

ERRORS FOUND ON THE ENGLISH TRANSLATION SENTENCES OF THE THIRD-YEAR STUDENTS OF ENGLISH AT IKIP BUDI UTOMO

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Abstract

This study aimed to describe and classify the grammatical errors found on English translation sentences in terms of syntax and morphology. The analysis procedure applied was based on the surface strategy taxonomy proposed by Dulay et al. in which errors were categorized into errors of: omission, addition, misformation, and misordering. The result of this study indicated that the highest frequency is errors of misformation which covers 58 errors (46%), followed by omission which covers 47 errors (27%), addition with 12 errors (10%), and the lowest is misordering, 9 errors (7%). In terms of syntax and morphology, the researcher found 17 errors (18%) in articles, 7 errors (7%) in pronouns, 21 errors (22%) in prepositions, 15 errors (16%) in inflectional endings, 26 errors (28%) in tenses, and 8 errors (9%) in derivational endings. Thus, errors in tenses are the highest frequency of errors, and, errors in derivational morphemes are the lowest.

Key words: grammatical errors, morphological errors, syntactic errors, English translation, error analysis

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Introduction

The status of English as a foreign language in Indonesia makes English has a role as a local content subject in school only. It is proved by the Decree of the Ministry of Education and Culture no. 0060/U/1993 declaring that English as a local content subject in Indonesia starting from the fourth grade of elementary school. In addition, Ellis in Sa'diah (2014) states that foreign language learning takes in setting where the target language plays no major role in the community and is primarily learnt only in the classroom. Since English is introduced at primarily or secondary school level whilst students have known the rules of Indonesian language, the existence of English as a new language may raise various problems such as the differences of English and Indonesian rules. Students tend to use the rules of their native language to produce forms and meanings in their target language in which the more similar forms to their native language (Lado in Susilowati, 2006).

Besides, Saville-Troike (2006) in her book mentions, "... negative transfer (or interference), when an L1 structure or rule is used in an L2 utterance and that use is inappropriate and considered an *error*." Negative transfer or interference of the second/foreign language learners may be achieved from the form of the second/foreign language which performed unlike native speaker of the second language and it is probably easily recognized that there is an influence from the first language. Furthermore, Harmer in Sa'diah (2014) states that errors are part of student's interlanguage which is it is the version of the language which a learner has and is continually reshaped as he/she aims toward full mastery. It can be said that errors of second/foreign language learners can be used to know the mastery progress of that language.

Richards and Rodgers in Syarif (2016) have described the structural level of language such as vocabulary (lexicon), phonology (sound system), morphology (word structure), syntax (grammar) and discourse (how to relate sentences and

manage information). Whereas, the development of second/foreign language is based on the priorities of the second/foreign language activities. Saville-Troike (2009) there is a different sequence of the priorities of the second/foreign language activities. They are academic competence and interpersonal competence. In academic competence the sequence is: (1) reading, (2) listening, (3) writing, and (5) speaking. In interpersonal competence, the sequence is: (1) listening, (2) speaking, (3), reading, and (4) writing. Translation, as one of discipline of language study, is relatively new (Rath, Chatterjee, and Ganapathy, 2019). Translation activities are in the form of speaking and writing which are classified as productive skill. In analyzing translation in written material, the language components which can be analyzed are morphology and syntax.

Translation subject in English Education Study Program at IKIP Budi

Utomo Malang has 2 credits in the fifth semester. This is based on Indonesian National Qualification Framework (KKNI). This subject is designed in the fifth semester since it is assumed that students have mastered some competences from required subjects in which those subjects have been taken in the previous semesters. Those subjects such as Advanced Structure, Morphology, Syntax, and Semantics. The problems of using morphology and syntax can be indicated by the frequency of occurrence of errors. Based on the documentation data namely score from each meeting assignments namely the 2nd-7th meeting, see Table 1, it is shown that that the average score mostly in medium level. This was predicted that some students still frequently perform grammatical deviations when they translate Indonesian text into English.

