent or similar reproduction from original language to another language (House, 2015; Bell, 1991; Catford, 1974; M.Guire, 1980; Newmark, 1988; Newmark, 1981). They emphasize that language meaning is more important than language form (grammar), therefore; lack of these knowldges, the readers will be misled and misinformed in a ending product of translation. On the other words, translation errors will occur as the result of this linguistic incompetency. According to Baker (1992), errors in translation mostly are caused by

the existence of some non equivalent elements such as in linguistic elements between source language and target language. Similarly, Al-Darawish (in Arono & Nadrah, 2019) states the difficulties in translation exist because there are no two languages are exactly the same. Different languages have different linguistic system such as in the morphological, lexical, syntatic, and semantic aspect of language. As the result, the more and the bigger the differences between two languages , the more translation errors and problems might occurs. Literature Review Translation error is defined as a failure to carry out the instruction implied in the translation brief and inadequate to translation problems. Nord (1997) classifies translation errors into four categories: (1). pragmatic errors in translation. It is a kind of errors in translation that occurs because of inadequate understanding context of targetted meaning conveyed in the source language according to its social function, (2). cultural Translation Errors. It happens due to lack of decision with the regard of reproduction or adaption of cultural specific convention, (3). linguistic errors. It occurs because of inadequate knowledge in form structure of source language and target language. Moreover, errors and problems in translation can be traced profoundly with the use of error analysis (Ellis, 1997). For example, error in linguistic elements of language in translating one language into another can be seen by breaking up language errors in term of their grammatical terminology (i.e. verb tense, subje-verb agreement, singular and plural countable noun etc) with the account of their error frequency according to linguistic category such as syntax, morphology, lexicon as well as phonology. According to Corder (1973), errors are features of the learners' utterances which are different from those of any speakers and learners do not recognize the errors. On the other hand, Brown (1980) states that an errors is noticable from adult grammar of a native speakers reflecting the interlanguage competence of the learners. Meanwhile, Dulay (1982) claims that error analysis is an applied linguistic approach used to identify specific area of difficulties which language learners have in learning a new language by applying a system of formal distinction to differentiate between the learners'

first language (L1) and target language (L2). Another one, Norrish (1983) states that errors is systematic deviation from accepted system of target language. Additionally, James (1998) states that errors analysis refers to the study linguistic ignorance that people make due to lack of competence in the new language they are learning. Crystal (2008) further explain that errors analysis is the study of unacceptable forms produced by someone in learning a new language. Some researches have been conducted to investigate typical errors made by EFL learners in translating English into Indonesian language. For examples, Arono & Nadrah (2019) reported that vocabulary (lexicon) was the most errors made by students of English study program at State Institute of Islamic Studies in Bengkulu. Similarly, Silalahi et al (2018) also found that lexical aspect was the dominant errors made by the English education students at HKBP Nommensen Pematang Siantar University. Another one, Salam (2017) in his research on 50 Indonesian-English translators found that the

dominant error was ranged in the deviation of meaning in the translation where the translated meaning was different or did not correspond to the meaning intended in the original language. Hasby (2015) in his research on semester VI students of English language study programs at Cokroaminoto University Palopo found that syntactical errors and lexical errors were the most errors made by the students in translation. On the other hand, Utami (2017), in her research on semester IV students of English literature, UIN Sultan Syarif Kasim, Pekanbaru. She found that the grammatical errors that was mostly done by the students in translating English into Indonesian, while interlingual error was is the main factor causing the errors. Concerning with challenging fact above, The reserach was an attempt to identify and describe (1) what dominant linguistic errors made by EFL' adult learners in translating English into Indonesian language, (2) what types of linguistic errors made by EFL adull learners in translating Indonesian language into English.

