

CHAPTER I

INTRODUCTION

1.1 Background of Research

Every language is different in term of its rule or pattern. Green (cited in Alwasilah, 1993) says, “Language is the set of all possible sentences; and the grammar of a language as the rules which distinguish between sentences and non sentences.” Furthermore, Alwasilah (1993) elaborates that language is systematic. It means that language has got rule or pattern. If the language were not systematic, it would not be present, no meaning, and only a disorganized thing.

One’s language describes his thought. One who is competent in well mannered will also be bright his thought. Skill only can be gained and mastered with practice and more exercise. Exercising language skills mean exercising thinking skill. To be able to translate a text well, a novice translator needs more exercise and experience.

Therefore, Widyamartaya (1989) explains that translation is important in information exchange process and result of research. Without translation, scientists could not take the development of knowledge, particularly if they were lack of reading foreign language. Accordingly, it is better not only for developing country but also progressive country to continually translate books.

In the Congress of Indonesian Language conducted in 1978, it was planned to do translation on a large scale. To attain the plan, Sutan Takdir Ali Sahbana established National Translation Centre in Jakarta National University. It was intended to make

Indonesian Language become modern language, similar to the other language, such as: English, French, Japanese, etc. There were at least 15.000 book titles translated in the National Translation Center, Jakarta. It indicates that translation would have significant role in information exchange process.

Nababan (2003) says that in 1982, books written in English at some Indonesian libraries were only 75%, and the percentage of people who master English and understand scientific literatures in form of English is less than 5 %. It shows that an effort of translation needs to do more in Indonesia to increase the numbers of resources in advancing Indonesia.

There is a research related to translation conducted by Soemarno (cited in Suryawinata & Hariyanto, 2003), focusing on investigating the correlation between length of translation learning, English mastery, gender and types of translation error and his result of the research is described, as follow:

“There is no significance between length of translation learning and kinds of translation, along with correlation between gender and types of translation errors. Therefore, there is significant correlation between English mastery with types of errors in translation. It is shown that 65.43 % the errors are caused the mastery of English; whereas, 43.57% are caused by disability of translator in rewriting the message.”

Furthermore, translation is an effort to transfer a message from one language to another. Nida and Taber (cited in Widyamartaya, 1989) explain,

”Translation consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in term of meaning and secondly in terms of style.”

Related to Nida's explanation, it can be seen that a translator should translate a text with having adaptation its grammar and lexical; so that, the result of translation can be understood.

Moreover, Ghani (2004), in his book entitled "*Reading and Translation*", states that in a translation, it is also forced for the novice translators to master English well besides comprehending the text which will be translated,; so that, the result of translation can be understood clearly.

A good translation is translation, which can transfer the message of source language text into target language text clearly. The translation which contains many errors, ungrammatical sentences, and too difficult to understand is a poor translation. Besides focusing on its meaning, it is better for the novice translator to pay also attention in aspect of grammar; syntax, for instance.

Hornby (2000) states that grammar is the rules in a language for changing the form of words and joining them into sentences. It goes without saying that grammar consists of some branches. One of them is syntax. According to Archibald (Cited in Alwasilah, 1993),

“Syntax is as the study and rules of the relation of words to one another as expressions of ideas and parts of the structures of sentences; the study and science of sentence construction.”

Moreover, Chomsky (cited in Alwasilah, 1993) states that a language is a set (finite or infinite) of sentences, each finite in length and constructed out of finite set of elements.

Furthermore, students who are as novice translators often make errors in translating Indonesian texts into English. One of them is syntactical errors. They tend to be confused in translating Indonesian texts into English because they have to think English Pattern to translate it. Accordingly, they need to master syntactical aspect to translate it; so that, their translation product are acceptable. Therefore, in this research the paper is entitled:

“ANALYSIS OF SYNTACTICAL ERRORS MADE BY THE STUDENTS IN TRANSLATING INDONESIAN TEXTS INTO ENGLISH” The writer focuses on investigating syntactical errors made by the students in translating Indonesian texts into English. It is expected that the result of research can provide useful information about students’ problems in English Indonesian translation, particularly problem in syntax.