Table 1. Students' Translation Assignment Average Score

Class	Assignment Average Score in Each Meeting					
	2 nd	3 rd	4 th	5 th	6 th	7 th
A	75	81	75	78	85	75
B	68	70	72	72	70	72
C	76	80	78	82	85	78

The main goal of this study was to analyze the students' errors in translating sentences. Therefore, this study aimed to identify, classify, and describe the type of morphological and syntactic errors in translating Indonesian into English text of the third-year students of English at IKIP Budi Utomo.

Research Method

The method used in this study was descriptive quantitative and qualitative. It is called quantitative since this study used numbers and calculate the data of errors found. Whereas, it is qualitative since the

researcher had to describe or explain the data of errors found in the form of words.

The study was done in odd semester in academic year 2019-2020 at English Education Study Program of IKIP Budi Utomo. The students used as the research subjects are the fifth semester students. The total of populations is 105 students that are divided into 3 classes. The sample used was as many as 27 students, this consists of 9 students from each class.

The procedure applied in this study used the procedure for analyzing learners' errors proposed by Ellis in Saville-Troike (2009) consisted of: 1)

collection of a sample of learner language, 2) identification of errors, 3) description of errors, 4) explanation of errors, and 5) evaluation of errors. The instruments used was the Translation Subject Final Test answer sheets of fifth semester sample students.

Results and Discussion

Research Findings

1. Collection of the samples of learner language

The researcher started collecting the data right after the sample students had completed the assignment from the 15th meeting, it was the last meeting before they had the Final Test. The source of data were obtained by the researcher directly from the sample students since the researcher is the lecturer of all Translation classes. Sample students from Class A submitted the assignments on Friday, January 3rd, 2020, Class B submitted on Monday, December 30th, 2019, and Class C on Saturday, January 4th, 2020. Finally, the researcher had samples as many as 21 sheets of sample students’ assignments randomly in which each student wrote 10 English translation sentences. Therefore, the total number of sentences analyzed is 210 sentences.

2. Identification of Errors

The errors from 210 English translation sentences of the sample

students’ assignments were identified by comparing the English translation sentences made by sample students and the restructured sentences with English rules.

3. Description of Errors

After collecting the data of 21 English translation sentences, the researcher started to identify the errors. In identifying errors, she identified any syntactic and morphological errors in each sentence by listing the syntactic and morphological aspects deviating from the rules of English standard. This was done on the basis of computation on the percentage of errors made in the sample students’ works.

The data found were in the form of errors-based n errors of surface strategy taxonomy in syntax, namely: articles, pronouns, prepositions, and tenses; and in morphology, namely: inflexional endings and derivational morphemes. The total number of syntactic errors was 71 errors and for morphological errors was 23 errors. It was found that the students’ errors fell into a number of categories with different frequencies. Table 2 shows the distribution or the percentage of errors made by the sample students.

Table 2. The Distribution of Errors

Type of Errors		Number of Errors	
		Total	Percentage
Syntactic Errors	articles	17	18%
	pronouns	7	7%
	preposition	21	22%
	tenses	26	28%
Total of syntactic errors		71	76%
Morpho-logical Errors	derivational morphemes	8	8%
	inflexional endings	15	16%
	Total of morphological errors	23	24%
Grand Total		94	100%
Average		4.48	5%

Based on the findings, the sample students made errors in translating sentences from Indonesian into English. The highest number of errors is error of tenses. Meanwhile, the lowest rank belongs to error of derivational morphemes. The average of errors is 4.48 errors.

4. Explanation of Errors

The classification of error used in this study is based on Dulay’s (in Agustina & Junining, 2016) classification

namely: errors of misformation, misordering, omission, and addition. In this study the researcher found 94 errors divided into 46 errors of misformation, 9 errors of misordering, 27 errors of omission, and 12 errors of addition. In the other words, the highest number of errors is errors of misformation and the lowest rank is errors of misordering. Figure 3 shows the classification of errors based on Dulay.