II RESEARCH METHODS

This research was qualitative descriptive research. The aim was to find out and to describe the linguistic problems made by English education students in translating English into Bahasa Indonesia. Participants were 19 students of sixth semester English Department students in English education section at STKIP YDB who took translation course subject in the 2018/2019 academic year. The instrument used was documentary in which research data were collected from the students' translation mid semester examination. The translation test consisted of translating 15 English sentences into

Bahasa Indonesia. The technique data analysis was through error analysis proposed by Elis (1986) using steps like , (1) collecting samples, (2) identifying errors, (3) classifying the errors, (4) explaining the errors, (5) and evaluating the erros for interpretation. Particularly, for the steps of identifying and classifying, the EFL's adult learners' linguistic erroneus in the end products of their translation were the focus of the study. To identify and classify the errors, the indicators of errors in linguistic elements can bee seen in the following table:

Table 1. **Linguistic elements**

| No | Components | Indicators |
|----|------------|---|
| 1 | Grammar | Error in transferring meaning of source language into the equivalences of verb tenses, conjunction, adjective clause, noun clause, adverb clause in the target language. |
| 2 | Syntax | Error in transferring meaning of source language into the equivalent use of subject-verb agreement, SPO pattern, noun phrase, adjective phrase, adverb phrase and verb phrases in target language |
| 3 | Morphology | Error in transferring meaning of source language into the equivalent use of inflexional plural e/es, simple verb with s/es, past regular verb-ed and, prefixes in the target language |
| 3 | Lexicon | Error in transferring meaning of source language with equivalences of word choices, word collocation, parts of speech in the target language |
| 4 | Phonology | Error in transferring meaning of source language phonetic symbol into the equivalent phoetic symbol of the target language. |

In calculating the percentage of the errors, formula $P = \frac{F}{N} \times 100\%$ will be used in which; P: percentage of the errors F: frequency of the errors N: total or the errors

III RESULTS AND DISCUSSION

Data were collected from students' translation paperworks taken from mid semester examination in which they translated total 15 sentences of English into Indonesian language. From 19 students as the sample of the study, it was found 4 students did not translate the

sentences that they expected to do but rather let it blank. Through grouping, classifying, identifying, and calculating numbers of errors in translation they made, the result of data analysis can be seen in the following tables:

Table.1. **Recapitulation of Linguistic Error in English - Indonesian Translation**

| n | Linguistic Elements | | | | | Total Error |
|------------|---------------------|--------|------------|---------|-----------|-------------|
| | Grammar | syntax | Morphology | Lexicon | Phonology | |
| 19 | 54 | 53 | 14 | 324 | 0 | 445 |
| Percentage | 12,1 % | 11,91% | 3,1% | 72,8% | 0% | |

Table 1. shows the number of errors in linguistic elements which consist of grammatical error, syntactical errors, morphological error and lexical error and phonollogical error that had been made by English Education Program at STKIP YDB Lubuk Alung in translating English into Bahasa Indonesia. It was found that lexical errors (vocabulary) are the highest errors which composed of 72,8 % from total errors. The second is grammatical and syntactical errors that compromised almost the same around 12 %

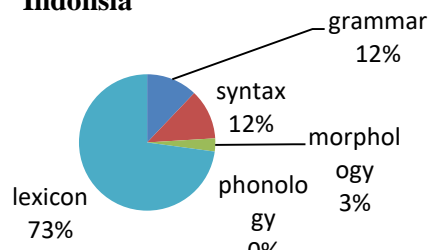
from total errors. The least errors had been made is in morphological aspects which comprised only 3,1% of the total errors.

Linguistic Errors in Translating English into Indonesian language

After analyzing the data, it was found that lexicon aspect is the serious problem for most of the students in translating English into Bahasa Indonesia in which it covers 73 % of total linguistic errors. It

means that the students have very low ability in transferring word meaning of source language with the equivalences of word choices, phrases, word collocation into the target language. As the percentage of the errors can be seen in the following figure.

Figure 1. Linguistic Errors in Translating English into Bahasa Indonesia



In grammar aspect in which students were asked to transfer the meaning of source language's intended grammatical components into the equivalent grammatical elements of target language, it was found that grammatical errors comprises 12% of total errors which is

similar to syntactical errors. On the other hand, morphological errors is only 3%. The last is phonological errors which comprises 0% of total errors made by students in translating the English into Bahasa Indonesia.