1.2 Statement of Research Question

According to background above, the writer formulates several problems to be investigated in the following questions:

- a. What types of syntactical errors do the students frequently make when they translate Indonesian text into English?
- b. In what types of text do these syntactical errors emerge? Why does it happen?

1.3 Purpose of Research

The research is aimed at searching some data related to the writer's research, as follow:

- ✓ To find out types of errors, the source and the effect of error in the language learning and teaching and the frequency of common syntactical error and its error in each type.
- ✓ To discover types of text where the common syntactical errors emerge.
- ✓ To discover solution to overcome the syntactical errors made by the students in translating Indonesian text into English.

1.4 Significance of Research

There are several expectations of the writer from the result of the study, as follow:

- ▶ It is expected that the result of the research could be used as consideration in developing language teaching materials, especially the development of translation teaching materials for the sixth semester of English Education Department at State Islamic University Sunan Gunung Djati Bandung.
- ▶ By knowing errors made, the research is expected to give significant information for the students to continually exercise their skill in translation. Therefore, the solution given by the writer here will be a reference for the students as novice translators to be careful in translating Indonesian text into English.

- ▶ The research is also expected to be able to improve syntax and translation teaching materials. The improvement of teaching materials is done with considering students' translation errors on the syntactical aspect. It means that by paying more attention to syntactic errors made by the students, it will be a fundamental analysis to improve teaching of syntax and translation on the sixth semester of English Education Department.

1.5 Rationale

Translation is a means of communication. Newmark (1988) writes that translation is used for multilingual notices, which have at last appeared increasingly conspicuously in public place; for instructions issued by exporting companies; for tourist publicity, where it is too often produced from the native into the foreign language by natives as a matter of national pride; for reports, papers, articles, correspondence, textbook to convey information, advice and recommendations for every branch of knowledge.

Related to Newmark' view, Hatim and Masson cited in Hoed's paper entitled "*Penelitian di Bidang Penerjemahan*" say that translation is an act of communication which attempts to relay, across cultural and linguistic boundaries, another act of communication (which may have been intended for different purposes and different readers/hearers).

Translation is not only new language or second language learning but also communication. Accordingly, De Maar (cited in Widymartaya, 1989) presents,

“A translation shouldn’t read like a translation. The Indonesian rendering shouldn’t remind one of the English original, but should read exactly as if it had come straight from students’ mind. It should read like a piece of original composition. The translation must express the whole meaning of the original, but it must do this without sacrificing its claim to be good and idiomatic.” (P. 34)

When translating an Indonesian text into English, a novice translator can be influenced an Indonesian grammar; so that, it turns up grammatical errors; (syntactical error). For example, when the novice translators translate the sentence “*Saya mempunyai buku merah*”, it often happens among them translating the sentence become “I have book red”; however, the correct translation is “I have red book” (An example of simply translation). It indicates that aspect of syntax needs to be mastered to make the result of translation understandable.

Wills (cited in Suryawinata & Hariyanto, 2003) elaborates that translation is a transfer process which aims at the transformation of a written SL text into an optimally equivalent TL text, and which requires the syntactic, the semantic and the pragmatic understanding and analytical processing of the SL.

Therefore, Nida dan Teber (cited in Djuharie, 2004) divide translation process into three steps, such as; analyzing message of source language, transferring, and reconstructing message in target language. To comprehend it in depth, they describe it in form of figure, as follow:

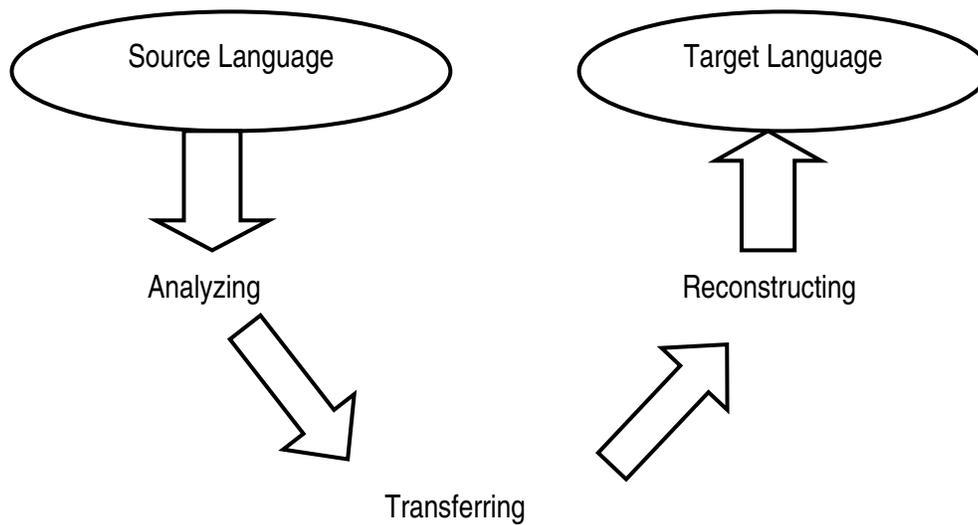


Figure 1.1 Process of Translation by Nida and Teber (cited in Djuharie, 2004)

Analysis step is where the translator analyzes grammatical relationship and meaning of each words and words combination. In the transferring step, the materials analyzed are transferred into in translator’s mind from source language into target language; whereas, the translator reconstruct it so that it becomes translation product.

Furthermore, translators would use syntactical analysis in the second step of translation process, that is analysis step. In this case, translator has to be able to decide syntactical relationship among the sentence elements analyzed. Moreover, Bathgate (cited in Widyamartaya, 1989), in his work entitled “A Survey of Translation Theory”, writes that translator has attuned his mind to the framework of the text to be translated, he will take each sentence in turn and split it up into translatable units – words or phrases. He will also establish the syntactical relations between the various elements of sentences. It indicates that the translator has to

identify sentences types, sentences elements, both simply and complex, and position of the elements.

Moreover, Thomas (cited in Alwasilah, 1993) explains that English language is made up of an infinite number of sentences. Every individual sentence; but, is finite in length. Every sentence is constructed from a relatively limited number of elements.

Syntax is the important component dealing with how the sentences are arranged. Syntax also informs us how the words bring its meaning. Chaer (2003) explains that the main task of syntax is to determine relation of patterns of language sound with its meaning with regulating word order formed phrase or sentences so that it is suitable their meaning.

Finally, to comprehend the rationale, the writer makes it in table or scheme, as follow:

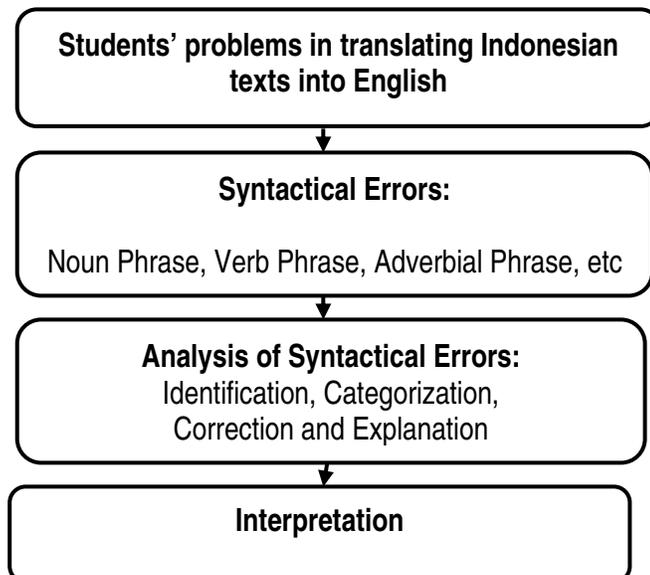


Figure 1.2 Rationale

1.6 Limitation of the Study

It can be identified that there would turn up kinds of errors made by the students when they translate Indonesian texts into English. However, the writer focuses on the investigation of syntactical errors made by the students in translating texts from Indonesian into English in terms of noun phrase, verb phrase, adverbial phrase, etc. The types of texts analyzed here are based on types of texts explained by Buhler (cited in Newmark, 1988). It is based on language functions, such as; vocative, informative and expressive.

1.7 Definition of Terms

The writer tries to give definitions of terms related to the title of paper in order that there would not be misinterpretation for the readers about the title of writer's paper.

Analysis is a process of using technique to identify, classify, and interpret systematically to the given data (translation of English Indonesian texts) made by the students learning English with using theories and linguistics procedures in order to determine the progress of success in learning foreign language and what problem they encounter.