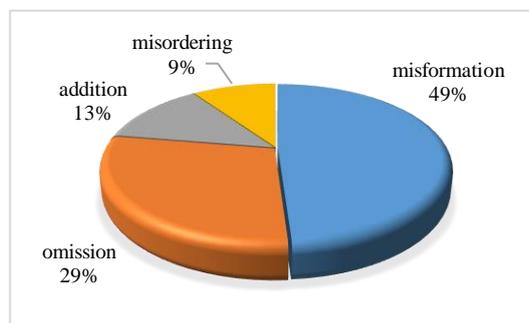


Figure 3. The Classification of Errors based on Dulay’s Classification

The syntactic and morphological errors found were 94 errors. These errors consisted of 71 errors of syntax and 23 errors of morphology. In syntactic errors the errors were divided into 12 errors of article, 7 errors of pronoun, 21 errors of preposition, and 26 errors of tenses. Whereas, the morphological errors consisted of 8 errors of derivational morpheme and 15 errors of inflectional endings. Table 4 show the type and number of syntactic and morphological errors.

In this part the researcher explains the examples of errors found based on Dulay’s Classification of Errors.

a. Errors of Misformation

- Misformation of article

Example: *A great movie that was made by Syeikh Asyirazi will be shown tonight.*

The sentence above is ungrammatical since it uses the wrong use of article *a* instead of *the* to the noun *movie* which is

definite. The reconstructed sentence is: *The great movie that was made by Syeikh Asyirazi will be shown tonight.*

- Misformation of indefinite pronoun

Example: *Bakrie, who has built any companies, is a rich man in Indonesia.*

The sentence above is incorrect since the use of definite pronoun is wrong. Because the object i.e. *companies* is plural, the indefinite pronoun taken should be *many*. The reconstructed sentence is: *Bakrie, who has built many companies, is a rich man in Indonesia.*

Table 4. The Type and Number of Syntactic and Morphological Errors

Type of Errors	Classification of Errors				Number of Errors	
	a	b	c	d	Total	Total
Article:						
Definite article	2	0	8	1	11	12%
Indefinite article	1	0	4	1	6	6%
Pronoun:						
Relative pron.	1	0	0	0	1	1%
Demonstrative pron.	1				1	1%
Reciprocal pron.	0	0	1	0	1	1%
Indefinite pron.	1	0	0	0	1	1%
Pron. Object comes after verb or prep.	0	1	0	0	1	1%
Anticipatory it	1	0	1	0	2	2%
Tenses:						
Present tense	15	0	0	0	15	16%
Past tense	6	0	0	0	6	6%
Preposition						
Derivational morphemes	5	0	0	3	8	9%
Inflectional endings						
-s plural	0	0	5	2	7	7%
-s third singular	0	0	5	1	6	6%
-ing progressive marker	0	0	0	1	1	1%
-ing gerund marker	0	0	0	1	1	1%
Total	46	4	30	14	94	100%

Notes:

- a = misformation
- b = misordering
- c = omission
- d = addition

- Misformation of tense
Example: *If I go to bed after midnight, I fell terrible the next day.*
The sentence is considered ungrammatical because it uses the false tense in the form of past tense instead of future tense. The reconstructed sentence is: *If I go to bed after midnight, I will feel terrible the next day.*
- Misformation of personal pronoun
Example: *Sheila had been a secretary before he became a director.*
The sentence is incorrect because the use of personal

pronoun *he* is wrong to the female subject i.e. *Sheila*. The reconstructed sentence is: *Sheila had been a secretary before she became a director.*

- Misformation of relative pronoun
Example: *Prabowo, which is a smart person, believes that he will be the winner in the election.*
The sentence above is unwell-formed because it uses the wrong relative pronoun which is instead of *who* that is used for person subject. The reconstructed sentence is: *Prabowo, who is a smart person, believes that he will be the winner in the election.*

- Misformation of preposition
Example: *I don't promise that I can translate the letter to English without a dictionary.*
The sentence above is grammatically incorrect because of the wrong preposition *to*. The preposition *into* should be there. The reconstructed sentence is: *I don't promise that I can translate the letter into English without a dictionary.*
- Misformation of derivational marker
Example: *The money in the safe-deposit box was stolen by professional robbery.*
The sentence above is categorized ungrammatical since it uses the wrong use of noun *robbery* instead of *robbers*. The reconstructed sentence is: *The money in the safe-deposit box was stolen by professional robbers.*

The examples above show that the errors of misformation are caused by the overgeneralization errors and incomplete application of the rules as cited by Dulay, Burt, and Krashen (in Supatminingsih, 2008).

