

CHAPTER IV

D A T A A N A L Y S I S

In this chapter the writer would like to do some analysis of the data. The data are the translation materials from Indonesian into English and this analysis is important to know the way of tense manifestation in translation from tenseless language as SL (in this case is Indonesian language) into language which has tense patterns in its grammar as TL (in this case is English), then identify the errors which made in its translation. In doing this analysis, the writer refers to structural adjustment theory in the process of translation proposed by Nida and his colleague, Taber (1974), and also verbal nuances (verbal aspect) theory by Kaswanti (1986). From this analysis, the writer expects to show the readers of this thesis, the way of translating from Indonesian into English related with tense problems, and the types of errors often occur in translation, and also the other grammatical changes in translation. From this data analysis it is hoped the conclusion can be made.

IV.1. DATA PRESENTATION

As has been mentioned in the previous chapters that every language has own structure, system, and characteristics in their linguistic system. So, it is

natural if there are differences among the languages, whether in grammar or lexis. Such is this case, Indonesian and English. These two languages do not involve in the same language-family, Indonesian belongs to Austro-nesian language-family and English belongs to Indo-European one, so it is not doubted that there are differences between the two languages. Therefore, in the process of translation a translator has to make some adjustments in order that the message in SL does not change if it is transferred into TL.

One basic difference between Indonesian and English is the absence of tense patterns in Indonesian. The tense patterns in English indicate the time of an activity or event takes place. It is shown by the form of verbs. Whereas the form of Indonesian verbs does not distinguish the time of an activity or event takes place. So, in translation from Indonesian into English is usually ambiguous if the SL does not have the Time-adverb (adverbs) as the actual indications when an activity or event happens. Actually, as parts of grammatical category tense and aspect cannot be apated, they influence each other. Thus, in the analysis the writer will not leave the important role of aspect in translation, because aspects is a dominant grammatical category in Indonesian language [Fokker, 1951].

As has been mentioned in Chapter III, the translation exercise which is used to get data in this thesis are divided into two groups. The first group

consists of simple sentences ((01) - (04)) with adverbs, and the second group are short narratives ((05) - (10)) contain verbs which uses prefix /di-/ and prefix /me-/. In this section, the writer would like to present the Source Language (SL) texts, then translate them into TL, and determine the kinds of tense which have to be used.

The first observation is done on the first group of SL text ((01) - (04)). Here, each problem is a simple sentence and shows the clear differences in tense patterns because the adverbs indicate the different time when the event happens.

(01) (SL) Dia (pr) pergi ke gereja setiap Minggu pagi. The time-adverb 'setiap Minggu pagi' (every Sunday morning) expresses that the activity of pergi ke gereja happens more than once, and it is carried on every Sunday morning as habit. So, the word 'pergi' (to go) in that sentence has a habitual verbal aspect. And the tense pattern which is suitable for TL is simple present tense. This pattern is signed by adding the suffix /-s/ or /-es/ to the verbs after the third singular pronoun. The translation will be :

(TL) 'She goes to the church every Sunday morning.'

(02) (SL) Dia (lk) sedang menulis sepucuk surat sekarang.

The time-adverbs '*sedang*' (still in progress) and '*sekarang*' (now) show that the activity of menulis sepucuk surat is still in progress. In this sentence the word '*menulis*' (to write) contains the progressive or durative verbal aspect, in English the tense pattern which is used to show the progressive activities is the present continuous tense or present progressive tense. This pattern is indicated by adding suffix */-ing/* to the verbs after *to be*. The translation will be :

(TL) 'He is writing a letter now.'

(03) (SL) Tony tidak membaca majalah tadi malam, dia membaca koran.

The time-adverb '*tadi malam*' (last night) clearly shows that the activity of membaca happened in the certain time in the past and it had been finished or completed. Thus, the verbal aspect which is suitable for the word '*membaca*' (to read) is punctual because it contains the punctular and completive aspects, so that in TL we use the simple past tense. The translation will be :

(TL) 'Tony didn't read magazine last night, he read newspaper.'

(04) (SL) Pada hari Rabu yang akan datang anak perempuan saya genap berusia 17 tahun.

