

## CHAPTER I

### INTRODUCTION

#### 1.1. Background of the Study

Language has been the most powerful communication apparatus up to this present time. We are all aware that in time of scientific and technological penetration all over the world today seems to claim our attention to the prospective well being of our country. Since sciences and technology are important requirements for the development we have been struggling for, it is compulsory that we have to have them at hand. It is undeniable that most of science and technology are all invented in the west and spread throughout the world in the form of books in which the ideas and instructions are expressed in foreign language, especially English.

For the sake of better development in all walks of life and for benefit of the succeeding generation those sciences are transferred through translation. In view of this fact, translation appears to have a big role and to be great help to increase the intellect of our young generation.

The main objective of the teaching of English as a Foreign Language (FL) is to give reading comprehension ability so that the High School graduate, able to gain

knowledge from English textbooks. It is great advantage for everyone being able to read English text for practical use and future career. Mastering a FL, such as English, at 'passive' level, according to Obler A. and Martin Albert as quoted by 'Aku Tahu' magazine, enables anatomical consequences that increase in the understanding of grammatically of discourse and sensitivity of semantics (Obler & Martin, 1985:37).

Reading is basically grasping ideas of an author who express them in a written form of language. Translation deals with the basic requirement of understanding meaning of words in a text. Newmark states that translation theory is :

"Attempt to give some insight into the relation between thought, meaning and language; the universal, cultural and individual aspects of language and behaviour, the understanding of culture and even supplemented by way of translation." (Newmark, 1981:19).

In doing translation there must be inevitable two languages involved, the source and the receptor language, two essential elements of communication. The other one element is the message. According to Nida, translation is transferring a source-language message into a target or receptor language in such away that the receptor's comprehension of translated message will be the same as that of the original receptor of the source-language message (Nida & Taber, 1982:12)

The problem in exams/tests (translation of discourse /text) is disconnection of ideas'. A lot of students can not correctly grasp the hidden meanings of content words in an English sentence. They think there is a direct one-to-one correspondence of meaning between the sentences in the Target Language (TL) and in the Source Language (SL). Many students even at University feel difficult and often make mistakes in translation. It is important to point that there are similarities as well as differences between the Indonesian patterns and the English patterns. When differences occur, translation could be difficult for the student.

Mistakes done by students are due, in River's term to "mental translation" which is done word for word by the students (Rivers, 1972:262). Regarding the student's tendency, Lado states that each of students :

Operate consciously under immediately memory from word to word or phrase to phrase across the surface structure of two languages in what we call surface translation, without processing the content to the full thought involved in the normal communicative use of language. (Lado, 1972:275)

The idea behind the writing of this research is the fact that many students of University still make some errors in translating English sentences. Even we often find out that some students prefer give their assignments of translating English text to a translator than doing it by themselves.

## 1.2. Statement of the Problem.

The problem that will be solved in this research are:

- a. What kind of errors are found in students' translation work ?
- b. What are the most common errors made by those students ?
- c. Why do these errors occur ?

## 1.3 Objective and Significance of the Study

The objectives of this research are :

- a. To identify and classify the errors of translation which are found in the students' translation work.
- b. To find the most common errors made by the students.
- c. To find and describe the reason why those errors occur.

The significances of this study are :

- a. The result of this study is expected to provide feedback to language teaching practice and to general linguistic theory.
- b. The outcome of this study will give an inventory of the areas of difficulty which the student encounter and the value of this inventory will be to direct the teacher's attention to these areas so that he might devote special care and emphasize in his teaching to the overcoming, or even avoiding, of these predicted

difficulties.

#### 1.4. Theoretical Approach

There are three theories used in this thesis. First is semantics or study of linguistic meaning of words, phrases and sentences. The meaning of a phrase or sentences depends on both the meaning of its words and how these words are structurally combined.

The second is theory of translation. According to Pinchuck Translation is the transfer of meaning (Rachmadie, Suryawinata & Effendi, 1988:1.2). Words are the vehicle of communication and express the meaning. The rules of grammar govern the manipulation of words and certain principles determine the use of vocabulary items. The understanding of these which is often intuitive is necessary in order to carry out a transfer of the content of message (written material) from one language (SL) and to another (TL).

The third theory is error and contrastive analysis. Both of the analysis are complementary in practice. Error analysis is an attempt to know kinds of error and reason for making the errors made by the student of foreign language. Contrastive analysis is carry out to find out the same things as the error analysis, but this is done by comparing a native language to a foreign language in terms

of their linguistic aspects. Both of the analysis are complementary in practice. The primary aim of them according to Johanson (1975:249) is "to reveal learner's difficulties in order to reveal what areas need to be studied exhaustively."

