CHAPTER 1

INTRODUCTION

This chapter will cover the background of this study, the research questions along with the purpose of the research, the significances of this research, research scope, conceptual framework, and previous studies that correlates with this study.

A. Background

For English as Foreign Language (EFL) learners, passive voice is challenging to master because of its complexity both in structure and practicality. According to Celce-Murcia (2016), when it comes to passive voice, learners foreign to English will find hard times determining when to use it. Thus, overuse or underuse of English passive tends to occur during language learning. That is why the passive voice is the most common error encountered during language learning. Theoretically, making mistakes in language learning is occasional and necessary for students' skill advancement (Dulay et al., 1982). However, acknowledging the types and the cause behind the said errors can minimize them. The acknowledgment can act as a form of evaluation for teachers, and as feedback for students.

Aside from language learning in general, mistakes also happen when it comes to learning advance skills of language, such as translating. Studies on both the process and errors made by students in English to Indonesian settings are more common compared to translating from Indonesian to English settings, let alone being specific on investigating passive voice in said settings. This is shown by several few of previous studies involving students' translations from Indonesian to English were, so far, have been conducted by Koman, et al. in 2019 and Mubarok, et al. in 2022. Both investigated the hindrances that the students faced as well as the types of errors they made, and both studies had arrived on similar conclusion that the most common cause that the students made as they learn translation from Indonesian and English are inadequate grammar and syntax understanding.

Regarding grammatical errors in students' translation projects, several previous research has been conducted with different settings and focuses. One of them is a study conducted in Vietnam by Loc in 2019, which focused on investigating students' errors in using passive voice through self-test. Another study was conducted by Septianasari in 2019. The study analyzed students' errors in transforming active and passive voice through self-test and interviews. The latest study focused on identifying grammatical errors found in students' recount text translation projects, conducted by Sari et al. in 2019. From the three previous studies above, none of them focused on examining passive voice found in students' translation project in translating Indonesian-English settings.

In English Education Department UIN Sunan Gunung Djati Bandung, the grammatical error is one of the problems students face in terms of written tasks, and translation projects are no exception. The error leads to misconceptions in their results. With the addition of the gap mentioned before, the researcher intends to investigate the translation process done by students, how they alter between active and passive voice when translating, and possible problems they may encounter that can contribute to said error.

B. Research Questions

1. How is the students' method in translating passive voice in their Indonesian-English translation projects?

2. What are the problems encountered by students in translating passive voice when they do their Indonesian-English translation projects?

C. Research Purposes

According to the research questions, the purposes of this research are
1. To describe the students' method to translate passive voice in Indonesian-English translation project.

2. To discover the problems encountered by students in translating passive voice when they do their Indonesian-English translation project.

D. Research Significance

This research focuses on two significances: theoretical and practical significances. The theoretical significance of this research is to give insights regarding the process of translation employed by the students to expand previous studies.

The practical significance of this study is to give information regarding the passive voice error in students' translation projects and the problems they encounter during the process. The information may be useful as an evaluation of translation teaching and learning for teachers to reduce students' errors and as feedback for students to enhance their grammatical understanding, particularly in passive voice, so that they perform better in translation.

E. Research Scope

The focal point of this research is the analysis of the pattern of passive voice application and possible misuse in students' translation projects and figuring out the problems that students experience. This research will involve fourth semester students of English Education Department of State Islamic University Sunan Gunung Djati Bandung, who has taken Translation Indonesian-English as their obligatory course. In order to discover the passive voice application in students' translations, this research employed document analysis, complemented by the interview to reveal the problems that hindering the students.

F. Conceptual Framework

On a bigger picture, this study involved two main theories: passive voice and translating. Further, the passive voice discussed in this study will be in the context of Indonesian and English as the source and the targeted language respectively. Also, the context of the translation discussed will be the translation

from Indonesian to English. The brief discussions between the two central theories are as follows.

According to Radford (cited from Luu, 2010), passive voice in English means swapping the position of subject and object and the addition of passive morphemes within. A similar statement was also offered by Thompson, et al. (2013), calling the said "swapping position" process as a transitive event, and renaming the subject and object "swapped" in the said process: the "agent" which is the subject who produces the action, and the "patient" which is the object who received the agent's action. They also added that while active voice is the default structure, the passive serves explicit purposes. In general, it serves to construct a more particular subject where a particular component in a sentence is ought to be stressed (Keenan & Dryer in Thompson et al., 2013).

Altering written materials from the source language (SL) to the equivalent written materials of the targeted language (TL) is the definition of translation, according to Catford (1965). Translation can also be denoted as a product in a certain TL as an outcome of the act of translating. In the EFL context, translation is an attempt to foster students' vocabularies, context competence, and confidence, according to Kashmer (1999). Even so, the use of translation in EFL learning, especially regarding grammar teaching tend to lean on helping students find verbal counterpart rather than being utilized as a way to ingrain communicative aspect of the language. Therefore, as translation possess potential in language learning, it should also be able to be utilized as a means to meliorate grammatical skill, but unlike the already existing method, it should emphasize fluency rather than formal accuracy.

