# THE GRAMMATICAL ERRORS IN TRANSLATING ENGLISH-INDONESIAN SHORT STORY (A CASE STUDY OF THE SECOND SEMESTER STUDENTS OF CIVIL ENGINEERING DIPLOMA 3 BUILDING CONSTRUCTION ENGINEERING STUDY PROGRAM OF ACADEMIC YEAR 2018/2019 POLITEKNIK NEGERI UJUNG PANDANG)

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## ABSTRACT

This research was aimed at finding out the errors of the translation English-Indonesian Short Story results of the students. This research was conducted at the second semester of Civil Engineering students department, study program Building Construction Engineering of State Polytechnic of Ujung Pandang (PNUP Makassar). The strategy was choosen because theoretically, the learning in the classroom would be more productive and meaningful since it could increase the effectiveness of the students' learning in the classroom. In this study, the writers use descriptive method to analyze the students' ability and errors. The descriptive method is employed since it is used to describe phenomena as objectively as possible based on the data obtained. There are 20 students were elected purposively as the subjects of the research. In this research, the writers use 20 out of the 40 students of the second semester of Building Construction Engineering Study program of Politeknik Negeri Ujung Pandang academic year 2018/2019 as the sample of the research. In this research, the writer uses the technique of random sampling. In this study, the writer chooses random sampling by using lottery technique. The finding shows the number of errors in percentage also depends on the production of item in the text. Since the focus of discussion based on only 2 types of errors they are noun phrase (NP) and adjective phrase (AdjP). The type of errors which contribute the biggest percentage is considered as the most frequent errors made by the students in their translation. So, from the table the biggest error made by the students was noun phrase. The total number of error production was 69.64%. The error in adjective phrase was 29.46%.

**Keywords**: *Translation, short story, errors.*

## 1. INTRODUCTION

In the era of advancement nowadays where English is everywhere, translation is important thing and necessary to be learnt. One of the reasons is not all ideas and informations have not been covered in our native language; Indonesian. Here, we need to gain more knowledge from English books, magazines, newspaper otherwise if we don't understand we may miss them. Translation is very crucial in the process of exchanging information. Without translation, prospective scientists will be left behind in following the development of science, moreover if they lack the ability to read the foreign language text (Widyamartaya, 1989: 9).

When the researcher did practical teaching in semester one, she found that many students still cannot translate the text even the sentence into Indonesian. Eventhough student may have a good understanding of English, they sometimes may still make some mistakes in translating English text into Indonesian.

The errors occurred when the students often translate the source language literally without paying attention to the principle of source and target language. In theory, there are many principles of English and Indonesian. There are items which deal with the structure, idiom, lexical and cultural meaning that student should know. Talking about interesting media that can be applied to serve the translation of students, one of them that the researchers offer is reading short story, beacuse it is not only as a mean of entertainment, but also a mean of sending message to the students.

## 2. METHODOLOGY
### 1) Research Method

In this study, the writers use descriptive method to analyze the students' ability and errors. The descriptive method is employed since it is used to describe phenomena as objectively as possible based on the data obtained.

### 2) Population and Sample

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In this research, the writers use 20 out of the 40 students of the second semester of Building Construction Engineering Study program of Politeknik Negeri Ujung Pandang academic year 2018/2019 as the sample of the research. In this research, the writer uses the technique of random sampling. In this study, the writer chooses random sampling by using lottery technique. The students then will be given two short stories to be translated under the title **The Story of an Hour by Kate Chopin.**

## 3. FINDINGS

The data analysis was done through quantitative analysis. It was used to get the score. The writer used scoring scale. Further, to know about the result of data analysis based on the previous explanation. In this research the writer took the results of the translation from 20 students of Civil Engineering department study program building construction engineering of the second semester in academic year 2018/2019. The researcher chooses 10 sentences to be analyzed for the grammatical errors of translation. The following table is the students's score of translation.

**Table 1. (Students' Score)**

| No | Respondents | Score |
|----|-------------|-------|
| 1 | 01 | 5 |
| 2 | 02 | 6 |
| 3 | 03 | 4 |
| 4 | 04 | 5 |
| 5 | 05 | 6 |
| 6 | 06 | 6 |
| 7 | 07 | 4 |
| 8 | 08 | 5 |
| 9 | 09 | 5 |
| 10 | 10 | 6 |
| 11 | 11 | 6 |
| 12 | 12 | 5 |
| 13 | 13 | 4 |
| 14 | 14 | 4 |
| 15 | 15 | 6 |
| 16 | 16 | 6 |
| 17 | 17 | 7 |
| 18 | 18 | 7 |
| 19 | 19 | 7 |
| 20 | 20 | 8 |

It has been mentioned in the previous chapter that after tabulating and analyzing the students score into percentage, than they were classified into 5 levels. The tabulating is as follows :

**Table 2. Classification of students' score**

| Classification | Score | Frequency | Percentage |
|----------------|-------|-----------|------------|
| **Good** | 76-100 | 4 | 20 |
| **Fair** | 56-75 | 12 | 60 |
| **Poor** | 40-55 | 4 | 20 |
| **Very poor** | 0-40 | 0 | 0 |
| **Total** | | 20 | 100% |

From the table 2, we can see 20 % (4) respondents got good classification, 60% (12) respondents got fair classification and 20% (4) got the very poor classification.