b. Errors of Misordering

- Misordering of pronoun object coming after verb or preposition
Example: *After buying some foods, the woman comes immediately because her husband called her and told that he is at home.*
The sentence above is categorized ungrammatical because of the misplacement of pronoun *her* that should be put after the verb *told*. The reconstructed sentence is: *After buying some foods, the woman comes immediately because her husband called and told her that he is at home.*

- Misordering of preposition
Example: *My roommate was always angry when she knew I put something into disorder her cupboard.*
The sentence above is grammatically incorrect because the preposition *into* should be put after the word *disorder*. The reconstructed sentence is: *My roommate was always angry when she knew I put something disorder into her cupboard.*

In this type of error, the errors of misordering are caused by the interference and ignorance of rule restriction (Dulay, Burt, and Krashen, in Supatminingsih, 2008)

c. Errors of Omission

- Omission of definite article
Example: *Someone who called me last night is the person whom I met in park last week.*
Definite article *the* should appear before the word *park* because it is a definite noun. The reconstructed sentence is: *Someone who called me last night is the person whom I met in the park last week.*
- Omission of indefinite article
Example: *I hope, I won't get punishment for the number eight sentence.*
The sentence above is considered ungrammatical because of the missing indefinite article *a* that must appear before the word *punishment* which is a singular general noun. The reconstructed sentence is: *I hope, I won't get a punishment for the number eight sentence.*
- Omission of reciprocal pronoun
Example: *Those politicians who debate in ILC blames other.*
This sentence is ill-formed because the correct reciprocal pronoun is not just *other* but

each other. The reconstructed sentence is: *Those politicians who debate in ILC blames each other*.

- Omission of anticipatory it
Example: *Fresh vegetables are difficult to find in the big shop so that better for you to plant your own vegetables*.
The sentence above is considered ungrammatical due to the omission of anticipatory *it* that should appear to fill subject position i.e. before the word *better*. The reconstructed sentence is: *Fresh vegetables are difficult to find in the big shop so that it is better for you to plant your own vegetables*.
- Omission of preposition
Example: *It is difficult to look the keys in the dark room*.
The sentence above is not well-formed because of the absence of preposition *for* as the preposition combination of the word *look* to show the synonym of the word *search*. The reconstructed sentence is: *It is difficult to look for the keys in the dark room*.
- Omission of third singular person
Example: *The girl in blue jacket in the class ask me about how to be a good student*.
The morpheme *-s* should be attached to the word *ask* because the subject is third singular person. The reconstructed sentence is: *The girl in blue jacket in the class asks me about how to be a good student*.
- Omission of plural marker
Example: *There are many island in Indonesia, the government of Indonesia has not developed them maximally*.

The morpheme *-s* should be attached to the word *island* to show the number which is more than one.

- Omission of gerund marker
Example: *Talk about education is the theme of the national seminar we participated*.
The morpheme *-ing* should be attached to the word *talk* to form gerund. The reconstructed sentence is: *Talking about education is the theme of the national seminar we participated*.

Based on the examples of errors above, it is found that errors of omission are influenced by the developmental errors where the learners learn the target language as the same way they learn their first language (Dulay, Burt, and Krashen, in Supatminingsih, 2008).

d. Errors of Addition

- Addition of definite article
Example: *The boy in the black shirt has a luxurious car*.
The sentence above is incorrect because the definite article *the* is not needed. The reconstructed sentence is: *The boy in black shirt has a luxurious car*.
- Addition of indefinite article
Example: *An organic food is demanded by many people nowadays*.
The sentence above is considered ungrammatical because of the addition of article *an*. In this sentence the word *food* is uncountable noun, so that it is unnecessary to put article *an* before *organic food*. The reconstructed sentence is: *Organic food is demanded by many people nowadays*.
- Addition of pronoun object comes after verb or preposition

Example: *What happened to the old lady whom the judge talked to her seriously?*

The sentence above is unwell-formed because of the presence of pronoun *her* that should not appear if relative pronoun whom exists in a relative clause. The reconstructed sentence is: *What happened to the old lady whom the judge talked to seriously?*