According to Larsen-Freeman and Celce-Murcia (2016), there are generally four types of passive voice in English based on its structure

1. Simple passive with BE;

   Examples: *Andrew was called by a police officer.*

The vegetables are stored in the fridge.

2. Simple passive with GET;

   Examples: *Alice got injured in a car accident.*

   Bennett got locked inside the storage room yesterday.

3. Complex passive with BE; and

   Examples: *A rumor was spread that a student stole a document.*

   Norton is thought to be skilled in solving problems.

4. Complex passive with HAVE + NP

   Examples: *Juan has his phone confiscated. That is why we cannot*

   contact him.

   My neighbor has his yard cleaned.

In order to fully master passive voice, one must not only understand the form but also how and when to use it, and this is the common hindrance faced by EFL learners, as stated by Larsen-Freeman and Celce-Murcia (2016). Therefore, they suggested teachers to introduce passive voice as one of grammatical structure that has distinct use.

The process of translating passive voice from English to Indonesian involves two common methods: changing the passive voice into Indonesian active voice or adapting English passive voice into Indonesian passive voice. However, when it comes to translating passives from Indonesian to English, adaptation is more common and desirable. Johnson (2006) explained the process of translating between Indonesian and English involves unbundling the source sentence in the translator's mind before the translation, or the "rebundling", occur. This process

preserves the message and personality of the source language while following the matrix of the target language.

Indonesian-English translation tends to bring the nature of the source language to the targeted language, particularly in translating Indonesian passive voice to English. As what Apriyanti et al. (2016) found, the frequency of passive voice in Indonesian-English translation is higher due to the cultural aspect of the language, i. e. emphasizing modesty over direct interaction. Understanding the difference in passive voice structure and mental processes is crucial for improving translation products.

To conclude, below is the flow chart picturing the theories which making up the concept of this research
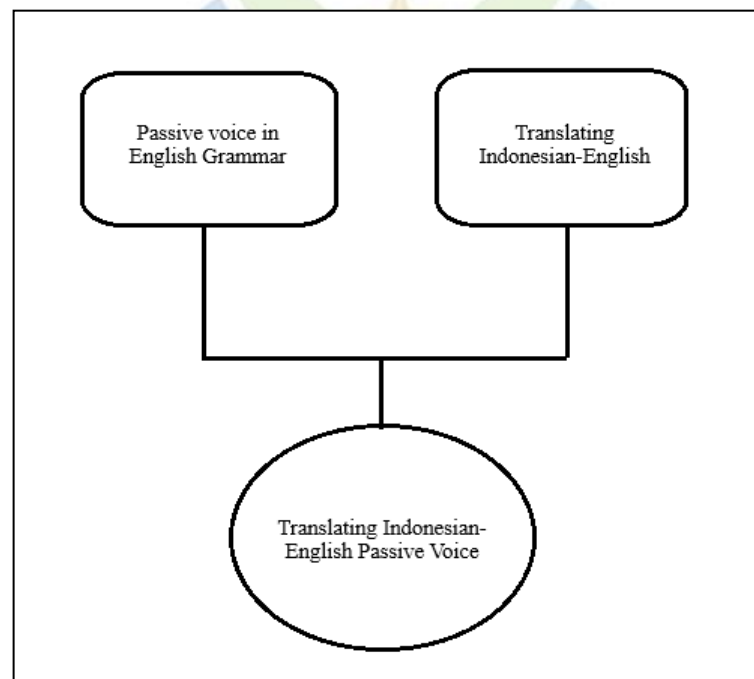

Figure 1. 1. Conceptual Framework of Translating Indonesian-English Passive Voice

G. Previous Studies

There are several previous studies conducted in the similar field as this research. Each of the study differs in various aspects such as the research scope, research site, and the competency level of participants.

The first one was conducted in 2019 by Loc to investigate English passive voice error made by students in National Academy of Politics and Public Administration (NAPA) in Ho Chi Minh City, Vietnam. The researcher employed survey and interview on 106 randomly selected third-year students from three classes. The survey was employed by a self-designed test consisting of 52 questions revolving around English passive voice. After the survey, the researcher employed interviews to investigate the source of error. The study showed that students tend to make errors in the meaning and use of various kinds of passive voice. The reason for these errors was inadequate instruction regarding the type of passive voice and which are required, difficulty in maintaining the understanding of passive voice practices, language interference, exaggeration of the complexity of the passive voice, and insufficient knowledge regarding the passive voice use and kinds itself. By employing theories of passive voice from Celce-Murcia, the researcher provided clear analysis regarding passive voice misuse. While this study did not focus on analyzing students' translation project, it still discussed about passive voice error in EFL settings.