#### 1.4.1. Meaning

In the process of translation, it is the meaning that is transferred into another language. This is the meaning intended by the writer of the original text/sentence. In fact, words cover an area of meaning and not merely a point of meaning. One meaning of word is called 'a sense'. According to Fries (1954:38) there are basically four types of meaning.

- Lexical meaning: it is the meaning of word in isolation  
This is the one usually given by the dictionary.
- Grammatical meaning : it is the meaning of a word as defined by its grammatical form, e.g. the meaning of the following words : play - playing - played - played  
go - going - went - gone
- Textual meaning: it is the meaning of word defined by the meaning of surrounding words.
- Contextual meaning : it is the meaning of a word defined by the situation or context in which the word is used.

To know the meaning of a word in a text, one cannot just

accept the meaning given by the dictionary. He also has to consider the surrounding words and the context in which the word is used.

To know which sense is intended by the writer, Nida also suggests the use of the syntactic and semotactic marking (Nida, 1982 : 8). When particular sense of a word that is intended by the writer is clearly specified by the grammatical construction in which the word occurs, one will refer to as syntactic meaning. One will refer to as semotactic when the specific meaning of a word that is intended by the writer is marked by the interaction of that term in its environment. That is the fact that A is found in the context of term B means that only sense X of term A will fit.

The example of the syntactic marking is given in the following sentences :

- A. There is no light in the cave under the sea surface, yet some organism can live there.
- B. The virus is as light as the air and it can spread easily through out the city in very short time.

The construction of sentence A indicates that 'light' is a noun. This leads to the understanding that 'light' means 'the sunlight'. While the grammatical construction of sentence B indicates that 'light' is an adjective and

reader will easily know that it is related to weight.

#### 1.4.2. Translation Theory

As mentioned in the previous sub chapter that every language has its own unique features. there are a lot of problems which have to be solved in the process of translating. For this purpose there are quite a lot of different reference books available, dealing with language and theory of translation which could be of much help to the translators. It is understandable that there are different amounts of difficulties in one receptor of a language compared with another receptor of language. It depends on the different linguistic feature of each receptor language (RL) compared with the source language. It is, therefore, very urgent that a translator be well acquainted with both the receptor languages.

The equivalence, SL text (message) and replacement are the three important elements in translation. Some other elements include meaning, style, craft and process (Rachmadie, Suryawinata & Effendi; 1988:1.3).

Translation equivalence could be in the rank of word for word, phrase for phrase, sentence for sentence and so on. It seems easier to get Indonesian equivalent of English words in isolation, but when it comes to phrases and sentences, our knowledge of grammar will play an



important role. Since words sometimes have more than one meaning, their translation equivalent could be a problem unless they are used in context (phrase, sentence or a paragraph).

The process of translation may involve discarding the basic elements of SL text. It may also involve adjusting the lexical and or the grammatical elements. There has to be adjustments made somewhere in receptor language because what is expected is a formulation of thought or in this case, of message from the SL into RL to be made easy to read. Some grammatical points to think over when we intend to translate from English into Indonesian are structure or phrase, position of attributives or modifier, morphological structure and categories, clause order, elliptical construction and restructuring of complex proposition or statements into Kernel etc. Some element or structural pattern of morphology which must consider are affixed words, compound categories, words with different distribution, figure of speech. Those elements have to be observed if the message to be translated is intended to be acceptable, reasonable and readable.

Some useful points which a translator must keep in mind are suggested by Nida :

- a. Translating must aim primarily to "reproducing

the message". To do anything else is essentially false to one's task as a translator.

- b. The translator must strive for equivalence rather than identity. The best translation does not sound like translation. Basically a translation should be the closest natural equivalence of the message in SL. This means that it cannot be a word-for-word rendering of the original, this would result in serious distortion of the message.
- c. The translator's task has always been defined in terms of an accurate representation of what the original author intended to say and not what the translator might prefer that author to have said (Rahman, 1986:40-41).

Before making the plausible interpretation, a translator, must pay attention to the translation process. Dr. Ronald H. Bathgate in *Van Taal tot Taal*. Jaargang 25, Juni 1981 under the title "A Survey of Translation Theory" presents seven points, e.g. :

1. *Tuning*. By this we mean getting the feel of the text to be translated. Depending on their field of work, a translator needs to be able to produce the language of a poet or novelist, lawyer or economist, research physicist or factory manager, advertising copywriter or

biblical prophet. Each "register", as it is often called, demands a different mental approach, a different choice of words or turn of phrase. If the text is difficult or of the type which is not so familiar to the translator, he may want to read some background literature or consult the author (if available) or some other adviser.