There are two types of errors analysis that writer focuses on this research. They are errors in noun phrase (NP) and adjective phrase (AdjP). The following table as follow:

**Table 3. Clasification of Errors**

| Respondents | Noun Phrase (NP) | Adjective Phrase (Adj P) | Total Errors |
|---|---|---|---|
| 1 | 5 | 2 | 7 |
| 2 | 4 | 3 | 7 |
| 3 | 6 | 3 | 9 |
| 4 | 5 | 1 | 6 |
| 5 | 6 | 2 | 8 |
| 6 | 5 | 2 | 7 |
| 7 | 4 | 2 | 6 |
| 8 | 1 | 1 | 2 |
| 9 | 4 | 3 | 7 |
| 10 | 1 | 0 | 1 |
| 11 | 3 | 1 | 4 |
| 12 | 5 | 2 | 7 |
| 13 | 6 | 4 | 10 |
| 14 | 3 | 1 | 4 |
| 15 | 2 | 0 | 2 |
| 16 | 5 | 2 | 7 |
| 17 | 2 | 1 | 3 |
| 18 | 4 | 2 | 6 |
| 19 | 3 | 1 | 4 |
| 20 | 4 | 1 | 5 |
| Total | 78 | 33 | 112 |
| Percentage | 69.64 | 29.46 | |

The figure 3 above shows the percentage of students' errors in translation. After analyzing and calculating for each item in the text that was produced by students, the item had different total in number. So, the number of errors in percentage also depends on the production of item in the text. Since the focus of discussion based on only 2 types of errors they are noun phrase (NP) and adjective phrase (AdjP). The type of errors which contribute the biggest percentage is considered as the most frequent errors made by the students in their translation. So, from the table the biggest error made by the students was noun phrase. The total number of error production was 69.64%. The error in adjective phrase was 29.46%.

## 4. DISCUSSION

From the result of the translation it is found that students cannot avoid the error when translating the text especially from English into Indonesian They were still confused in using kinds of the right grammar in their translation. Among kinds of grammar, both noun phrase and verb phrase were problems in their translation. Noun phrase became the highest number of error. It means that the most error made by the students is error in noun phrase. Based on data analysis from the 60 sentences it found about 112 errors in students' translation. The biggest number of errors made by students is noun phrase. It meant that the students still get confused in using the right grammar. To complete the analysis of data, below is the discussion result of students translation of the 10 clauses.

**1) Clause one**

*Knowing that Mrs Mallard was afflicted with a heart trouble*, for this dependent clause there are 4 students translated into literal translation such as: *tahu bahwa ibu mallard terserang dengan penyakit hati*, here in this translation the students are still confused to choose the word, the word Knowing is the Gerund which function as the subject of the sentence then followed by adjective phrase in the passive form *Mrs Mallard was afflicted* which should be translated into *Nyonya Mallard menderita*, the next form is object of preposition *with a heart trouble* which was translated into a noun phrase *penyakit hati*. The sugeested translation of the first clause should be *Karena nyonya Mallard menderita penyakit jantung*.

**2) Clause two**

*great care was taken to break to her as gently as possible the news of her husband's death*. Here there are 6 students have incorrect translations for the adj ective phrase *great care* which were translated into *kepedulian yang besar*. Verb phrase *was taken to her as gently as possible* also translated into *diambil kepadanya sehalus mungkin*. Again, in this clause the students still translated literally so the meaning seemed to be rather ackward. The suggested translation for this clause is "maka adiknya, Josephine memberitahukan kabar kematian suami kakaknya dengan sangat hati-hati. Kabar tersebut tidak dikatakannya secara langsung, namun dengan kalimat-kalimat yang mengandung penuh petunjuk".

**3) Clause three**

*It was he who had been in the newspaper office when intelligence of the railroad disaster was received.* For this clause there are 7 students made errors when translating it. One of the results is "Dialah yang beritanya ada di Koran ketika kejayaan jalanan diterima". Here the translation is wrong because it gives no meaning at all. Noun Phrase *railroad disaster got wrong* translation into bencana jalan. The suggested translation is "ketika dia mendengar berita bahwa kereta yang ditumpangi temannya mengalami kecelakaan".

**4) Clause four**

*With Brently Mallard's name leading the list of "killed".* Clause four begins with prepositional phrase. There are two students translating it into "dengan nama Brently Mallard masuk dalam daftar terbunuh". This translation is not common because it is unnatural. The students also did not translate the word "leading" since it was the main word to make the natural meaning. Suggested translation is "Saat dia membaca daftar korban kecelakaan, dia melihat nama Brently Mallard berada di barisan teratas daftar korban yang tewas".