The second study was conducted by Septianasari in 2019. The study investigated the types of errors the students made in using passive voice. Employing descriptive qualitative, the researcher conducted the research on eight students from the fourth semester of the English Department in a university in Bogor. The method employed to collect the data is triangulation, making use of several sources of data such as interviews, test items, and documentation. However, the researcher focused on the test item as the main data, and the other data acted as a comparison. The result shows that the type of error that the students made the most is omission, with 45% from the data, followed by misinformation with 43%. From the interview result and qualitative analysis of students' test answers, the reason behind these errors was inadequate mastery of the tenses, whether it is the form, verbs, or the usage of active and passive voice.

The third previous study that the researcher found was conducted by Roskoša and Rūpniece in 2019. Conducted at a technical university in Latvia, the

study involved thirty-five novice translators. The researchers investigated the participants' opinion regarding the found difficulties while translating in technical context. The data was drawn from the participants' essays, then the researchers explored the data through content analysis. The investigation revealed that the difficulties were coming from external problems, such as the complexity of the source text, lack of the equivalent terms in the target language, as well as ambiguity of meanings in polysemantic terms. From participants' point of view, adequate experience of translators can navigate them through the necessary problem-solving, because sometimes, while being aware of the problems, there might be contradictive solutions and even to none best answer; that is when translators' own experiences become their referral in facing the problems.

The fourth study discussed students' error in translation practice from Indonesian to English, which was conducted in 2019 by Koman, Hartono, and Yuliasri. By employing a translation test, questionnaires, and interviews on undergraduate students in a university in Semarang, they found twenty-one translation errors out of twenty-six error categories based on ATA's Framework for Standardized Error Making. Three of the most prominent errors made by the participants were grammar, syntax, and faithfulness error. The influencing factors behind these errors were extratextual factors such as sender, intention, time, motive, and text function.

In the similar year, Amalia, Saehu, and Nurhapitudin investigated the translation of passive voice in an English-translated novel. The purposes of this fifth previous study are identifying the Indonesian passive equivalent in English and the methods used to translate the Indonesian passive voice. Employed a descriptive analysis on a novel titled *9 Summers 10 Autumns: From the City of Apples to The Big Apple*, the researcher found 67 passive constructions in both Indonesian and the translated English novel. The investigation came up with two outcomes. First, the translator retained the passive structure in English when the Indonesian passive sentences were marked with prefix *di-* followed by verb base as well as prefix *di-* ended with suffix *kan-*. Second, the methods of translation

employed were literal translation, transposition, modulation, and adaptation. To note, this study is included as a comparison between the context professional and novice translator.

The sixth study investigated grammatical error analysis in students' recount text translation, conducted by Sari, Putrawan, and Deviyanti in 2021. Involving thirty students from a certain high school in Lampung, the researcher employed descriptive qualitative to analyze students' translation projects to see the types and frequency of error based on surface strategy taxonomy. The researcher then presented the analyzed data in a table showing the percentage of errors. To elaborate on the result, the researcher also employed questionnaires consisting of ten open-ended questions to identify the reasons behind said errors. From the translation project analysis, the students made four kinds of errors: omission, addition, misinformation, and mis ordering. By frequency, the most error found is misinformation, followed by addition, omission, and mis ordering respectively. These errors arose because of several hindrances that students confront: problems in the target language, language interference, lack of learning motivation, lack of confidence, and absence of feedback from teachers. Even though this research did not necessarily focus on passive voice, the study discussed grammatical errors found in students' translations, which is able to be a comparison in terms of students' difficulties in translating.

The seventh study examined the difficulties encountered by university students in translating sentences from Indonesian to English and English to Indonesia in terms of linguistic factors. Mubarok, et al. (2022) conducted the research at a university in Malang involving a class of thirty-six English Education students, in which they assigned a translation text: nine English sentences were required to be translated to Indonesian and six Indonesian sentences were required to be translated to English. Then, they chose five students with the lowest scores to be interviewed to understand deeply regarding the problems they experienced during the previous test. The study revealed that the most common linguistic factor that hindered students during the test was related to

idiom and ellipsis. Further, the result also revealed that when students translated sentences from Indonesian to English, they struggled the most with dictionary entries, followed by ellipsis, syntactic and lexical aspects.

As stated in the first paragraph, all the studies have similar topics with the study in this paper, namely students' translation projects; some of them concerned with different focuses. However, the distinguishing factor between the previous studies above and the current study lies on the focus of the study. Most of the previous studies focused on either error in students' translations from English-Indonesian and vice versa, or the problems that students found during translating. In comparison, the current study in this paper focused on the students' method in translation of passive voice from Indonesian to English and the problems arise.