

**ERROR IN TRANSLATING INDONESIAN NOUN PHRASES INTO
ENGLISH MADE BY SECOND SEMESTER STUDENTS OF ENGLISH
EDUCATION DEPARTMENT IN MUHAMMADIYAH UNIVERSITY OF
SURAKARTA 2014/2015 ACADEMIC YEAR**



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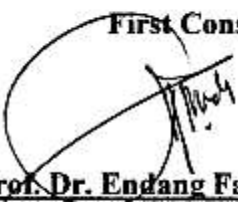
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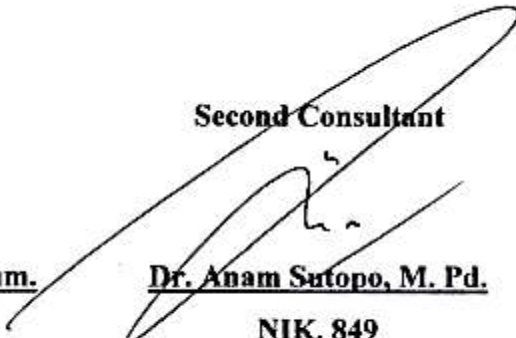
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ABSTRACT

The objectives of this study are classify the types of errors, to identify the frequency of errors, and to explain the sources of errors made by students in their translating Indonesian noun phrases made by second semester students of English Education Department in Muhammadiyah University of Surakarta 2014/2015 Academic Year.

This research is descriptive qualitative research. The methods of collecting data are observation, interviewing, and document collection and elicitation method. In techniques for analyzing data are identifying the errors from the students' answer sheet, classifying errors, describing errors based on their type, analyzing the students' errors, and drawing conclusion.

The results of the analysis show that second semester students of English Education Department in Muhammadiyah University of Surakarta 2014/2015 Academic Year still make 326 errors in their composition. She finds that from 746 data, there are two classifications of error based on the combination of linguistic category and surface strategy taxonomy. They are lexicals error consists of 64 errors. The errors classified into three errors, there are misselection 14, 92%, the use of indonesian words 2, 45%, and wrong spelling 2, 14%. The second is grammar error consists of 262 errors. The error classified into six errors, they are missordering 20, 85%, combination of V1+N instead of V ing + noun 9,5%, combination of N+N instead of N+Ving 14,41%, combination of N+N instead of V3+N 11,96%, combination of N+N instead of N+V3 13, 80%, and combination of N+N instead of N+preposition+N 9, 81%.

Keywords : Error Analysis, Translation, Noun Phrase.

A. INTRODUCTION

English has become important language, since it is used to communicate with others people. English has also become an international language and used by people around the world. Similarly in Indonesia, English becomes second language after mother language or national language, so English taught in school. Indonesia has a program "wajib belajar sembilan tahun" or 9 years compulsory education, started at elementary school to junior high school, and English taught in every level of schools.

In Indonesia, there are noun phrases or its called "frasa nominal". In Indonesian noun phrase, noun phrase is a group noun which is formed by extending a noun, or a phrase that has a same distributed with the noun. There are three kinds of Indonesian noun phrase, modification, coordination, and aposif (Widjono, 2007: 143). Then, English noun phrase is a phrase which says essentially a noun with other words that describe or explain the word, these objects are frequently referred to as a modifier. Many students still don't understand about noun phrase, because they are confuse with the structure of noun phrase itself, also the different between Indonesian and English noun phrase. According to Green Baum and Nelson (2002: 48), there are seven structures of noun phrase, as follows:

1. Noun + noun, for example *those books*
2. pre-modifier + noun, for example *new books*
3. determiner + pre-modifier + noun, for example *some long books*
4. noun + post-modifier, for example *books on astronomy*
5. determiner + noun + post-modifier, for example *some books on astronomy*
6. pre-modifier + noun + post-modifier, for example *popular books on astronomy*
7. determiner + pre-modifier + noun + post-modifier, for example *some popular books on astronomy*.

The error phenomeneon has really serious problem. There are different morphological property between Indonesian and English noun phrase, but in

Indonesian morphology, it cannot help to determine the part of speech. For example, in English the words that have suffixe *-tion* it is definitely a noun, or the word suffixe *-ly* is adverb, but in Indonesian, the words that have preffix *ter-* not necessarily includes a verb, because there are also noun, such as *terdakwa* and *tertuduh*.