2. *Analysis.* Once the translator has attuned his mind to the framework of the text to be translated, he will take each turn and split it up into translatable units - words or phrases. He will also establish the syntactic relations between the various elements of the sentence. At some points in this phase (or the understanding or terminology phase), it may be necessary to establish relations between elements in larger portions of the text, in the interest of consistency.
3. *Understanding.* After having split up the sentence to be translated into its elements, the translator will generally put it together again in a form which he can understand or respond to emotionally. The extent to which he can do this will depend on his basic knowledge of the subject matter. There has been a great deal of discussion about the extent to which a translator should be able to understand the text he translates - about how much attention he should pay to the "content"

as opposed to "form", it seems obvious that due attention to both form and content is essential.

4. *Terminology.* The next step is to consider the key words and phrases in the sentence to make sure that apart from understanding them and feeling what they imply, one has a translation for them which is in line with standardized usage and is neither misleading, ridiculous nor offensive for the target language reader. Both in this phase and in the preceding (Understanding) phase, discussion with the author or some other adviser is often advisable as the best way to help the translator solve some of his problems.
5. *Restructuring.* When all the bricks needed for the edifice of the target-language text have been gathered or made, the translator will fit them together in a form which is in accordance with good usage in the target language. This is the phase where "form", as opposed to "content", comes into its own.
6. *Checking.* The translator will doubtlessly check his draft translation for typing errors and passages where a second perusal suggest a more elegant, or more correct, translation. In addition, it is quite common for someone or other than the translator to read through the finished translation and make or suggest changes. In the case of specialized texts, this is

often the source-language author or someone else with a better command of the subject matter than the translator should be consulted at this stage.

7. *Discussion.* For this reason, a good way to end the translation process is often with a discussion between the translator and the expert on the subject matter. As Nida and Taber point out in their book *The Theory and Practice of Translation*, it is generally inadvisable to make a committee meeting - with more than two participants. On the other hand, it is sometimes necessary to point out to translators that they should not work in isolation, and to help them in acquiring the social skills needed for such discussions.

#### 1.4.3. Error and Contrastive Analysis

Before the 1960s, the field of first language acquisition was dominated by the behaviourist ideas. These emphasized learning through habit-formation, which was brought about by imitation, reinforcement and repetition of behaviour. Until about the mid-1960s, the field of second language learning dominated by the same ideas. There is now an additional complicating factor, however. Whereas the first language learner is a novice so far as language habits are concerned, the second language learner already possesses a set of habits : his native language.

Some of these earlier habits will help the new learner task. Others will hinder it.

From the behaviourist perspective, when first language habits are helpful to acquire second language habits, this is positive transfer but when first language habits hinder the learner in learning the new one, this is now the case of negative transfer or, in the most common terminology, interference. In this way, differences between the two language lead to the inter-ference, which is the cause of learning difficulties and errors (Littlewood,1984:17).

Error analysis is an attempt to know kinds of error and reason for making the errors made by the student of foreign language. Contrastive analysis is carried out to find out the same things as the error analysis, but this is done by comparing a native language to a foreign language in terms of their linguistic aspects. Both of the analysis according to Johanson (1975:249) is "to reveal learners' difficulties ... in order to reveal what areas need to be studied exhaustively."

The two types of analysis have so far been very exhaustively employed for the benefits of performance of the students of a foreign language in terms of grammatical commands. Corder and Johanson however, have proved that they can also be of equally great use to identify the

performance in the semantic mastery.

Some rather elaborate accounts of error analysis are made by Corder (1978:122-143). The error which one most readily notice is that in expressive activities, whether they be in oral or written forms. There are 3 stages of error analysis, he claims further, namely recognition, description and explanation. They are closely interrelated with each other. Recognition of errors are very much dependent upon a correct interpretation of the learner's intentions. Since it is always possible that a well-formed and apparently appropriate utterance has been misinterpreted by the learner's intentions. When the recognition has taken place, a description can be started. Grammar for example, can be the most appropriate theoretical model for the description of errors. Explanation of the errors are regarded as linguistic as well as psychological linguistic one. The former deals with the breaking, substituting and disregarding of rules by the learners. While the latter concern with the reason for such malpractice. He notices that the learner's utterances might be overtly erroneous. In order to be able to solve the problem the second type of error in particular, Corder mentions two kinds of ways: (1) an authoritative interpretation which is obtained by asking the students to utter what they really mean by in their

mother tongue; such an interpretation will result in an authoritative reconstruction; (2) a plausible interpretation by inferring the meaning intended by the students from the surface structure of his text-sentences in conjunction with the information derived from its context. The processes of recognizing and identifying are carried out by comparing the original utterance with two kinds of interpretations and then identifying the difference.