Syntactical errors are errors in translation which are caused by unsuccessful use of a variety of words, sentence pattern and arrangements or construction based on the criteria or rules of actual usage and formulation of correct syntactical sentences.

1.8 Methodology of Research

1.8.1 Deciding Location, Population and Sample

❖ Deciding Location

This research will be conducted on the sixth semester of English Education Department of State Islamic University Sunan Gunung Djati Bandung. There are at least three reasons why the writer chose the location. *Firstly*, the location is near so that it is easy to get access. *Secondly*, a translation subject is being studied by the sixth semester of English Education Students so that it makes the writer easy to take data. *Thirdly*, they have studied the material of syntactical materials; so that, their mastery of syntax will be known after analyzing some errors made by them in translating texts from Indonesian into English.

❖ Population and Sample

Population is all of subject of research. According to Encyclopedia of Educational Evaluation (cited in Arikunto, 1992), a population is a set (or collection) of all elements possessing one or more attributes of interest. If one wants to observe all elements of area of research, his research is population research.

Furthermore, sample is part of population observed. It means that the researcher just observes part of population. Therefore, the sixth semester of English Education Department at State Islamic University Sunan Gunung

Djati Bandung consists of one class which has got forty students. In technique of sampling, the writer will not limit how many students will be taken; however, the data will be taken according to the development of errors analysis done by the writer. This is based on what Margono (1996), in his book entitled *Metodologi Penelitian Pendidikan*, explains that technique of sampling tends to be purposive. Qualitative research is lack of paying attention to the representative of sample. The sample here doesn't represent population; however, it tends to focus on information to gain the depth of study in its context. Therefore, the technique of sampling in this research is based on the things or information determined in advance. There is no limitation of how much data going to be analyzed. The technique of sampling here is called purposive sampling.

1.8.2 Research Method

The method used in this research is qualitative. Moleong (2007) in his book entitled "*Metodologi Penelitian Kualitatif*" explains that in a qualitative research, data collected is in form of words or picture. Qualitative method usually comprises historical, ethnographic, and case study. Therefore, data collected is analyzed inductively in a qualitative research. If the case research here refers to what Moeloeng explains above, it tends to be a case study. It means the problem researched occurs before the writer researches it.

1.8.3 Technique of Collecting Data

There are at least four techniques to collect data in this research. *Firstly*, the writer will get the sixth semester of English Education Students to translate Indonesia texts into English involving types of texts explained by Buhler (cited in Newmark, 1988). Those comprise expressive, vocative and informative. *Secondly*, the writer will observe directly to the class. It is done to know situation directly in field. *Thirdly*, the writer will give questionnaire to the students. Tarigan (1993) explains that questionnaire is one of procedure of collecting data in form of written. The form of questionnaire here consists of multiple choice and essay.

Fourthly, the writer will do library research to collect data. The purpose of library research is used as supporting references for the writer to analyze syntactical errors made by the students in translating Indonesian into English. The writer will also find out the text books related to the writer's research. Moreover, the writer will also use the internet as supporting tool to support the related theories got from the books and deepen related information.

1.8.4 Data Analysis

Analyzing data is the following step conducted by the writer when the data is collected. According to Tarigan (1993), data analysis tends to refer to sifting, structuring, gathering and concluding of the research. In qualitative data collected with variety procedures are usually in form of words in oral or

written. Furthermore, the data which is collected will be analyzed in the following steps:

➤ Identification of Error

The writer will identify syntactical errors made by the students in translating Indonesian text into English.

➤ Classification of Error

The writer will classify errors by using categories of syntax in terms of noun phrase, verb phrase, adverbial phrase, etc. Therefore, the syntactical errors made by the students will be ranked based on the frequency of errors occur.

➤ Correction of Error

The syntactical errors made by the students will be corrected with using related theories.

➤ Explanation of Error

The writer will describe the place of errors, cause of errors and give the correct example.

1.8.5 Data Presentation and Interpretation

There are two forms of tables to present data analyzed. One of them is table which is obtained example of syntactical errors, correction of errors, and categories of syntax and its type of errors. Another is table which consists of categories of syntactical errors and its type of errors and frequency of errors. The percentage will be used on the second table to count on the frequency of errors.