

CHAPTER I

INTRODUCTION

A. Background

Translation nowadays becomes a significant role in delivering messages from one language into other different languages. However, translating is not a simple work to do. It needs some techniques to transfer meaning from Source Language (SL) into Target Language (TL). Among the necessary knowledge used for translation are grammar, structure, and culture understanding from the target language. In addition, a good translation requires sufficient vocabulary because it is one of the essential requirements in translating SL into TL. If a translator is lack of vocabularies, he will be difficult in transferring meaning from SL into TL. The knowledge above facilitates a translator to make translation project more understandable and communicative.

In English Education Department of UIN Sunan Gunung Djati Bandung, English becomes the official language frequently used as a medium of instruction. Therefore, the students' level of mastery in English often becomes an indicator of the quality in the English Education Department. On the other hand, translation is given less attention among the students as one of the compulsory courses in the college. Considering the phenomenon, the lecturer of translation course in EED at UIN Bandung said that some students are difficult to execute translation tasks. They cannot translate them accurately due to their weaknesses in translation. Therefore, they look struggling in deciding the subject, predicate, and a type of tenses (an interview on 10 January 2019). In addition, the translation project done by the 6th-semester students of EED from Indonesia into English seems to be translated literally. For example, in plural form, there is student who translates "*hewan-hewan*" in Indonesian to be *animal animals*. It is translated literally. The correct translation is "*the animals*". In addition, the literal translation is less meaningful and communicative. Moreover, the literal translation can be understood if the general grammatical form of the two languages is similar (Larson,

1984). To avoid literal translation, not only we need to be good at grammar, but also we need to know the cultural knowledge and vocabulary of the TL.

Translating SL into TL is not only to translate literally or word for word, but also to get the idea and the message. The message of one language may be different from another language. The differences in language between SL and TL and the differences in the culture may make the process of translating challenging for the students. Since translation is a challenging work, it is reasonable if the topic is taken as a study.

In learning translation, the students frequently commit some errors at the beginning of the study. It is unavoidable that the errors will occur in many kinds of student's learning process because it is considered common among the beginning translator. However, the errors found in student's translation are beneficial for students. Waddington (2001) cited in Cúc (2018), states that error analysis has been a useful tool to assess the translations performed by students. Identifying the error made by the student is very important since the error gives a reflection of the translation quality and it tells us about the translation process (Seguinot, 1990 cited in Cúc, 2018). Moreover, to know the translation error made by students, the previous studies that analyzed the translation error are found as the comparison for this study.

The study by Cúc (2017) analyzes the translation errors made by Vietnamese EFL students. In this study, Cúc focuses on analyzing linguistic errors, comprehension errors, translation errors. The result of the study informs some implications of pedagogy to improve the translation ability of the students. While Wongranu (2017) discusses the translation error in syntactic, semantic, and miscellaneous from Thai into English made by the students. The result of his study is that syntactic errors seem to be showed more dominant than the other. In contrast, Napitupulu (2017) discusses the translation error in the translation of abstracts produced by Google translate concerning Keshavarz's (1999) model of error analysis.

However, the previous studies are different from this research. They do not analyze specifically the translation error in four categories of errors namely; omission, addition,

misformation, and misordering committed by English education students. Therefore, this research analyzes omission, addition, misformation and misordering made by the fourth-semester students in translating a piece of Indonesian text into English.

Based on the observation and the problems explained above, the research is decided to conduct study on the students' translation errors entitled "**The Analysis of English Translation Errors found in Students' Translation Project**" (*A Case Study at the 4th Semester Students of English Education Department of the State Islamic University, UIN Sunan Gunung Djati Bandung*)

B. Research Questions

Based on the background above, the research problems are formulated as follows:

1. What are the types of translation errors frequently found in translation project made by the students from Indonesia into English?
2. What are the students' problems in translating Indonesian text into English in their translation project?