Most teachers can dispense with the first of the two steps in error elicitation. The first elicitation, which is done as a matter of course in a classrooms, called broad trawl. The metaphor is one of casting one's net to catch all and any shorts of error that happen to be at large, indiscriminately. The purpose of the broad trawl is to gain a first impression of the learner's capacities and limitations, to identify the areas of TL competence where they are most suseptible to error. Earlier on the reffered to performance analysis, and this has relevance to elicitation, since what the elicit from learners are samples, which hopes are representative and rich, of the learner's TL performance. This performance will be a mix of right and wrong, non deviant alongside erroneous. The point is that error analysis has traditionally based itself on such performance data. As Selinker puts it: 'the utterances which are produced when the learner attempts to say sentences of a language' are the main source of data for error analysis (1972: 213).

Based on the explanations above, the researcher has an interest to write a thesis about error analysis. The case can be observed, classified, and analyzed to be the correct one. Therefore, the researcher **will** conducts the research entitled *"ERRORS IN TRANSLATING INDONESIAN NOUN PHRASE INTO ENGLISH MADE BY SECOND SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT IN MUHAMMADIYAH UNIVERSITY OF SURAKARTA."*

B. RESEARCH METHOD

This research is descriptive qualitative research. According to Dörnyei (2007: 24) Qualitatives research involves data collection procedures that result primarily in open-ended, non numerical data which is then analysed primarily by non-statistical methods. Typical example: interview research, with the yranscribed recordings analysed by qualitative content analysis. The subjects of the study were

the second semester students of Muhammadiyah University of Surakarta 2014/2015 academic year. The object of the study was the errors in translating Indonesian noun phrases into English.

The method of collecting data is observation, interviewing, and document collection and elicitation method. In techniques for analyzing data are identifying the errors from the students' answer sheet, classifying errors, describing errors based on their type, analyzing the students' errors, and drawing conclusion.

C. RESEARCH FINDING AND DICSCUSSION

1. Research Finding

In this chapter, the researcher describes the error of the phrases in translating Indonesian phrases into English made by second semester students of English Education Department in Muhammadiyah University of Surakarta. This chapter are the answer of the problem statement that the researcher found. The researcher divides research finding into 3 steps. They are the type of errors, the frequency of each type of errors, and the source of errors.

a. The Type of Error

The translation which produced by students of foreign language contains errors. It is happen because they are not understand how to be a good translator also the less of knowledge.

From the data of the students, the researcher found many errors in lexical form that made by the students, there are wrong spelling and the use of Indonesian words.

1) The lexical error

Lexical error is, by contrast, said to consist of 'open' system, to be irregular and unsystematic. Lexical error devided into three, there are (1) misselection, (2) using Indonesian words or false friend, and (3) wrong spelling. From the data of the students, the researcher found many error in lexical from that made by the students, as follows:

a) Misselection of words or false friend

Misselections are the least frequent category of lexical errors identified in the data. The production of misselections increase slightly from T1 to T2, and more students produce misselections at T2 than at T1. There are 49 total of errors that made by students

- (1) * *pocket*
bag
- (2) * *my mind*
self-thinking
- (3) * *abandoned*
leaving
- (4) * *legend*
story
- (5) * *statement*
report

b) Using Indonesian words or code switching

Using Indonesian words is when L1 words are used in target language without any change. In this part, the researcher found 8 errors that made by students:

- (a) * *redaktur*
editor
- (b) * *mamalia*
mammals
- (c) * *kredit*
credit
- (d) * *fosil*
fossil
- (e) * *deterjen*
Detergent

c) Wrong spelling

Misspelling or wrong spelling is a substance level production error (James: 1998: 130). In misspelling there are 7 total of error, such as in the prashes below made by students.

- (1) * *refigerator*
refrigerator
- (2) * *phamorama*
panorama
- (3) * *wal*

- wall*
- (4) * *honesty*
 honestly
- (5) * *cal*
 cat

b. The Grammatical Error

Grammatical error are usually distinguished from factual error, logical fallacies, misspelling, typographical error, and faulty punctuation. The researcher only focus in noun phrases and there are eight types of NP, there are (1) NN, (2) AdjN, (3) VingN, (4) NVing, (5) V3N, (6) NV3, (7) N of N, and (8) N prepositional N. But the researcher only found six types of noun phrases that students already translated into English, as follows:

1) Missordering

Misordering errors are characterized by th incorrect placement of a morpheme or group of morpheme in an utterance. There are 68 total of error such as in the phrases below made by students.

