THE ANALYSIS OF ERRORS MADE BY THE THIRD YEAR STUDENTS OF ENGLISH DEPARTMENT IN TRANSLATING NARRATIVE TEXT

Vioksana Bonita Adelia[1], Rusdi Noor Rosa[2]
English Department
Faculty of Languages and Arts
Universitas Negeri Padang
email: vioksana.bonita@gmail.com

Abstract

This study aims at finding out the errors made by the third year English Department students of Universitas Negeri Padang in translating a narrative text from English into Bahasa Indonesia. This study used a descriptive method. The data were the translation of the narrative text entitled Snow White done by the third year English Department students of Universitas Negeri Padang. The data were collected using a test and were analyzed using the error analysis. The results of the study indicate semantic error is the error frequently committed by the students in their translation with the frequency of 72 times (59%). Pragmatic error (29%) is the second most frequent error, while morphological error and syntactical error are seldom found in the students' translation. In conclusion, the errors made by the students are mainly motivated by their tendency to follow the meaning of the dictionary (word for word translation).

Key words: Translation, Error in translation, Linguistics errors, Narrative translation

A. INTRODUCTION

English has an important role in the world that bears the title as an international language related to its function. In this era, the latest information or inventions in the world of education, business, technology and etc tend to be served in English. This is where translation plays a very big role as a link between English to other languages. Therefore, a student translator who already takes translation course should have comprehends both the source language (SL) and target language (TL). However, in transferring the same meaning into the TL, a number of difficulties may be found which leads to an error. The term "error" is a mistake in scientifically speaking which is unsystematically performance (Goff-Kfouri, 2004).

An error reflects a gap in translator's knowledge. Also, it is about the function of target text (TT) to fulfill the expectation of the TL reader. Moreover, the purpose of a functional concept of errors that occur in translation becomes the response to the concept of any distortion of the equivalence.

There are various cases influence translation errors. In general, it usually motivated by cultural differences. In this case, it refers to the existence of language interference. According to Dulay, Burt and Krashen (1982), interference is a habit which becomes into an automatic transfer of the surface structure in the first language to the target language. It shows that language interference exists when somebody, especially foreign language learners, still use their culture while learning another culture. Numerous studies have addressed the analysis of translation errors in the different field. Some studies analyzed errors in the translation of tourism brochure, public sign, and the structure of language itself. For instance, in tourism, Merino (2014) analyzed errors in Chilean tourist text translations. The main focus of this research is to describe and explain the translation errors present in Chilean tourist texts such as in menu, notice, brochure, and others. Guo (2012) analyzed the English translation errors of public signs. Mwende (2017) analyzed focused on analyzing error translation in translating telecommunication electronic information from English into Kiswahili. Also, Mazni (2016) focused on error analysis in translating song lyric from bahasa Indonesia into English at the tenth grade students of SMA Negeri 4 in Tanjungpinang.

However, from the explanation above, it can be seen that there is no error translation research that pertains to the narrative text yet. In addition, some researchers discuss more about translation errors that occur in professional translators rather than the analysis of translation errors in student translators which is still minimal. The students of English Department who take translation course must be able to comprehend English by translating properly. The more students make errors in translation, the worse their translation product will be (Na Pham, 2005). In an attempt to realize how the reality of the ability of student translators, this research is conducted to analyze the existence of translation errors committed by the students of English Department who become translators in the future. Then, the reason why the researcher chooses the third year students of English Department is because they have studied the translation course at that stage. The researcher chooses narrative text because it is one of the important texts that is often found in educational institutions and in daily life. Films, novels and others are forms of the development of a narrative text.

B. RESEARCH METHOD

The researcher used descriptive approach in analysis of errors made by the third year students of English Department in translating narrative text. The data on this research was an English narrative text. The source of the data was the sentences of the Narrative Text made by the third year students of English Department Universitas Negeri Padang. In this research the author will be the key of instrument. because not only the selection of the research focus and source of the data but also assemble the data, judge quality of the data, analyze, interpreting and make the

conclusion of the data did by the researcher. In addition, the researcher assisted by table of indicator. It was selected to get the more representative data. So, there was no any single data missing.

C. RESULT AND DISCUSSION
1. Research Finding
After analyzed the data, the writer found linguistic errors that are divided into four types, there are semantic, pragmatic, morphological and syntactical errors. The research finding of the types of linguistic error made by the third year students of English Department in translating narrative text are present in the table below:

Table 1: Types of Linguistic Error Made by the Third Year Students of English Department in Translating Narrative Text

No.	Types of Linguistic Errors	Frequency	Percentage
1	Semantic Error	72	59%
2	Pragmatic Error	36	29%
3	Morphological Error	7	6%
4	Syntactical Error	7	6%
	TOTAL	122	100%

It showed that the types of linguistic errors are divided into four types, there are semantic, pragmatic, morphological and syntactical errors. The data analysis showed that the total of the data which contain translation errors are 122 data. There are 72 semantic errors, 36 pragmatic errors, 7 morphological errors, and 7 syntactical errors from 122 translation errors.

