



INNOVATIVE: Journal Of Social Science Research

Volume 4 Nomor 2 Tahun 2024 Page 9242-9248

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

Grammatical Errors In Translation From English To Indonesian Text

Iis Aprianti^{1✉}, Yoni Rahayu², Muhammad Muslim Nasution³

(1)Pendidikan Bahasa Inggris, Universitas Timor

(2)Psikologi, Universitas Medan Area

(3)Teknik Sipil, Universitas Medan Area

Email: iisaprianti@unimor.ac.id^{1✉}

Abstrak

Penelitian ini berfokus untuk mengetahui kesalahan tata bahasa dalam teks terjemahan Bahasa Inggris ke Bahasa Indonesia yang dibuat oleh mahasiswa semester kedua tahun akademik 2024 di jurusan Bahasa Inggris Universitas Timor. Penelitian ini bertujuan untuk mengetahui jenis kesalahan tata bahasa yang dilakukan siswa. Desain deskriptif kualitatif diadopsi dalam penelitian ini. Sumber data penelitian ini adalah teks hasil terjemahan bahasa Inggris-Indonesia. Sedangkan data penelitian ini adalah kesalahan tata bahasa yang diperoleh dari tugas mahasiswa (dokumen), yaitu terjemahan mahasiswa dari bahasa Inggris ke bahasa Indonesia. Hasil analisis menunjukkan bahwa terdapat 80% kesalahan tata bahasa yang dilakukan siswa meliputi 20% inversi, 30% penambahan, 15% penghilangan, dan 20% penyimpangan.

Kata Kunci: *Mahasiswa Bahasa Asing, kesalahan Gramatikal, Terjemahan,*

Abstract

This study focuses to find out grammatical errors in English to Indonesian translation text made by second semester students of academic year 2024 in English department of University of Timor. This study aims at knowing the kinds of grammatical errors made by the students. A qualitative descriptive designed was adopted in this study. The source of data of this study was the translation text result of English-Indonesian. While, the data of this study are grammatical errors obtained from students' task (document), which is students' translation from English into Indonesian. The result of the analysis showed that there were 85% grammatical errors made by the students included 20% inversion, 30% addition, 15% omission, and 20% deviation.

Keywords: *EFL Students, Grammatical Error, Translation,*

INTRODUCTION

One key competency in learning a new language for effective communication is translation. Therefore, translation is an important subject to be taught in university students' EFL classrooms. According to Larson (1984) Translation is the process of transferring the meaning from the source language to the target language through semantic structures. Furthermore, Catford (1965) Translation involves replacing textual material in one language with equivalent textual material in another language. To achieve high-quality translation, a translator must be skilled in the translation process and understand equivalency. This means grasping the writer's intended message. The translated text should closely resemble the target language, facilitating readers' comprehension. It's essential to ensure the translation is as natural as possible, maintaining the original meaning's clarity. In practice, translation is more complex than commonly perceived. Students often struggle with translating between Indonesian and English, resulting in errors detected by teachers. Simanjuntak (2019) highlights that The differences between languages, such as grammatical or syntactic structures and cultural values, make it difficult to directly translate from one language to another. The difficulty students encounter in learning a second language is due to the differences between their native language and the target language. These differences make it challenging for students to translate text accurately. (Ramelan, 2003). This research draws upon earlier studies as a reference point. Basuki (2014) conducted the initial research, focusing on the challenges faced by fifth-semester students in the English Education Program at Muhammadiyah University of Purworejo when translating Indonesian text into English. Basuki discovered that students encountered difficulties, particularly in selecting appropriate vocabulary and applying grammatical rules accurately, during the translation process. Ilima Fitri Azmi (2012) conducted a study examining the challenges students face in translating specialized terminologies from English to Indonesian. The research revealed a high percentage of translation inaccuracies among students. Another significant difficulty identified was the struggle with organizing the order and structure of words or sentences in specialized texts.

Analyzing errors is crucial for clarifying the learning process, especially in translation. Brown (2007) highlights that an error represents a deviation from the grammatical norms of native speakers, indicating the inter-language proficiency of language learners. Then, Wood (2017) defined error as the result of a transitory competency in L2. He also explained that errors classified in three types, namely; *pre-systematic* (the learners did not know the grammatical of the second language), *systematic* (the learners knew the grammatical of the second language but the learners used it unwell, and *post-systematic* (the learners knew

the grammatical but the learners had a weak concentration so that the rule of language was not used).