The time-adverb '*Rabu yang akan datang*' (next Wednes-

day) in the sentence above indicates the futurative aspect. Futurative aspect is an aspect which indicates that an activity is going to take place in the certain time in the future. So, in TL the simple future tense should be used, this pattern is usually expressed by the auxiliary verb *will*. The translation will be :

(TL) 'On the next Wednesday my daughter will be 17 years old.'

After observing the sentence aspect in the first group for the following discussion the writer will observe the sentence aspect in the second group. This group consists of simple narrative forms that contain two clauses and have verbs which use prefix /*di-*/ and /*me-*/. As has been mentioned that these two prefixes have different verbal aspect when they are used in a sentence or a clause. Here, the writer uses the narrative forms, for the reason that in the narrative form the time relation of the activities or events is important, therefore in translating from Indonesian into English a translator should watch this case in order to be able to determine the correct tense pattern in TL. To make clear, the writer would like to discuss problems (05) until (10) from the SL text one by one.

(05) (SL) Dari dalam laci dikeluarkannya sebuah kotak berwarna hitam. Diserahkannya kotak itu ke tangan Natasia.

The sentences above contain verbs which use prefix /*di-*/ and related with Kaswanti's theory (1986) of verbal nuances prefix /*di-*/ in Indonesian narrative form expressing the punctular verbal aspect, that is, verbal aspect which indicates an activity or event takes place in the certain time in the past, or we can say that prefix /*di-*/ contains the punctual aspect. Based on this reason, its translation in TL should use the simple past tense, because this tense pattern is the most propriate one for this case. The translation will be :

(TL) 'He took out a black box out from the drawer and gave it to Natasia.'

(06) (SL) Di kantor itu Pak Amat bekerja. Ia membersihkan ruangan, menyediakan minuman untuk para karyawan, dan mengan-
tarkan surat-surat.

In this case, the word '*bekerja*' (to work) indicates it is a habitual activity, so that the activities of '*membersihkan*' (to clean), '*menyediakan*' (to prepare), and '*mengantarkan*' (to deliver) are habitual activities too. They are done by Pak Amat from day to day because they are his duties in that office. According to Kaswanti the prefix /*me-*/ in Indonesian sentence expresses the habituality, so in translating into TL, the suitable tense pattern is simple present tense,

because in English one function of simple present tense is used to show the habitual events or activities. Thus, the translation will be :

(TL) 'Pak Amat works in that office. He cleans the room, prepares the drink for the employers, and delivers the letters.'

(07) (SL) Seandainya aku menyelesaikan studiku aku akan memiliki titel dan mendapat-
kan pekerjaan dengan mudah.

The problem (07) above is a conditional sentences or sometimes it is called "IF CLAUSES". And the word 'seandainya' (if) here presents possible conditions. The main clause expresses results, in (07) :

POSSIBLE CONDITION = *aku menyelesaikan studiku*
RESULT = *aku akan memiliki titel dan mendapatkan pekerjaan dengan mudah*

Related with Kaswanti's theory, the verbs which use prefix /*me-*/ contain the nonfactual verbal aspect besides the habitual verbal aspect, so they do not really happen, so the verbs 'menyelesaikan' (to finish), 'memiliki' (to have), and 'mendapatkan' (to get) in that clauses are *unreal conditions*. To make a correct translation, the problem (07) must be translated into English by using "if clauses" (also called *adverb clauses of condition*). In this case, the TL uses the simple future in result clause when the

sentence concerns a particular activity or situation in the future and the simple present, not the simple future, is used in the "if clauses." The translation will be :

(TL) 'If I finish my study, I will have a degree, and get a job easily.'

Besides indicating the punctuality, according to Kaswanti the prefix *di-* also indicates the chronologicality of the events. It can be seen through the problem (08) below :

(08) (SL) Dokter Indra telah memeriksa ibu, kemudian dituliskannya sebuah resep dan diberikannya kepadaku.

There are two activities which are expressed by using prefix */di-* here, dituliskannya and diberikannya. From this form we can see the chronologicality of the activities or events. The activity of 'dituliskannya sebuah resep' is done before the activity of 'diberikannya kepadaku'. And the word '*telah*' in the clause with prefix */me-* and the word '*kemudian*' give more informations about chronological verbal aspect in these clauses. From the previous explanations prefix */di-* expresses the punctuality, so the translation of problem (08) uses the simple past tense. Its translation will be :

(TL) 'Doctor Indra examined mother, then he wrote a prescription and gave it to me.'