C. Research Purposes

Based on the background of the research above, the study is intended to:

- a. To find out the types of translation errors frequently found in translation made by the students from Indonesia into English.
- b. To find out the students' problems in translating Indonesian text into English in their translation project.

D. Research Significances

This research provides several significances. Practically, this research is expected to give benefits for:

- a. The lecturer, the result of this research is expected to support the lecturer in analyzing students' translation errors, especially in translation course.
- b. The students, the result of this research is expected to improve students' mastery in translating text from Indonesian into English.

Theoretically, this research is expected to:

1. Improve the researcher's translation ability
2. Provide an additional reference for other researchers who want to analyze the errors made by the students in translating a text from Indonesia into English.

E. Limitations of The Study

English has many elements that must be learnt. However, this research tries to emphasize and focus in translating narrative text based on identification of the problem that students often get difficulty when translating text from Indonesia into English. Based on Dulay (1984) strategy taxonomy, the errors are classified into four types namely; omission (the absence of an item that must appear in a well-formed utterance), addition (the presence of an item that must not appear in well-formed utterances), misinformation (the use of the wrong form of the morpheme or structure.), and misordering (the incorrect placement of a morpheme or group of morphemes in an utterance.).

Thus, the researcher only concerned in analyzing the errors occur in translating narrative text based on four types of errors, they are omission, misinformation, misordering and addition.

F. Rationale

Translation is the process of transferring meaning from a source language into the target language without changing the messages. Newmark (1981) states that translation is mastery in transferring a written message from one language into another language. In this definition, Newmark only focuses on the scope of written language.

Some experts defined the translation in variety. According to Ghazala (2008, p. 1), translation is the process of transferring meaning from Source language into the target language. On the other hand, Newmark (1988, p. 5) says that "translation is rendering the meaning of a text into another language in the way that the author intended the text." Meanwhile, Brislin (1976) states that "translation is a general term referring to the transfer of thoughts and ideas from one language to another." Based on the definitions explained, it can be concluded that translation is a process of replacing or

transferring messages, thoughts, ideas, information from a source language into the target language.

Nevertheless, Newmark (1988, p. 6) says that there are four levels for in translator works; those are:

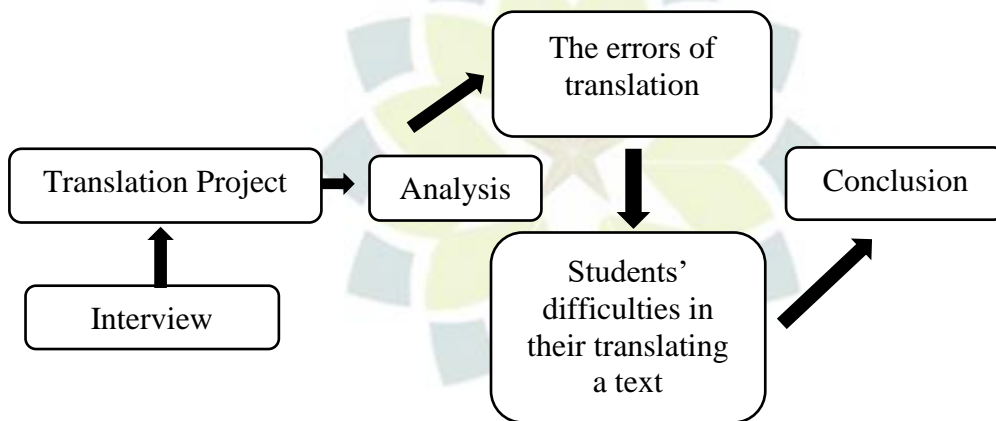
1. translation is first a science, which entails the knowledge and verification of the facts and the language that describes them;
2. Translation is a skill, which calls for appropriate language and acceptable usage;
3. Translation is an art, which distinguishes right from undistinguished writing and is the creative, the intuitive, sometimes the inspired, level of the translation;
4. Lastly, translation a matter of taste, where argument ceases, preferences are expressed, and the variety of meritorious translations is the reflection of individual differences.