Furthermore, Sager (1983) classified four kinds of error in translation

- a. *Inversion of meaning*. It happens when the expression of meaning of the source language text in another way around. The target language intention contradicts with the source language.,
- b. *Addition of meaning*. It is a common method in use in translation. This is a provision of information needed to better comprehend and translated passage. The presence of an extra item which mustn't be present in a well-formed utterance is characteristic for additions.
- c. *Omission of meaning*. It means that an item which must be present in a well-formed utterance is absent. Omission errors are a type of error when the student omitted the required parts of a sentence (Musthatira and Amin, 2023) and
- d. *Deviation of meaning*. It means the act of moving away from what is normal or acceptable, it means that the difference from what is expected or acceptable. The diversion of intention of the source language to other notions or a vague translation. It is unclear translation because the word is difference with word that word should be the word used.

The analysis of errors proved to be valuable teaching tools. However, teachers should approach them carefully, being mindful that everyone has their own faults. The researcher had also justifiably criticized both Contrastive Analysis and Error Analysis (Tarone in Wang 2008: 186). According to Purnomo (2023), there are some factors causing errors in translation, such as; internal factors (students), external factors (teachers, curriculum, etc) and the combination of both. Errors in translation can be made by translators, and they are also likely to occur in the work of students, who are not professional translators. Since students might make mistakes during their translation practice, errors in the translation process are inevitable.

RESEARCH METHOD

Qualitative method is conducted in this study. The researchers conducted this study by conducting an Error Analysis of the data. The results of this study are not general conclusions or generalization but a description. Thus, they are focused and detailed. The subject was the second semester students of academic year 2024 in English department of University of Timor. The source of data of this study was the translation text result of English-

Indonesian. While, the data of this study are grammatical errors obtained from students' task (document), which is students' translation from English into Indonesian. In conducting the study, the researchers assigned the students to translate the document. The students were allowed to use a dictionary or any other tools to help them translate the words they did not know. The researchers used error analysis (EA) to analyse the data. This methodology is used as it is suitable for the aim and the nature of the research. In analysing the data, the following steps were conducted: collecting the errors, identifying the errors, describing the errors, classifying the errors, and evaluating the errors (Khanom, 2014).

RESULT AND DISCUSSION

The findings in this study was the errors translation from English to Indonesian made by the second semester of EFL students.

1. Inversion

The inversion of meaning can be stated by the meaning's expression from the Source Language (SL) in another way around. The intention of the Target Language (TL) confronted with the source language. Here was the description from this error translation by following the Source Language (SL), Student's Work (SW), and Target Language (TL)

SL : When a friend calls to me from the road and slows his horse to a meaning walk.

SW : *Ketika seorang teman memanggilku dari jalan dan memperlambat kudanya untuk berjalan berarti*

TL : *Ketika seorang sahabat memanggilku dari jalan dan melambatkan langkah kudanya*

This kind of poem stated in the first stanza. The translation made by the students forced the translation whole the text without looking at the meaning inside the poem. The Source Language "and slows his horse to a meaning walk" translated by the student into "*untuk berjalan berarti*". The grammatical sentences in Indonesian Language do not allow to form the sentence as written. The target language should be "*dan melambatkan langkah kudanya*" was enough to make the translation in target language full of meaning.

2. Addition

Addition is the second errors in translation. The inclusion of an additional element that shouldn't be there in a properly constructed statement is a defining feature of additions. Put differently, it broadens the scope of the original language's intent.

SL : I don't stand still and look around

SW : *Aku tidak berdiri diam dan mematung dan memandang sekeliling sekitarku*

TL : *Tak ku berdiri terpaku, memandang jauh*

The translation made by the students added some words. It caused the meaning did not sound aesthetic. "*Berdiam diri dan mematung*" had the same meaning. *Berdiam diri* had the meaning doing nothing. That was also in *mematung*. Then, *sekeliling* and *sekitarku* also had the same meaning. The translation should not be added by another words. *Tak ku berdiri terpaku, memandang jauh* had meaningful and aesthetic in this lyric of poem.

3. Omission

Omission refers to the absence of an element that should be present in a properly constructed statement.

SL : No, not as there is a time to talk.

SW : *tidak ada waktu untuk berbicara*

TL : *Bukan, tepatnya bukan saat itu, sebab akan ada waktu yang tepat untuk saling berbicara*

There is a significance meaning between the student's work and the target language. *Tidak ada waktu untuk berbicara* means that there is no time to talk, not today, not tomorrow, not ever and after. But here the target language concern the meaning with there will be the exact time to talk. It can be the time when two people are ready to talk; it can be the time when the situation can be handled well. There is still possibility in time to talk. The student omitted the important word from the target language and it caused the missing meaningful content in the target language.

4. Deviation

It involves redirecting the intent of the original language towards other concepts or providing a vague translation. It's an unclear translation because the chosen word differs from the word that should have been used.