- Addition of preposition

Example: *I am disappointed by my uncle because he has divorced with his wife.*

The sentence above is ungrammatical because the presence of *with* is considered unnecessary. The reconstructed sentence is: *I am disappointed by my uncle because he has divorced his wife.*

- Addition of third singular verb marker

Example: *When my father comes to pick my sister up, she doesn't wants to leave her school.*

The sentence above is considered ungrammatical since the morpheme *-s* should not be attached to the word *want* due to the presence of auxiliary *does*. The reconstructed sentence is: *When my father comes to pick my sister up, she doesn't want to leave her school.*

- Addition of plural marker

Example: *Don't insult your childrens when they do something wrong.*

The sentence above is ill-formed because the morpheme *-s* should not be attached to the word *children* in which this word's form is plural. The reconstructed sentence is: *Don't insult your children when they do something wrong.*

- Addition of progressive marker

Example: *Because the air temperature is hot, a lot of people is enjoying the beach on the weekend.*

The use of *to be is* and morpheme *-ing* attached to the word *enjoy* is unnecessary because the second clause should be in simple present tense. The reconstructed sentence is: *Because the air temperature is hot, a lot of people enjoy the beach on the weekend.*

From the examples above, errors of addition are influenced by the developmental errors and incomplete application of rules.

Discussions

Evaluation of Errors

a. Syntactic Errors

- Articles

It is well known that there are two kinds of article i.e. definite and indefinite article. Definite article is used before a noun which has been easily seen or understood. On the other hand, indefinite articles are used before a singular countable noun. In Indonesia, there is no definite article. To express definite noun, usually Indonesian people use the word *itu* replacing the word *the* in English. That is why students often made errors in using article. This kind of error is categorized as interlingual error as cited by Saville-Troike (2009) in which this error happens when the learners of the first language use inappropriate structure in the target language.

- Pronouns

Most of the students were confused to differ relative pronouns. The errors are caused

by the false concept hypothesis. Richards in Supatminingsih (2008) mentions that false concept hypothesis emerges when the learners do not fully comprehend a distinction in the target language. In this intralingual error, the students falsify comprehension of distinction in the target language.

- Prepositions

The position of preposition is before noun or pronoun. Prepositions can also be followed by verbs which are in the form of gerund. In using prepositions, the students have problems i.e. when they apply the prepositions and what prepositions should be used in the sentence structure. These errors can be recognized as intralingual errors of incomplete application of rules. This statement is supported by Richards in Supatminingsih (2008) who says that incomplete application of rules occurs when the learners consider that they can achieve communication by using relatively simple rules because they fail to learn the more complex type of structure.

- Tenses

To apply the use of tenses we have to compare the use of predicate or verb between Indonesian and English rules which are extremely different. In Indonesian rules verbs never change whenever we use. In contrast, English rules have different tenses in which verbs can change. Because of the different use between those rules, the students made errors in their English sentences. They have difficulties to differ simple

present or present progressive in constructing sentences. This errors are caused by negative transfer learning or interference error and incomplete application of the rules. This is supported by Saville-Troike (2009) who states that negative transfer (or interference) happens when the L1 structure is used inappropriately in the L2.

- b. Morphological Errors

- Derivational Morphemes

This is the lowest errors made by students in translating Indonesian into English sentences. Although the percentage is small, it does not mean that the students master this English rule, but it can be caused by less frequency to apply this rule.

- Inflectional Endings

In using gerund and progressive marker the students just have a small number of errors. Meanwhile, they made errors to use *verb + s/es* when the subject is third singular person. They are influenced by the Indonesian rules. They do not really care for the subjects applied, the verb form do not change. Sometimes, they also leave the plural marker for the countable noun. Lott in Supatminingsih (2008) who states that interlingual errors arise when any particular distinction does not exist in the first language. In this case the students made interlingual errors.

Conclusion

Finally, it can be concluded that the third-year students of English at IKIP Budi Utomo still have problems in using English rules, especially in tenses. It is caused by interference of the first

language on the production of the target language, and intralingual errors i.e. inability of the use of the target language structure. Intralingual errors are characterized by overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesis.

It is suggested to further researchers to investigate the method and procedure used by students in translating general or specific purpose texts.

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