Lexical Problems in Translating English into Bahasa Indonesia (73%)

Lexical problems are identified when a translator is not capable of transferring meaning of words, word collocation, phrases intended in source language to the ones that are equivalent in source language. It was found that lexical problems are the highest and dominant errors mostly made by the students in translating English into bahasa Indonesia and translating Indonesia into English. Particularly, in translating Bahasa Indonesia into English, it was made up 75% of total errors in other linguistic problems. Here below is a list of words or phrases that are lexically mistranslated which caused meaning deviation.

| English | Indonesian (intended meaning) | As translated |
|---------------------------|---|---|
| Neighboring city | Kota sekitar | <ul style="list-style-type: none"> • Kota terdekat (close/near city) • Kota tetangga (the city which is neighbor to another city) |
| Clarity | kejelasan | <ul style="list-style-type: none"> • Memperjelas (to clarify), penjelasan (clarification) |
| To travel | Berpergian/melakukan perjalanan | <ul style="list-style-type: none"> • Perjalanan (travelling), |
| translation | Terjemahan/penerjemahan | <ul style="list-style-type: none"> • Menterjemah (to translate), |
| expression | Ungkapan/ekspresi (noun) | <ul style="list-style-type: none"> • Berekspresi (to express (verb)), |
| Monorail train | Kereta api monorel | <ul style="list-style-type: none"> • Kereta api tunggal (mono/single train) • Kereta (train) • Monorail • Kereta api (train) |
| Russian subs | Kapal kapal selam Rusia | Rompi Australia (bulletproof outfit of Australia) |
| The aging Australian vets | Para dokter hewan yang sudah tua/manula | Orang Australia yang sudah tua (Australian people who are already old) Veteran Australia yang lanjut usia (A retired and old soldier of an Australian) Para dokter di Australia (Australian medical doctors) Orang tua di Australia (Parents in Australia) Para periset Australia (Australian researchers) Orang Australia yang menua (the aging Australian) -Orang tua di Australia bersama dengan |

| | | |
|---------------------|---|--|
| | | peliharaannya (Parents in Australia together with their pets) Para perempuan Australia yg sudah tua (the aging Australian ladies) |
| Once in a blue moon | Kadang-kadang/ sesekali/Jarang (Once in a while/sometimes/rarey) | Bulan biru (blue moon) |
| Otherwise | If | Sebaliknya (in contrast) |
| ..were signed by | -terlihat (--were seen/spotted by .. | -ditanda tangai (was signed by) |
| US coast guard | Penjaga lepas pantai Amerika (special marine force) | .kapal Amerika (American ship) |

Grammatical Errors in Translating English into Bahasa Indonesia (12%)

Grammatical errors in translation is due to the failure of translator transferring meaning of source language's intended grammatical elements into the

grammatical element eqivalences of target language. As indicated by sample of translation given to the students.

| Source language (English) | Target language (Indonesia) |
|--|---|
| We had a chance to travel from Tokyo to the neighboring city by a monorail train while we were in Japan. | Kita punya kesempatan untuk jalan jalan dari kota Tokyo ke kota sekitar dengan kereta api monorel saat kita berada di Jepang. |

From students' sample works in translating English into Bahasa Indonesia, it was found that the most incorrect use of grammar is due to wrong time apsect which is intended in the source language. On the other words, it mosly occurs when mistranslating context tenses of an intended event in English, The errors can be seen in the following 4 samples of studetnts' translation works as identified as follows:

i. Kami **telah berkesempatan** untuk bepergian dari Tokyo ke kota yang berdekatan dengan monorail **ketika kita** di Jepang. (we had had a chance to travel from Tokyo to the city which is near monorail when we were in Japan)

ii. Kami **telah berkesempatan** untuk melakukan perjalanan dari Tokyo ke kota

tetangga dengan kereta monorel ketika kami di Jepang (We had had a chance to travel from Tokyo to neighbor city with monorail train when we were in Japan)

iii. Kami **telah berkesempatan** untuk berpegian dari Tokyo yang berdekatan dengan monorail ketika kita di Jepang. (We had had a chance to travel from Tokyo near monorail when we were in Japan)

