

Errors Analysis in Bahasa Indonesia to English Translation in Descriptive Text Made by Indonesian Students

Ali Akbar Rafsanjani
Universitas Negeri Semarang
aliakbarrafsan@gmail.com

Abstract---The aim of this research is to find out the error sources in Bahasa Indonesia to English translation in descriptive text made by students. The writer used descriptive qualitative research. The subject of the research is the eight grade students of SMPN 1 Arjawinangun. The total of the Eight grade students of SMPN 1 Arjawinangun is 272 (9 classes). The writer took 30 students as the sample of the research. The object of the research is errors in translating from bahasa indonesia to English in descriptive text. The writer used written test as the instrument. The purpose of the written test was to get the data of the students' source error of translation from bahasa Indonesia to English. The writer analyzed the data by using translation theories from Sager (1983). From the research, the writer found 355 translation errors from 30 students. There are 77 morphological errors, 96 lexical errors, and 182 syntactic errors. In addition the writer also found that the other error sources in translation such as missing word and incorrect writing errors. There are 12 missing word errors and 8 incorrect writing errors based on the data. It can be concluded that the eight grade students of SMPN 1 Arjawinangun who tried to translate from bahasa indonesia to english are still making error in translation. The most dominant of the source error is syntactic error.

Keywords: *translation, error source in translation, descriptive text*

I. INTRODUCTION

Translation is an activity for transferring messages from source language into target language is written. It has great role in human social life. The goal of the translation is to make the reader of the target language understand about the message that the source language given.

In social life, there are some text or instruction which use foreign language. for example the intruction of how too operate the machine or the children story, they still uses the foreign language. Some people sometimes cannot understand about the instruction that used in foreign language. To understand the message, they need translation.

According to Venuti (2015:2) that translation is study of the message from source language to target language without changing the meaning of its message. Translation is transfer the ideas of the writer which uses different language of the reader. Based on Suryawinata (1989) that There are 3 process of translations. They are analysis, transfer and restructuring. In analysis, the translator should analyze the source language. The translator should understand the contain of words, phrases and sentences in source language. Secondly, transferring, after the translator understand about the meaning, the translator transfer the meaning by using his own words. The last in restructuring step, the translator should uses the structure of the meaning from target language. In translation, the translator is prohibited to add his opinion out of the context from the source language.

According to Nida (1982) that sometime translation is difficult because because the translation must be familiar with the source language and the structure of the target language. The translator have to master about the vocabulary, tenses or grammar of the target language. Sometimes when the translator mastered many vocabularies in target language, they sometimes cannot translate well. They have to master about the structure of the target language too.

Error analysis happens because the learners compare the source language form into target language form without language rule each language. According to Cristal (2008:13) that Error analysis in language learning is a technique to identify, classify and interpret the unceparable forms produced by foreign learner, using some rules or principles provided by its language. In doing, translation, the translator have to take the parts of the source language such as equivalence of words, grammar, text and pragmatic to Target language.

Bahasa indonesia style is different with English style. In English, there are many exception such as pular singular, tenses, morphological etc. When students translate word by word, it would be

ambiguity. It will make the reader cannot understand the message.

Sager (1983) stated that there are 3 factors of error translation into English. They are:

- a. Morphological
Morphological is a process of word form such as ‘develop (verb)’ to ‘development’ (noun), like to likes (he/she/it) or child (singular) to children (plural)
- b. Lexical
Lexical is diction or word choice. For example word ‘fine’, something it becomes *baik* or becomes *denda* in Bahasa Indonesia.
- c. Syntactic
Syntactic is word order in language or the structure of its language. For example: In Bahasa Indonesia, mobil merah to red car or *dia cantik* to she is beautiful.

Based to the problem, the writer want to identify the error sources of students’ translation from Bahasa Indonesia to English. Then the writer will analyze the students’ error sources in translation and describe about their error. The writer used the eighth grade students of SMPN 1 Arjawinangun, Cirebon. The

writer focus used Sager clarification of source error to analyze the students error of translation.

II. RESEARCH METHODOLOGY

The writer used qualitative research and used descriptive qualitative as design. It was case study because the aim was to analyze the error of translation. The subject of the research is the eighth grade students of SMPN 1 Arjawinangun. The writers used simple random sampling. The writer used 30 students as the sample of error analysis of translation. To collect the data, the writer used test. The writer ordered the students to translate the descriptive text from *Bahasa* Indonesia to English. the result of the test will analyze by using theories of Sager (1983) to identify the source error of students’ translation.