SL : And plod: I go up to the stone wall for a friendly visit

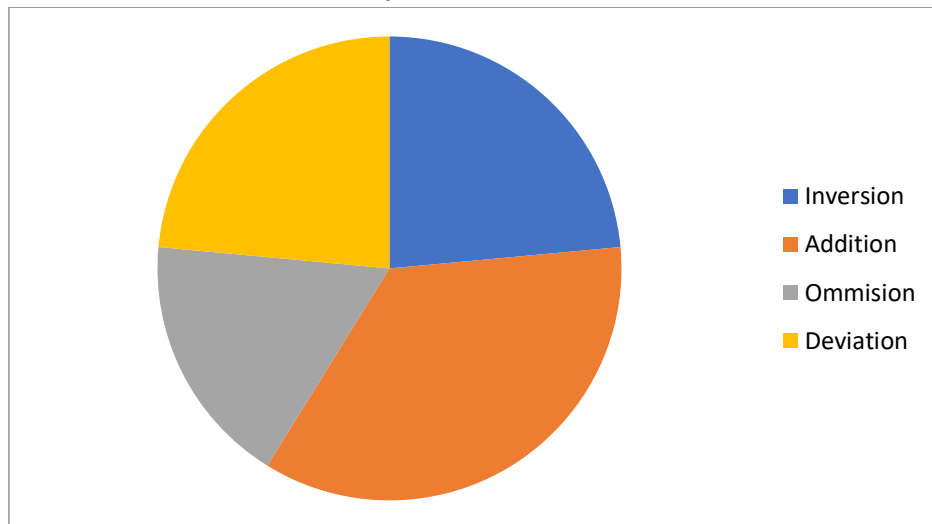
SW : *dan berjalan: aku pergi ke dinding batu untuk kunjungan yang bersahabat.*

TL : *Dan kulewati: tembok batu kudatangi untuk sebuah temu yang santun, begitulah kusambut.*

Readers are hindered from grasping the essence of the text effectively due to the use of incorrect words. The student's translation was too tight and had different meaning with the target language. *Dan berjalan.....* and *dan kulewati*. The meaning inside the poem is not just someone walks, but also someone through the stone wall to meet and welcome someone in a good way. *Aku pergi ke dinding batu* with *tembok batu*

kudatangi. *Pergi ke* means go to a place without any desire to do something. But in the target language *tembok batu kudatangi*, there was a intention meaning inside that words.

This is the following picture concluded the percentage of the grammatical errors made by the students.



Picture 1. The Percentage of Grammatical Errors

From picture 1, it can be concluded that the most significant error happened in addition 30%, followed by inversion 20%, deviation 20%, and omission 15%. It caused by the adding some words become longer and less meaning. That was also because the students did not pay attention to the aesthetic of the meaning in poem.

CONCLUSION

Based on the findings, this study concluded that there were some rules in grammatical to convey the meaning and the translation from source language into target language. Grammatical rules in poem will be different in any other kinds of the text. The translator should pay attention both grammatical and the intention of the meaning. Although the translation did not correct 100%, the translator can study more in this field. The study in this field will be very useful as the practical way and the references to the translator and interpreter in translating their text, especially in poem text.

REFERENCES

Azmi, Ilima Fitri. 2012. Students' Difficulties In English - Indonesian Translation Of Specialized

Terminologies. Semarang. UNES Library

- Basuki. 2014. Investigating Students' Difficulties In Translating Indonesian Text Into English In The Fifth Semester Students Of English Education Program Of Muhammadiyah University Of Purworejo. Purworejo.
- Brown, H.D. 2007. Language Assessment: Principle and Classroom Practice. Pearson Educatiob, Inc.
- Catford, J. C. 1965. A Linguistic Theory of Translation. Oxford: Oxford University Press.Press of America.Larson, Mildred. 1984. Meanin-based Translation: a Guide to Cross-Language Equivalent. United State of America: University
- Mustathira., Amin, F. H. (2023). Translation Errors of English-Indonesian Text in Basic Translation Class. International Journal of Business, English, and Communication, 1(1), 11-18.
- Khanom, Hasna. 2014. Error Analysis in the Writing Tasks of Higher Secondary Level Students of Bangladesh. GSTF International Journal on Education (JEd) Vol.2 No.1.
- Purnomo M. 2023. Error Analysis of Written English Essays: The Case of Students of the Preparatory Year Program in Saudi Arabia. English for Specific Purposes World. Issue 40 Vol. 14 pp. 1-17
- Ramelan, Prof. Dr.M.A. (2003). English Phonetics.UPT UNNES PRESS, 2Kelud Raya Street, Semarang, Indonesia.
- Sager, J. C (1983). Quality and Standard- The Evaluation of Translation: The Translator'sHandbook, London: Aslib
- Simanjuntak, N. 2019. Teori Penerjemahan (A Handbook for Translators). Semarang: Cipta Prima Nusantara
- Wang, (2008). Exploring errors in target language learning and use: Practice meets theory. *English language teaching*. Vol. 1. No. 2. 182-187
- Wood, J, F. (2017). Error in second/foreign language learning and their interpretations. *Education and linguistic research*. Vol. 3