For problems (09) and (10) all the verbs use prefix /me-/. The difference between them is, in problem (09) where each clause is connected by conjunction 'dan' and in problem (10) each clause is connected by conjunction 'sambil'. But if we do further analysis these two problems contain the different aspects.

Problem (09) intends to express the habituality, by the reason that according to Kaswanti, Indonesian verbs which use prefix /me-/ indicate the habitual aspect and intends to express the simultaneous activities. Based on this reason it can be determined that in translation the tense pattern which is suitable for problem (09) is simple present tense. The translation will be :

(SL) Dalam pertunjukan opera para pemain menyanyi dan menari.

(TL) 'In the opera show the actors and actress sing and dance.'

Whereas in the problem (10), although the verbs in each clause also uses prefix /me-/, they do not indicate the habituality but the chronological activities or the simultaneous activities. By using

prefix /*me-*/ they intend to express the simultaneous activities. The word '*sambil*' as conjunction between two clauses indicates that the activities are still in progress. Therefore, these clauses are suitable to be translated into TL by using present progressive tense, but in translation we cannot use the word "while" to translate the word '*sambil*' in connecting these two clauses, because adverb clause: "while" in English means *during that time*, it indicates the progressive nature of an action that was happening at the same time as another event in the past (Wishon and Burks, 1980). For example: '*telepon berdering, ketika aku sedang mandi.*' (The telephone rang, while I was taking a shower). Therefore, in problem (10) conjunction "and" is more suitable to connect the two clauses, because the two activities here have the same degree, they are not the chronological events but the simultaneous ones, so the conjunction "and" is used here. Thus, the translation will be :

(SL) Robert merebahkan tubuhnya sambil menatap langit-langit kamar.

(TL) 'Robert is laying his body and (is) looking at the ceiling.'

The writer has made the observation on the SL text, determined the tense patterns which should be used in TL text and tried to translate into TL. From the explanations it can be known that in translating

from Indonesian into English, it is important for a translator to know what sentence aspect that is expressed by the Indonesian verbs. As by observing the sentence aspects we are able to know whether the activities or events are completive, incompletive (still in progress), punctual, or continuative. These kinds of Indonesian sentence aspects are useful to determine the of tense patterns in translation into English. Therefore, the correct translation will be achieved. And for the following section she would like to do the error analysis to the data (TL text).

IV.2. TENSE ERRORS IN TRANSLATION

The definition of tense is a grammatical term for the form of a verb that shows the time of the action or activity or event of being that the verb expresses [Norma W. Biedenharn, 1972]. In other words, it can be said that tense is a form of verbs which shows when an activity or event takes place. So, the tense error analysis here means the identification of errors in forms of verb in translation from Indonesian into English, based on the reason that English uses the forms of verb to distinguish the time of an activity or event happens. Indonesian does not use these forms of verb.

In analysing the tense errors in this thesis the writer also uses the form of verbs for determining whether the respondents use the right patterns of tense

in their translation or not. In this section the writer would like to present the dominant examples of tense errors which occur in translation.

- (SL 01) Dia (pr) pergi ke gereja setiap Minggu pagi.
- (TL 01) * 'She go to the church every Sunday morning.'
- * 'She going to the church every Sunday morning.'
- * 'She is going to the church every Sunday morning.'
- (SL 02) Dia (lk) sedang menulis sepucuk surat sekarang.
- (TL 02) * 'He writing a letter now.'
- * 'He is write a letter now.'
- * 'He writes a letter now.'
- (SL 03) Tony tidak membaca majalah tadi malam, dia membaca koran.
- (TL 03) * 'Tony didn't read a magazine last night, he was reading a newspaper.'
- * 'Tony didn't read a magazine last night, he reads a newspaper.'
- * 'Tony wasn't read a magazine last night, he reads a newspaper.'
- * 'Tony wasn't read a magazine last night, he was read a newspaper.'