**5) Clause five**

*He had only taken the time to assure himself of its truth by a second telegram*. 3 students made error in translating this clause. Agains the error occurs in word choice and grammatical structure. First in translating the English "he had only taken the time" which was translated to Indonesian "dia sudah mengambil waktunya". Since this sentence is in the past participle the word *sudah* is not necessary to be translated. The word *taken* was also translated literally into "sudah mengambil' made the meaning unnatural. The correct translation is "Dia tidak percaya akan kebenaran informasi pada telegram kedua tersebut".

**6) Clause six**

*And had hastened to forestall any less carefulless tender friend in bearing the sad message.* The next clause is dependent clause which consisted of verb phrase "had hastened to forestall". There are 4 students translated into "bergegas untuk mencegah', the result also seemed unnatural and literal. Some of the students also did not translate the rest of the sentence. The suggested translation for this clause is "dia segera bergegas ke rumah Nyonya Mallard, dan berharap agar tidak ada orang yang menyampaikan berita ini kepadanya dengan sembrono".

**7) Clause seven**

*She wept at once, with sudden, wild abandonment, in her sister's arms.* For this clause, 5 students got wrong translations. They translated into tiba-tiba dia menangis sekeras-kerasnya dalam tangan adiknya. This translation is unnatural with the use of word sekeras-kerasnya which was the result of translation of adjective phrase wild abandonment. The literal translation is also given by the students for prepositional phrase *in her sister's arms into* dalam tangan adiknya. This is also wrong word choice. The suggested translation is "Nyonya Mallard tiba-tiba menangis meraung-raung dalam dekapan saudaranya".

**8) Clause eight**

*When the storm of grief had spent itself she went away to her room alone*. There are 3 students translated this clauses into "ketika badai kesedihan pergi meninggalkan dirinya, dia pergi ke kamarnya sendiri". The verb phrase used in past perfect tense had spent itself shouldn't be tramslated into pergi

meninggalkan dirinya. It shouldn't be translated literally. The suggested translation is 'ketika kesedihannya reda, dia beranjak pergi ke kamarnya''.

## 9) Clause nine

*There stood, facing the open window, a comfortable, roomy armchair.* There are 3 students got wrong translation at this clause. The 3 students translated into berdiri di sana, menghadapi jendela terbuka, dengan duduk di kursi berlengan yang enak. Again, the students could not find thebest word for transalating the clause. The adverbial phrase there stood which was translated into berdiri disana, it should have been translated into "dia (nyonya Mallard berdiri disana) , they should put the subject Nyonya Mallard in order to get the clear meaning. The next form is present participle and adjective phrase "facing the open window" the translation should be "menghadap ke jendela". Then, adjective and noun phrase "a comfortable and roomy armchair" which translated into "enak dan kursi berlengan". The phrases should not have been translated into kursi berlengan yang enak. It did not sound good to translate the adjective comfortable into 'enak". The suggested translation for this clause is "Di dalam kamarnya terdapat sebuah kursi santai yang diletakkan menghadap ke jendela yang terbuka".

## 10) Clause ten

*Into this she sank, pressed down by a physical exhaustion that haunted her body and seemed to reach into her soul*. For this clause there are 4 students got incorrect translation. They translated it into "disini dia menenggelamkan dirinya yang tertekan serta jiwanya yang berkelana". This translation is not accepted grammatically. The students tried to translate literally and seemed rather ackward because there are several important verb phrases such *as haunted her body and reach into her soul* have not been translated. They did not find the proper meaning of the phrases. The suggested translation is "Di situlah ia duduk untuk melepas semua tekanan yang merasuki tubuh sampai ke jiwanya".

## 11) Clause eleven

She could see in the open square before her house the tops of trees. There are 3 students got incorrect translation for the noun phrase open square which transalted into "segiempat terbuka" and adverbial phrase before her house the tops of trees which translated into "sebelum rumahnya pada pepohonan itu". Again, the students cannot find the proper meaning and analyze the whole clause. The suggested translation is "Dari sana dia dapat melihat pemandangan yang ada di depan rumahnya".

## 5. CONCLUSION AND SUGGESTION

### 1) Conclusion

Based on the result of the data show that the errors occurred in the translating of short story which was entitled The story of an Hour Based on the data analysis and the discussion in the previous chapter, the writer would like to put forward some conclusions such as the lexical problems in translating are they do not understand all of the vocabulary in the text, to arrange the English sentences into Indonesian proper meaning, and they cannot analyze the meaning or the word in the original text.

### 2) Suggestions

Related to the improvement ability of the students knowledge on translation, the writer puts forward some suggestion such as the lecturers at the first semester students of Civil Engineering students should always give the motivation to their students that English is very important to be known because by the English we will be able to develop our knowledge, the teaching of translation must be improved and emphasized, next the teacher has to increase the student's vocabulary and the mastery on the English lecturer. Finally, the students must be aware that assignment given by their teacher is helpful to train them to be creative and active in learning English, including the translation.

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