There are the types of errors made by the third year students of English department in translating narrative text. The first one is semantic error. One of the results of data analysis can be seen in Datum 1.

Datum 1
ST   : Enraged, she made a magic potion to change her appearance.
TT   : *Marah karena itu, dia membuat ramuan ajaib untuk mengubah penampilannya.*

Translation in Extract 1 contains a semantic error. The TT contains reduction meaning of ST. The translators reduce the meaning of ST "enraged" which means very angry, while the translators translate it into "*marah*" in TT that means "angry". In bahasa Indonesia, by putting "*sangat/benar-benar/begitu*" right before adjective indicates that something is more than usual. The TT must be accompanied by "*sangat/benar-benar/begitu* " before "*marah*" to emphasize that someone is very angry. Because the translator error in Extract 1 is related to changes in meaning, this error is categorized as a semantic error.

The other semantic error in the student's translation can be seen in Datum 2.

ST: He had been searching everywhere for the beautiful princess he had sung with so long ago.
TT   : *Dia telah mencari kemana-mana putri cantik yang dinyanyikannya sejak dulu.*

The translator's decision to use "*putri cantik yang dinyanyikannya*" in the TT as the equivalent of the ST clause "the beautiful princess he had sung with" shows a semantic error in translation. The ST contains the meaning that "the beautiful princess" was the one who sang with him, while the TT contains the meaning that "the beautiful princess" was the one, not to whom he sang a song. The changes in meaning in the TT are caused by the translator's misunderstanding of the ST. Because the translator error in Extract 2 is related to changes in meaning, this error is categorized as a semantic error.

The second error is pragmatic error. One of the results of the analysis on pragmatic error in the students' translation is provided in Datum 3.

Datum 3
ST   : They were anxious to get home to their cottage in the woods.
TT   : *Mereka cemas ingin segera pulang ke pondok mereka di hutan*.

The error is caused by the translators misunderstanding of the context. The literal meaning it is true that the literal meaning of "They were anxious" is "*Mereka cemas*", however in this context "They were anxious" here should not be translated as "*Mereka cemas*". It cannot happen because it does not fit the context. The story mentioned that "the Seven Dwarfs were heading home from a long day of working in a jewel mine", and in bahasa Indonesia the literal meaning of "anxious" is "*cemas, khawatir, gelisah, etc*" which means a fear (restlessness, anxiety) about something that is not yet known with certainty. Back to the context, the story illustrates that they (the seven dwarfs) were eager to come home after a day's work in the jewel mine. As the result, the TT should be "*mereka 'ingin/sangat ingin' pulang ke pondok mereka*" instead of "*mereka 'cemas'…*". Because the translator error in this example is related to the translators who cannot find the contextual meaning, this error is categorized as a pragmatic error.

The other example of pragmatics error in the student's translation can be seen in Datum 4.

Datum 4
ST   : The Seven Dwarfs kept watch over her day and night.
TT   : *Ketujuh kurcaci itu menjaga sepanjang hari dan sepanjang malam*.

The error is caused by the translators misunderstanding of the context. The literal meaning it is true that the literal meaning of "watch over her day and night" is "*menjaga sepanjang hari dan sepanjang malam.*", however in this context "day and night" here should not be translated as "*sepanjang hari*". It is because that the anonym of "night" is "day" in English, while in bahasa Indonesia the anonym of "*malam* (malam)" is "*siang* (afternoon)". Because the translator error in this example is related to translators who cannot find the contextual meaning, this error is categorized as a pragmatic error.

The third error is morphological error. One of the results of the analysis on morphological error in the students' translation is provided in Datum 5.

Datum 5
ST   : The spell was broken!

TT   : *Mantra itu pun hilang!, Mantranya hilang*!

The translation contains a morphological error. In morphological error, there is a grammatical error which involved a failure to comply with the norm in supplying any part of word class. In this case, morphologically the TT should be "*meng-hilang*" because in this narrative text there is a process that causes the spell to disappear; it does not disappear in a sudden. In bahasa Indonesia, to indicate that the spell is gone due to something the translators must add prefix "*meng-*". Because there is an error translation; omission of prefix that change the meaning, this error is categorized as a morphological error.

The other example of morphological error in the student's translation can be seen in Datum 6.

Datum 6
ST   : As they sang a song of love together
TT   : *Sebagaimana mereka menyanyikan lagu dari kebersamaan cinta*

The translation in this example contains a morphological error. In morphological error, there is a grammatical error which involved a failure to comply with the norm in supplying any part of word class. In this case, the ST contains "together" which is an adverb while the TT contains "*kebersamaan*" which is a noun (togetherness). The TT should be "*bersama*" because the ST describes that two or more people "they" sang together. Because of the translators misunderstanding the word class of ST, this error is categorized as a morphological error.

The fourth error is syntactical error. One of the results of the analysis on syntactical error in the students' translation is provided in Datum 7.