Unlike English, Indonesian language doesnt change the base-verb (V1) by adding suffix-*ed* to the base-verb to indicate past action. The verb "had" in the English sentence above indicates that the time happening of the event "travel in Tokyo" is in the past. However, four

samples of translation made by the students above shows that they had translated the verb “had” into “telah” which means perfect tense in English. As the result the meaning is different from intended meaning in the source language. The sentence in the source language is not intended an action of “have a chance” has been completed in past but it is intended for the action “have chance” that only happened in the specific time in the past. So, giving the word “telah” (i.e. in English means perfect) is not right according to the intended meaning in the source language and it caused meaning deviation.

Syntactical Errors in Translating English into Bahasa Indonesia (12%)

Syntactical problems in translation are dealing with the falsenees of translator in transferring meaning of pattern and rule how words, phrases, caluse combined to make up a sentences in source language into the equivalent meaning to the rule and pattern in target language. The errors can be seen scattered in the following students’ translation works:

English:

Every writer possesses his or her own style. Knowing the style of a writer in translation is very important because it enables us to make clarity of the expression.

Expected translation:

Masing masing penulis memiliki gayanya sendiri. Mengetahui gaya seorang penulis dalam menterjemah adalah sangat penting karena hal itu memungkinkan kita untuk mendapatkan kejelasan ungkapan.

As translated:

i. Sikap penulis memiliki gaya sendiri. Mengetahui gaya dari seorang penulis dalam menterjemahkan itu memungkinkan kita untuk membuat keterangan dari pernyataan itu. (Writer’s attitude has own style, knowing style from a writer in translating, it enablels us to make explanantion form the statement)

ii. Dibandingkan di desa terpencil Φ dia hidup, Tommy senangΦ di New York malam.(Compared with remote

village he lives, Tommy is happy in New York night)

English

About a half a dozen Russian subs were sighted by the US Coast Quard off the coast of Cuba.

Expected translation:

Sekitar setengah lusin kapal selam Rusia terlihat di lepas pantai Kuba oleh penjaga pantai AS.

As translated:

iii. Mengenai setengah dari dosin Rusia tenggelam memberikan tanda kepada kapal Amerika

(concerning with half dozen Rusia was drown giving sign to American ship)

English

Tim visits his parents in the remote village only once in a blue moon due to the long distance and his limited time

Expected Translation:

Tim mengunjungi orang tuanya di desa terpencil itu hanya sekali sekali karena jarak yang jauh dan keterbatasan waktu yang di punyai nya.

As translated:

iv. Tim mengujungi orang tuanya di desa terpencil hanya di bulan biru seharusnya untuk jarak yang panjang dan waktunya terbatas. (Tim mengunjungi his parents in remote village only in blue color moon for long distance and his time is limited)

From sample translation above, it can be seen from what unclear intended meaning by the translator in the first sentence. By puttig the word “sikap” (i.e. attitude) as an adjective to modify the subjective noun “penulis” (i.e writer), it breaks the meaning the unit meaning of the sentence. In order to be syntactically correct, the sentence should be “ Penulis mempunyai gaya dan sikap sendiri dalam menterjemah” as in English “Each of writer has the own style and attitude in translation”. For the second sentence (ii), There are missing words (symbolized with

Φ) left in translation. In order for the sentence to be syntactically correct and the meaning reasonable in bahasa Indonesia, the translator should put an adjective clause to modify the phrase “ “di desa terpencil” (i.e. in English in a remote village). In the case sentence number one, it must be substituted with the word “ tempat” as “ Dibandingkan di desa terpencil tempat dimana dia hidup” (i.e. in English; compared with remote village, a place where he lives). While, in the second sentence in the case ii, there are one missing verb and in in correct order of adverb of place as the complement of the sentence. In order the sentence to be syntactically correct that leads to the acceptable meaning in translating it into bahasa Indonesia, the sentence should be “Tommy senang berada di New York pada malam hari (i.e. in English; Tommy was happy to be in New York at night). Next, in the case iii, the sentence is completely meaningless since it is not clear which one is subject, verb and object completement which their correct combination and order are needed to make a sentence has

reasonable meaning. In the case sentence iv, besides the failure of the translator to translate word from source language to the equivalent words in target language, there is also incorrect placing of modal verb “ seharusnya” (i.e in English; should).