III. FINDINGS AND DISCUSSION

In analyzing the data, the writer used Sager’s theories to identify the source error of translation. The results of the test are:

Table 1. The results of the test are

Student	Morphological	Lexical	Syntactic
student 1	3	3	5
student 2	2	2	3
student 3	3	3	5
student 4	2	3	5
student 5	3	5	4
student 6	3	3	8
student 7	3	4	5
student 8	2	2	6
student 9	2	4	7
student 10	2	3	5
student 11	3	4	6
student 12	1	4	7
student 13	2	3	8
student 14	3	3	6
student 15	3	4	5
student 16	3	3	7
student 17	3	2	6
student 18	4	5	5
student 19	2	4	6
student 20	2	4	7
student 21	2	3	8
student 22	3	2	6
student 23	3	4	7
student 24	2	3	6
student 25	3	2	5
student 26	2	3	6
student 27	3	5	7
student 28	3	4	8
student 29	2	3	7
student 30	3	5	6
Total	77	96	182

According to the research, the writer found 355 translation errors from 30 students. There are 77

morphological errors, 96 lexical errors, and 182 syntactic errors. The example of students error explains in the table 2.

Table 2. The example of students error explains

Sources of Error	Sources	Students' sentence	Key sentence
Morphological	Andi menyukai kamarnya Di kamarnya ada dua meja. Kamar Andi Di meja satunya, ada lima buku cerita.	Andi like bedroom In the bedroom , there two table . Andi bedroom In table another, there five story book	Andi likes his room In his bedroom, there are two tables . Andi's bedroom . on the table, there are five story books .
Lexical	Di meja pertama ada sebuah bingkai foto baru Di dinding kamarnya, ada sebuah jaket kulit lama Walau terdapat banyak barang, kamar Andi sangat nyaman.	In the table that first there a photo frame new that, In the wall bedroom, there skin jacket old Although there much thing , bedroom Andi very comfortable.	On the first table, there is a new photo frame. on his bedroom wall, there ia an old leather jacket . although there are many items , Andi's bedroom is very comfortable.
Syntatic	Di kamarnya, ada dua meja. Ada sebuah bingkai foto baru Di dinding kamarnya, ada sebuah jaket kulit lama. Di meja pertama, Kamar andi sangat nyaman Ada lima buku cerita Andi menyukai kamarnya	In bedroom, there two table There a photo frame that new In the wall bedrom there a jacket leather old In table that one Bedroom Andi very comfortable There five book story Andi like is bedroom	In his bedroom, there are two tables There is a new photo frame. On his bedroom wall, there is an old leather jacket. On the first table Andi's bedroom is very comfortable. There are five story books. Andi likes his bedroom.

There are were error sources that were analyzed Sager's theories. In fact, the writer found other errors. They are missing word and incorect writing

errors. There are 12 missing word errors and 8 incorect writing errors based on the data. The other errors explained on the tables 3.

Table 3. The other errors explained

Sources of Error	Sources	Students' sentence	Key sentence
Missing word	Di kamarnya ada dua meja, Andi menyukai kamarnya	In bedroom, there two table Andi like bedroom	In his bedroom, there are two tables. Andi likes his bedroom.
incorect writing	Kamar andi sangat nyaman. Andi menyukai kamarnya	Bathroom Andi very comfortable Andi like bedrom	Andi's bedroom is very comfortable. Andi like his bedroom

Based on the samples of the errors, it means that the students are still confused to translate. Although, the students know many vocabularies on their mind, they still could not translate well into English because of the rules. The students are still confused with the language rule differences between Indonesian and English

The translation rules are not simple problem because it would make the reader error of understanding and change the meaning of the sentences. For example of lexical error, when the

stuydents translate *jaket kulit* into 'skin jacket' it will creat the readers mind about the material form of the jacket. 'the skin' means part of human body.

Another serious error is morphological error. In English, the words is changing based on the number, tenses and the function. For example when students translate 'table', it means that it is singular table. The errors come when students translate *dua meja* becoming two table. Sometimes, it could make the reader error understanding of the number of the table.

The last error based on Sager is syntactic. Sometime students do not understand about each translation rule of source language and target language. For example when students translate *buku cerita* into book story. It would create opinion such as the history of the book . it would be different when they translate story book, it means the book contains of the story.

Outside of the Sager's theories of source errors, the writers found two sources errors in this research. There are missing word and incorrect writing error. It also becomes problem. For example in missing word error, When students translate *Andi menyukai kamarnya* into Andi likes bedroom. It means that Andi likes bedroom in general statement not specific whose bedroom.

Another error based on the writer found is incorrect writing error. For example, when students translate *di kamarnya ada 2 meja* into 'in bathroom, there are two table. Sometimes both words of bedroom and bathroom are almost similar, while the students incorrect write bedroom to bathroom it will change the meaning. Bedroom is a place to sleep but bathroom is a place to shower.

IV. CONCLUSION AND SUGGESTION

In conclusion, there are some error sources of students' translation such as lexical, morphological, syntactic, incorrect writing and missing word. the most error of this finding is about translation rules. When students translate with correct vocabulary, sometimes they still have wrong translation because of translation rules. the rules both source language and target language are different for each other.

In suggestion, when the students want to translate they have to know not only the vocabularies but also about the translation rules of the target language. In addition, the students have to comprehend the content of the source language before they translate

it to avoid lexical error. In the last, they have to recheck their translation result.

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