- (SL 04) Pada hari Rabu yang akan datang anak perempuan saya genap berusia 17 tahun.
- (TL 04) * 'On the next Wednesday my daughter is 17 years old.'
- * My daughter was seventeen years old on the next Wednesday.'
- * 'On the next Wednesday my daughter 17 years old.'
- (SL 05) Dari dalam laci dikeluarkannya sebuah kotak berwarna hitam. Diserahkannya kotak itu ke tangan Natasia.
- (TL 05) * 'From the drawer a black box is taken out and given to Natasia's hand.'
- * 'From the drawer it gotten a black box, it given the box to Natasia.'
- * 'From the drawer takes out a black box. To give that box to Natasia's hand.'
- * 'A black box had been brought out of the drawer. It was handed to Natasia.'
- (SL 06) Di kantor itu Pak Amat bekerja. Ia membersihkan ruangan, menyediakan minuman untuk para karyawan, dan mengantarkan surat-surat.
- (TL 06) * 'Pak Amat is working in that office. He is cleaning the room, preparing the drink for the employers, and delivering letters.'

- * 'In that office Pak Amat works. He is clean-
ing the room, preparing the drink for the
employers, and delivering letters.'
- * 'In that office Pak Amat work. He clean room,
supply the drink for the employers, and send
letters.'
- (SL 07) Seandainya aku menyelesaikan studiku, aku
akan memiliki titel dan mendapatkan pekerjaan
dengan mudah.
- (TL 07) * 'If I finished my study, I will have a title
and can find a job easily.'
- * 'If I finished my study, I would have a title
and could get a job easily.'
- * 'If I was finished my study, I would have a
degree and could find a job easily.'
- * 'If I was finished my study, I will have a
title and get a job easily.'
- * 'If I had finished my study, I would have a
title and could get a job easily.'
- (SL 08) Dokter Indra telah memeriksa ibu, kemudian
dituliskannya sebuah resep dan diberikannya
kepadaku.
- (TL 08) * 'Doctor Indra examined mother, then a pre-
scription is written and given to me.'
- * 'Doctor Indra examined mother, the written a
prescription and given it to me.'
- * 'Doctor Indra has checked up mother, then he

wrote a prescription and gave it to me.'

- * 'Doctor Indra has examined my mother, then written a prescription and given it to me.'

(SL 09) Dalam pertunjukan opera para pemain menyanvi dan menari.

(TL 09) * 'The actor and actress sings and dances in the opera show.'

- * 'In the opera show every player sing and dance.'

- * 'In the opera show the actor and actress is singing and dancing.'

- * 'In the opera show the actor and actress are singing and dancing.'

- * 'In the opera show the players sang and danced.'

(SL 10) Robert merebahkan tubuhnya sambil menatap langit-langit kamar.

(TL 10) * 'Robert lays his body while looking at the ceiling.'

- * 'Robert laid his body while looked at the roof of the room.'

- * 'Robert is laying his body and see the room's ceiling.'

Those examples above are the errors that are made by the respondents when they make translation from

Indonesian into English. These errors occur because the respondents don't follow the procedure of translation process, that is, to analyse the SL and TL first whenever they will make translations, because there are some differences between Indonesian and English in their grammatical categories.

In Indonesian there is no *'persesuaian bentuk kata kerja dengan subjeknya'* (verbal concord) and there is no *'bentuk-bentuk kata kerja sesuai dengan waktunya'* (tenses): present, past, future. Based on these reasons, it is known that the analysis stage is so important to be done before transferring the SL into TL.

After observing the errors which occur from the data, the writer will calculate the total errors made by respondents in their translation, but at first she would like to present all the verbs in SL text. There are about twenty verbs in SL text, in order to be able to see them easily, the writer make a table of list of verbs. (see the Table 1 below)

Table 1 The List of Verbs in SL Text

No.	VERB
1	pergi
2	menulis
3	membaca
4	berusia
5	dikeluarkannya
6	diserahkannya
7	bekerja

No.	VERB
8	membersihkan
9	menyediakan
10	mengantarkan
11	menyelesaikan
12	memiliki
13	mencari
14	memeriksa
15	dituliskannya
16	diberikannya
17	menyanyi
18	menari
19	merebahkan
20	menatap

Source : data of observation

From the twenty verbs above, the writer divides the respondents into groups based on their total errors. The total errors of each respondent are accounted from the incorrect verb in their translation. There are three groups of them, the first group consists of those who have less than five errors, second group for those who have five until ten errors, and finally the third group for those who have more than ten errors. The total respondents in each group are able to be seen in the following table.