The stage of error description deals with the collected from learner's expressive activities. The data are then compared with the reconstructed utterances of the researcher. This is a step of the contrastive analysis that is mentioned a little in the previous sub-chapter of this account. Since the main objective of the error analysis is to explain the learner's errors in order to help them learn, the description will be of a great value if it shows the respect in which the realization rules of target language differ from the learner's expressive performance. It's only when one observes the same error occurring regularly that he can talk about the rules which the learner appear to be following and try to describe their transitional competence.

The last stage of error analysis is explanation of errors. This deals mainly with the field of



psycholinguistic, for it's concerned with accounts of the reason and ways the errors come about. In this stage one can not do without the theory of transfer which states that a learner of a second or foreign language tends to transfer the habit of his mother tongue in his performance in the target language, they will be a facilitation; but if they differ, they will become interference or, at least a learning problem. When they come to deal with semantic item the problem appears in the form of miscomprehension of the message conveyed in a text, and so mistranslation happens. If the learner does not know the rules of the target language in semantic for example - he either keeps silent or uses one of the rules of his mother tongue, thus interference occur. This will lead, first to transfer error, second, to analogical errors due to the method or material use in the teaching.

In the case of vocabulary Corder notes that one might commit 'error of usage' which is attributable to the misunderstanding of either semantic, syntactic or phonological properties of a 'word'. For the purpose translation of a text, the last properties can be disregarded.

### 1.5. Scope and Limitation

The scopes of the study to be discussed in the

thesis are limited to the following points :

- a. Translation of English sentences into Indonesian sentences (taken from scientific discourse).
- b. Evaluation based on the lexical and grammatical adjustment in the translation of English to Indonesian.

## 1.6. Methodology

### 1.6.1. Working Definition

- a. Translation : is transferring a Source Language (L1) message into a Target or Receptor Language (L2) in such a way that the receptor's language comprehension of the translated message will be the same as that of the original receptor of the source language message (Nida & Taber, 1982 :12).
- b. Error : in language learning means that deviation in using a language usually caused by competence factor. (Tarigan, 1990 : 75).
- c. Lexical adjustment : is some elements or structural pattern of morphology which must be considered in translation. Those elements are affixed words, compound categories, words with different distribution figures of speech. (Rachmadie, Suryawinata & Effendi, 1988: 3.1-3.31)
- d. Grammatical adjustment : is some grammatical points to

think over when intending to translate from English into Indonesian, such as : attributives, participles, gerund, tense markers, auxiliaries and modals, order within clauses, transformation into Kernel sentences. (Rachmadie, Suryawinata & Effendi, 1988 : 2.12-2.25)

- e. Scientific discourse : usually includes manuals, instructions and scientific writing, usually focuses on the reference, meaning that it aims at conveying facts, information, knowledge. (Rachmadie, Suryawinata & Effendi, 1988 : 5.19)

#### 1.6.2. Type of Research

This thesis uses descriptive method, a method that is used to describe the nature of the phenomenon which occur in the present, and to test a hypothesis. The choice is based on the consideration about the characteristics of the data. The data which is collected for this research is language data i.e. the structure of student's TL in written form, especially the structure that show error. The data are taken from students' translation work when they did mid and final exams in English.

#### 1.6.3. Population and Sampling

The number of population is all of students in the

Pharmacy Department of Airlangga University who have attended the English lecture on odd semester of 1993/1994. The reason for such selection is most of them are new students who just attended English lecture at that time. 41 students (mid-test) and 62 students (final-test) are the sample of this research.

#### **1.6.4. Technique of Data Collection**

The writer selects a test (done by the English teacher) to be used as technique of data collection. The test is in the form of translation of the given sentences taken from mid and final test material. Those sentences are taken from scientific discourse (reading comprehension). In line with the nature and purposes of the study of the thesis, the sentences are used as a material from which data are to be collected by means of translation done by 41 students (mid-test) and 62 students (final test) who became the sample of the research. The form of data is written sentences in Indonesian (from students' translation work) which will be analyzed in terms of their performance errors of linguistic aspects.

#### **1.6.5. Technique of Data Analysis**

The collected data will be analyzed based on error analysis in the following steps :

- a. Recognizing the errors from the whole data (students' translation work) and comparing with the original text and the plausible interpretation.
- b. Identifying the errors of the sentences and then rewriting the error element in analysis card.
- c. Classifying the errors and the elements involved in the error sentence.
- d. Interpreting the meaning of error elements in the context.
- e. Reconstructing those wrong sentence in the standard of Indonesian.
- f. Comparing the structure of the data with reconstruction to analyze the errors register and the cause of the occurrence of the errors.
- g. Tabulating the error to count the frequency of occurrences based on linguistic aspects which are involved in those errors.