Datum 7
ST   : As they sang a song of love together, Snow White's evil stepmother, the Queen, watched them.
TT   : *Mereka bernyanyi lagu bersama, ibu tiri Snow White yang jahat, seorang ratu menyaksikan mereka.*

The translation contains a syntactical error. The TT contains two clauses because there are two predicates in the TT. In the Indonesian grammar, two clauses indicate two ideas, so they need to use a conjunction in order to show how they are related. However, the translation does not have any conjunction to show the relationship between the first clause "*Mereka bernyanyi lagu bersama*" and the second clause "*ibu tiri Snow White yang jahat, seorang ratu menyaksikan mereka*". By observing the two predicates used in the TT, the two clauses show a time relationship. Therefore, the TT should be added with conjunction "*ketika*". Actually, this conjunction is used in the TT, i.e. "as" which is equivalent with Indonesian word "*ketika*".

The other syntactical error found in the student's translation can be seen in Datum 8.

Datum 8
ST   : He told her to run far away
TT   : *Dia meminta berkata pada Snow White untuk lari*

The translation in this example contains a syntactical error. The TT contains two verbs which are located adjacently. In Indonesian syntactical structure, two verbs cannot be placed adjacently without any marker that separates them, such as comma, preposition, or conjunction. However, the translation does not have any comma, preposition, or conjunction to show the relationship between the two verbs.

2. Discussion

This study aims to investigate translation error in the narrative text based on the theory proposed by Wongranu (2017: 118) in Semantic and Syntactic error, Nord (1997: 76-77) in Pragmatics error, and Usman (2002: 16) in Morphological error. The research found that the total of the data of translation errors are 122 times. The data are then analyzed into four types: semantic, pragmatic, morphological and syntactical errors. The total of the data which contain translation errors are 122 data. There are 72 semantic errors, 36 pragmatic errors, 7 morphological errors, and 7 syntactical errors from 122 translation errors. The most frequency of the type of linguistic error that is mostly found in this study is semantic error which constitutes 72 cases from the total number of 122 data. It is because the results of the student translators tend to follow the meaning of the dictionary (word for word translation).

This finding is also similar to previous study done by Mwende (2017), he focused on translation errors in the translated telecommunication electronics information from English into Kiswahili. Mobile telephone data is used as the representative sample of the study. The researcher categorized translation errors into lexical and the semantic errors. The study used Skopos theory to analyze the data. The study indicates that there are 20 lexical errors and 10 semantic errors. It showed that the most common translation errors in telecommunication electronics are the lexical errors. The reason why lexical error mostly found is because the most common challenge in translation of telecommunication information from English into Kiswahili is the difficulties to make ST equivalence with TT.

This study is in line with Cuc (2018), he focused in translation errors which occurred in Vietnamese EFL students. The research showed that most of errors related to linguistic error. Within the subtypes of errors, the most common errors committed by the students are inaccurate renditions of lexical items, i.e., word choice in translation (183 errors, equals to 31.39%), syntactic errors (103 errors, or 17.67%), and collocational errors (98 errors, or 16.81%). Results further showed that the students performed their limited ability in rendering lexical items accurately, constructing syntax, and using English collocations. Sources of translation errors could be traced by both inter-lingual and intra-lingual interference or integration of both sources as there often exists an overlapping between the two sources on the learners. The other study that is also similar with this study done by Manel Triki (2013). He discussed about a pragmatic approach to the study of

English / Arabic translation errors. The results indicate that translation students, most of the time, do not give any importance to the pragmatic aspects in a certain text when translating it from English into Arabic or vice versa. In other words, fourth year translation students are not aware of the importance of pragmatics in translation. Most of the time, they translated the original utterances literally regardless the context in which utterances occurred. The study done by Krisetyawati (2010) also discussed about error translation in translating noun phrases from English into bahasa Indonesia, but the result of her study is different with this research. It is Krisetyawati identified the error by using surface category taxonomy instead of linguistic category. In this term, student's error can be classified into omission, addition, misformation, and misordering errors. The result showed that mostly student did the omission error.

D. CONCLUSION AND SUGGESTIONS

Based on the data which has been analyzed, some conclusions are drawn as the following.

1. There are four types of linguistic error that is analyzed in the error translation in narrative text from English into bahasa Indonesia. There are semantic, pragmatic, morphological and syntactical errors. The data analysis showed that the total of the data which contain translation errors are 122 data. There are 72 semantic errors, 36 pragmatic errors, 7 morphological errors, and 7 syntactical errors.

2. Semantic error is a type of linguistic error that is mostly found in this study. This is because the results of the student translators tend to follow the meaning of the dictionary (word for word translation). Meanwhile, one word in the dictionary can produce several meanings. In semantic, a word will be meaningful depends on the other words in a phrase, clause or sentence which fits the context. There are many translation results of student translators that match the meaning in the dictionary but do not match the meaning to be conveyed in the source text.

3. On the other hand, there is little morphological and syntactical error were found in this study. One of the reasons is because student translators translate text from foreign language (English) into their mother tongue (bahasa Indoesia). When there are few errors in morphological and syntactical error found, it indicates that the student translators have a proper knowledge in word choice and structure of the mother tongue. Moreover, narrative text has unlimited word choices because it contains few culture terms such as idioms.

This research analyzed translation error in narrative text. For other researchers who want to conduct the study about translation error, it will be better to choose another type of text.

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