**Table 2 The Errors Made by Respondents in Translation
(N = 42)**

Total Errors	Frequency
Less than 5 errors	-
5 until 10 errors	19
More than 10 errors	23
Total (N)	42

Source : samples of the observation

From Table 2 it can be seen that almost respondents make tense errors in translation from Indonesian into English even more than 50% of them do have errors more than ten. This is to show us that the respondents don't really know about the verbal aspects of /*di-*/ and /*me-*/ in Indonesian sentences which can be used as the guide in selecting the correct tense patterns in translation from Indonesian into English and they have misconception about tense and time-adverb, so that they make the interference of their native language (Indonesian) construction into English. Therefore, they still do the errors in their translation exercises. And after presenting the errors which occur in translation, for the following section the writer also would like to discuss about the grammatical changes which is done by some respondents in their translation.

IV.3. TRANSPOSITION IN TRANSLATION

Translation is an activity involving language, there is a sense in which any and all theories of translation are linguistics. According to Nida (1974) the structural adjustments in translation affect the entire range of linguistic structure, from the discourse to the sound. It means that in translation it is possible and necessary to do some grammatical changes to guarantee intelligibility or to avoid awkwardness, so such changes need to be regarded as minimal adjustments.

One of the grammatical changes that is found from the available sampling which Newmark called it "transposition." Transposition is one of the most common procedure used in translation. It involves replacing a grammatical structure in the SL with one of a different type in TL in order to achieve the same effect or to get the communicative translation. But in this thesis the writer doesn't mean to discuss too much about transposition in translation because it is not the subject matter in this thesis. She only wants to show that some respondents do the transposition when they do the translation.

From the sampling the writer observes that some respondents do the transposition in their translation from passive form in SL into active in TL when they translate problems (05) and (08) and some others still translate (05) and (08) in passive form, such as the following :

- (SL 05) Dari dalam laci dikeluarkannya sebuah kotak berwarna hitam. Diserahkannya kotak itu ke tangan Natasia. (passive)
- (TL 05a) 'From the drawer he took out a black box. He gave it to Natasia's hand.' (active)
- (TL 05b) 'From the drawer a black box was taken out by him and (was) given to Natasia.' (passive)

- (SL 08) Dokter Indra telah memeriksa ibu, kemudian dituliskannya sebuah resep and diberikannya kepadaku. (passive)
- (TL 08a) 'Doctor Indra examined mother, then he wrote a prescription and gave it to me.' (active)
- (TL 08b) 'Doctor Indra examined mother, then a prescription was written by him and it (was) given to me.' (passive)

Actually, TL (05b) and (08b) are also the correct translation because the messages in SL do not change in TL, and they are also grammatically correct because they have granted the English sentence order: subject - predicate - object. But the restructuring stage of translation process is the most complicated stage in translation, as it involves many aspects such as levels of language, function and type of texts, and also the natural style of TL.

In order to make the natural style in TL the writer is inclined to choose TL (05a) and (08a) as more proper translation than TL (05b) and (08b). And also according to the Givon's research (1979) there are more active constructions in English texts than passive construction, that is, 5% until 20% of all the clauses in a text, or in other word it can be said that the active form is more common in English than the passive one. In the following table the writer would like to present the total respondents who chose the active form

and the passive form in their translation of problems (05) and (08). (see the Table 3 below)

Table 3 Total Respondents who choose the active form and the passive form in translation problems (05) and (08)

Number Problem	Frequency	
	Active	Passive
05	10	19
08	6	3
Total	16	22

Source : sampling of the observation

In making the Table 3 the writer only involves the samples which are correct both in tenses and constructions, so the total of each form is not the same as the whole total samples. From the table it can be said that the native language's construction still influences the respondents' translation or the respondents fail to analyse the SL text because most of them choose the passive form in their translation.

Finally, after doing the data analysis and presenting all informations which are needed, the writer would like to continue to make the conclusion of this analysis in the next chapter.

CHAPTER V

CONCLUSION