Morphological Errors in Translating English into Indonesian Language (3%)

In morphological aspect, the translation’s errors were scattered in many students’ works. It was found that morphological problems occurs in the failure of a translator in transferring or interpreting meaning of inflexional and derivational rules from a source language that is needed to be translated into a target language. In this case, most of students’ morphological errors derived from the their lack of understanding English affixation and how they transfer its meaning to similar affixation in Bahasa Indonesia. Here are some examples taken from the students translation works.

| Source language (English) | Target language (indonesian) | As translated |
|---------------------------|---------------------------------------|-----------------------|
| Clarity (noun) | Kejelasan (noun) | Memperjelas (verb) |
| Expression (noun) | Ungkapan/ekspresi (noun) | Berexpresi (verb) |
| Limited (adjective) | Terbatas (adjective) | Membatasi (verb) |
| Chance (noun) | Kesempatan (noun) | Berkesempatan (verb), |
| Travel (verb) | Bepergian/melakukan perjalanan (verb) | Perjalanan (noun) |
| Translation (noun) | Terjemahan/penerjemahan (noun) | Menterjemah (verb) |

Sikap penulis memiliki gaya sendiri. Mengetahui gaya dari seorang penulis dalam penerjemahan itu memungkinkan kita untuk membuat keterangan dari pernyataan itu.

As the sample translation indicating above, there is an error in using suffix-**kan** in translating English into bahasa Indonesia preposition

‘dalam” (i.e. English preposition as ‘in”) should be followed by “menterjemah” (translate/verb) not “penerjemahan” (translation/noun) because there no object of complement after it as in the source language. So, it should be translated as...” Mengetahui gaya penulis dalam menterjemah memungkinkan kita membuat kejelasan dari sebuah ungkapan” in the target language.

Phonological Errors in translating English into Bahasa Indonesia and Vice Versa (0%)

Phonological errors occur when a translator fails to apply correct sound symbol of target language to express intended meaning in the source

language. However, in this study, phonological errors were not found when the students translated English into bahasa Indonesia

IV CONCLUSION

The research findings support the previous study conducted by Arono & Nadrah (2019), Silalahi et al (2018), Hasby (2018), Utami (2017), Salam (2017) and Manurung (2015) who found that lexical, grammatical and syntactical errors were the dominant errors made by EFL learners in translating English into Bahasa Indonesia. Grammatical errors refer to the failure of a translator to transfer meaning of source language's grammatical components or prescriptive grammar of a language (such as tense aspect, conjunction, clause) into grammatical equivalences of a target language. Syntactical errors are due to the failure of a translator transferring the meaning of source language's syntactical rules in intended sentences or expressions into acceptable syntactical rules of a target language. Lexical aspects which are the most errors found in EFL's translation works are related to the failure to transfer meaning of source language's words, word collocation, part of speech into their equivalences in a target language. Furthermore, it is not surprising to find that grammatical and syntactical errors might come to the same number of errors made by a EFL translator because grammar and syntax are two categories which are not much different. For example, when a syntactical error is found in one translation, the error must refer to the breaking of a certain prescriptive elements of grammatical rules. The findings have implication that the English education students' interlingual

interference which is concerned with insufficient knowledge and acquisition of both English and Bahasa Indonesian language are the main factors that contribute to their linguistic errors. The findings also suggest the importance to firstly develop the EFL translators' lexical competence in the act of translating English into Indonesian language. At the same time, it implies that syllabus design, textbook choice and learning materials in translation study have to be more oriented to aspects of practices and exercises in linguistic elements of both languages for which EFL translators can acquire skills instead of relying on theoretical-based study.

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