- (1) * *number room*
 room number
- (2) * *garden vegetable*
 vegetable garden
- (3) * *bicycle orange*
 orange bicycle
- (4) * *heart someone*
 someone heart
- (5) * *eye someone*
 someone eyes

2) Combination of V1 N instead of Ving N

The English language does not use many grammatical “endings,” but some of those it does use have several different functions. Gerund is a verb which is used as if it were a noun. There are 31 total of error that made by students:

- (1) * *drive license*
 driving license
- (2) * *lock the door*
 locking door
- (3) * *cut grass*

- cutting grass*
- (4) * *wear shoes*
wearing shoes
- (5) * *show book*
showing the book

3) Combination of NN instead of N Ving.

Noun and verb is complete sentence. In this formula of N Ving we can see that it is noun that can combined by Ving, for example the noun *hair* and the verb *cutting*, the phrases is *haircutting*. There are 47 total of errors that made by students:

- (1) * *clean the table*
table cleaning
- (2) * *sweep the floor*
floor sweeping
- (3) * *water plants*
plants watering
- (4) * *fall fruit*
fruit falling
- (5) * *stick stand*
stick standing

4) Combination of NN and Ving N instead of V3 N

Verb 3 and Noun is using present participle formula. Present participle is the verb and combined with noun.. There are 39 total of errors that made by students:

- (1) * *speak man*
spoken man
- (2) * *the female who lost*
gone girl
- (3) * *astray in jungle*
lost in the jungle
- (4) * *froze kingdom*
frozen kingdom
- (5) * *take picture*

5) Combination of NN instead of N V3

Noun and verb 3 is past perfect tense. The past perfect tense used to explained the activity that has been done in the past. Students should

recognize that the phrases contain past perfect tense. There are 45 total of errors made by students:

- (1) * *hited heart*
heart beaten
- (2) * *throwed stone*
the stone thrown
- (3) * *drop tears*
the tears fallen
- (4) * *take heart*
the heart stolen
- (5) * *stole car*
a car stolen

6) Combination of NN instead of Noun preposition Noun

Some nouns, particularly abstract noun, have to be followed by a prepositional phrase in order to demonstrate what they relate to. There are 32 total of errors that made by students:

- (1) * *burned house*
house is on fire
- (2) * *disease cause*
cause of illness
- (3) * *expired product*
the product out of date
- (4) * *goods supply*
the stuffs is in the stock
- (5) * *replying Tania*
reply to Tania

2. The Frequency of Error

In this part, the researcher count the frequencies of errors in order to know the percentages of each type of errors. The researcher found that the students made 204 errors which are divided into two types of error.

The first, the students made error based on type of lexical errors (64 errors or 19,63% of errors). The error classified into three errors, there are misselection (30 errors or 14, 92% of errors), the use of indonesian words (8 errors or 2,45% of errors), and wrong spelling (7 errors or 2,14% of errors).

The second, the students made error based on the type of grammar errors (262 errors or 80,36% of errors). The error classified into 5 errors,

namely missordering (68 errors or 20, 85% of errors), combination of V1+N instead of V ing + noun (31 errors or 9,5% of errors), combination of N+N instead of N+Ving (47 errors or 14,41% of errors), combination of N+N instead of V3+N (39 errors or 11,96% of errors), combination of N+N instead of N+V3 (45 errors or 13, 80% of errors), and combination of N+N instead of N+preposition+N (32 errors or 9,81% of errors).

These errors are arranged into the table below. The researcher found 326 errors made by students.

Table 4.1
Types of Errors

No	Type of Errors	Number of Errors	Frequency of Error
1	The Type of Lexical Errors		
	Misselection	49	15,03%
	Using Indonesian words/ Code Switching	8	2,5%
	Wrong spelling or false friend	7	2,14%
2	The Grammatical Error		
	Missordering or compound noun	68	20,85%
	Combiation of V1+N instead of V ing + noun	31	9,5%
	Combination of N+N instead of N+Ving	47	14,41%
	Combination of N+N instead of V3+N	39	11,96%
	Combination of N+N instead of N+V3	45	13,8%

	Combination of N+N instead of N+preposition+N	32	9,81%
	Total	326	100%

3. The Source of Errors

In this case, the researcher tries to find out the sources of errors. In order to find the sources of errors itself, she should identify the sources of error. The researcher classified the source of errors into two errors. According to Brown (2000: 223), as follows:

a. Mother-tongue influence: Interlingual Transfer

Interlingual transfer is a significant source of error for all learners. The beginning stages of learning a second language are especially vulnerable to interlingual transfer from native language, or interference. The translation error influenced by mother tongue. There are errors that appear in the data that influenced by mother-tongue, as follows:

1) Using Indonesian words

Using Indonesian words is when L1 words are used in target language without any change. The data show that mother-tongue has a significant influence in translating Indonesian noun phrases into English. From the data of the students, the researcher found Indonesian phrases in the below:

- (a) take a instrumen **jawa*
taking a *javanish* instrument
- (b) take a **instrumen* jawa
taking a *javanish instrument*
- (c) liquid **deterjen*
liquid *detergent*
- (d) founded **fosil*
founded *fossil*
- (e) card **kredit*
credit card

2) Misordering

As Dulay, Burt, and Krashen observe in James (1998: 110), misordering is often the result of learners relying on carrying out 'word-

for-word translation of native language surface structure' (1982: 163).

There are some errors that found in the data:

- (a) **stamp collecting*
collecting stamp
- (b) **car buy*
bought car
- (c) **frozen water*
water frozen
- (d) **take heart*
heart taken
- (e) **garden vegetable*
vegetable garden

b. Intralingual Transfer

The intralingual transfer is the source of errors that is produced by the learners who do not reflect the structure of mother tongue but a generation based on the partial exposure to the target language.

1) Wrong Spelling

Misspelling or wrong spelling is a substance level production error (James: 1998: 130). They are some errors:

- (a) *selling *refigerator*
selling refrigerator
- (b) *seeing *phamorama*
seeing panorama
- (c) **wal painting*
wall painting
- (d) **cloth ironing*
clothe ironing
- (e) **cal looking*
cat looking

4. Discussion

There are 326 total errors. That errors divided into 2 types, there are syntactical error and grammar error, but the most frequent error in grammatical error. From the data, it can explain that students still influenced by their mother tongue, also students has difficulty in express ideas from first language into second language, as sited before that their grammaticals consist of 80,36% covering: missordering 20, 85%, combination of V1+N instead of V ing + noun

9,5%, combination of N+N instead of N+Ving 14,41%, combination of N+N instead of V3+N 11,96%, combination of N+N instead of N+V3 13,80%, and combination of N+N instead of N+preposition+N 9,81%.

The surface strategy taxonomy is the type of descriptive taxonomy proposed by Dulay, Burt and Krashen (1982). It is not a very satisfactory label. A more acceptable descriptive label for this would be target modification taxonomy since it is based on the ways in which the learner's erroneous version is different from the presumed target version (1998: 106). Surface strategy taxonomy emphasize the way surface is changed. In this case, learners may omit essential parts and add inessential one or they may misform or misorder them. Based on the surface strategy taxonomy, errors are classified into four types: omission, addition, misformation, and misordering.

D. CONCLUSION

The result of the analysis is that the thirty students' compositional works produce 326 errors which are grouped into two main categories, namely: lexical errors and grammatical errors. The two categories are then elaborated into components which have their own types those are misselection and misordering. The elaboration can be cited as follow: 'Lexical Errors' consists of 64 errors or 19, 63% that cover 'misselection' 30 errors or 14, 92%, 'the use of Indonesian word' 8 errors or 2, 45% and 'wrong spelling' 7 errors or 2,14%.

'Grammatical Errors' consists of 262 errors or 80, 36% that covers 'misordering' 68 errors or 20, 85%, 'combination of V1+N instead of V ing + noun' 31 errors or 9,5%, 'combination of N+N instead of N+Ving' 47 errors or 14,41%, 'combination of N+N instead of V3+N' 39 errors or 11,96%, 'combination of N+N instead of N+V3' 45 errors or 13, 80%, and 'combination of N+N instead of N+preposition+N' 32 errors or 9,81%.

The most errors made by students are grammatical errors, especially 'misordering' that consists of 68 errors equaling 20,85%. This mean that the students haven't mastered the system of noun phrases. They also manually translated based on the word not structure. The students still don't know about the

rule that in translating there are different between the Indonesian and English noun phrases.

The source of students' errors that the researcher finds out is 'Interlingual Transfer' and 'Intralingual Transfer'. Interlingual transfer is a significant source of error for all learner that due to the interference of the native language system. Intralingual transfer is the source of errors that is produced by the learners who do not reflect the structure of mother tongue but a generation based on the partial exposure to the target language. The researcher finds 76 interlingual errors or 23,31% and 7 intralingual errors or 2,14% within student's errors

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