All the experts of translation have one of the purposes that they investigate. It is to solve the problems related to the translation process and the translation product. Hatim (2001) in Wongranu (2017) says that “translation errors stem from various causes, such as a lack of comprehension, or misuse of words, so there are many classifications of errors which are found in research.” Jahanshahi and Kafipour (2015) view that errors in simple words are the problematic aspects of learners. They are some segments of the text or speech which depart from the accepted norms of any specific language. Besides, they say that through analysis one can detect the problems of a translator in a broader sense. They also can reveal the degrees of error and the nature of errors. In contrast, Dulay (1982, p. 150) shows the error types based on surface strategy taxonomy. The surface strategy taxonomy highlights the ways surface structure is altered. The error types based on surface strategy taxonomy are omission, addition, misformation, and misordering.

To master the ability in English, the students frequently commit some errors at the beginning of the study, and after that, they can learn from their previous failed works. It gets the conclusion that errors give the effect to the student learning process. It cannot be avoided that the students will make some errors at the beginning of their language

learning process. To analyze the problems above, the students are given an Indonesian text to be translated into English. Afterwards, the students analyze and begin to translate the text. Then the students' errors are found in their translation project. In addition, they are given the interview to know their difficulties toward their translation work. After finding out the errors in students' translation and students' difficulties toward translation work, so the next step is concluding. The error analysis of the student's translation process is described in the figure below:

Figure 1.1 The Process of Translation Work Analysis



G. Previous Studies

There are some researchers conduct the study in the same field. The study by Cúc (2018) analyzed the translation errors made by Vietnamese EFL students. This research takes the samples from the group of 36 fourth year English primary linguistic students, Department of Foreign Languages, Hung Vuong University, Vietnam. The students are asked to translate 300 words of the text from an article on electronic commerce for the general audience. In his study, Cúc focused on analyzing linguistic errors, comprehension errors, translation errors. The result of this study informed some implications of pedagogy to improve the translation ability of the students.

While Wongranu (2017) discussed the translation error in syntactic, semantic, and miscellaneous from Thai into English made by students. The result of his study is that syntactic errors seemed to be showed more prominent than the other. The research indicates that English Major Students have errors in Syntactic, Semantic,

Miscellaneous in their translation from Thai into English. The Students were given translation practice in each period. They were examined with a translation exercise every two to three periods. During the practice and examinations, the students were not allowed to use an electronic dictionary, but they were allowed to use a paper dictionary. The errors were categorized into two types according to Pojprasat's model namely; syntactic errors and semantic errors.

In contrast, Napitupulu (2017) discussed the translation error in the translation of abstracts produced by Google translate concerning Keshavarz's (1999) model of error analysis. This research used five classifications as the parameters, namely lexicosemantic error, tense error, preposition error, word order error, distribution and use of verb group error, and active and passive voice error. This study uses a descriptive qualitative approach. So, the data were collected from a total of 10 abstracts were randomly chosen from various faculties those are; the faculty of agriculture, the faculty of letters, the faculty of information and technology. All abstracts that given were translated using Google Translate.

The other previous study is about Translating of Iranian novice English Translators by Yousofi (2014). This research tried to find the problematic areas in translation based on his experience, as an official English translator to the Judiciary, and The Iranian graduates and undergraduates who were seeking a job as English translators were being the samples which analyzed translation. He analyzed the translation products and signed the parts seemed problematic to him. To find the common types of errors, Iranian translators found in translating English texts into Persian and vice versa, 100 samples translated by Iranian graduates and undergraduates seeking a job as English-Persian. The findings showed that the translators had made errors in linguistic, cultural and stylistic areas.

However, the previous studies are different from this research. They do not analyze specifically the translation error in four categories of errors namely; omission, addition, misformation, and misordering made the 4th semester English education students. Therefore, this research analyzes omission, addition, misformation and misordering

made by the fourth-semester students in translating a piece of Indonesian text into English.

