AN ERROR ANALYSIS ON TRANSLATING NOUN PHRASE BY ENGLISH DEPARTMENT STUDENTS

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Abstract

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Key Words: Error Analysis, Translation, Noun Phrase

Error analysis is an important area of second and foreign language learning. Translation is mastery in transferring written message from one language into written message of another language. This research aimed to describe the types of error based on surface strategy taxonomy by English department students' final assignment. This research used the descriptive qualitative method to identify one or a few variables that intended to use in this final assignment. The data were taken from 10 English education students of STKIP PGRI Sidoarjo in third semester. The research found error result in the form percentage were 32 or 20,25% error found in omission, 117 or 74% errors found in addition, 6 or 3,79% errors found in misformation, 3 or 1,96% errors in misordering. In conclusion, error analysis helped to know the students' ability in understanding language learning, especially in translating noun phrase.

Abstrak

Balqis, Khansa, 2021, Analisis Kesalahan Dalam Menerjemahkan Frasa Kata Benda oleh Mahasiswa Jurusan Bahasa Inggris. Skripsi, Program Studi Pendidikan Bahasa Inggris. STKIP PGRI Sidoarjo. Pembimbing (1)Yudy prasetyo, M.Pd, (2) Siti Aisyah, M.Pd

Kata Kunci: Analisis Kesalahan, Terjemahan, Kata Benda

Analisis kesalahan merupakan area penting dalam pembelajaran bahasa kedua dan bahasa asing. Penerjemahan adalah penguasaan dalam mentransfer pesan tertulis dari satu bahasa ke dalam pesan tertulis dari bahasa lain. Penelitian ini bertujuan untuk mendeskripsikan jenis-jenis kesalahan berdasarkan taksonomi strategi permukaan oleh tugas akhir mahasiswa jurusan Bahasa Inggris. Penelitian ini menggunakan metode deskriptif kualitatif untuk mengidentifikasi satu atau beberapa variabel yang akan digunakan dalam tugas akhir ini. Data diambil dari 10 mahasiswa pendidikan bahasa Inggris STKIP PGRI Sidoarjo semester tiga. Hasil penelitian ditemukan kesalahan dalam

bentuk persentase adalah 32 atau 20,25% kesalahan ditemukan dalam kelalaian, 117 atau 74% kesalahan ditemukan tambahan, 6 atau 3,79% kesalahan ditemukan dalam kesalahan formasi, 3 atau 1,96% kesalahan dalam kesalahan susunan. . Kesimpulannya, analisis kesalahan membantu untuk mengetahui kemampuan siswa dalam memahami pembelajaran bahasa, terutama dalam menerjemahkan frase kata benda.

INTRODUCTION

The less understanding of making complete noun is common to be done by learners. They almost forget the structure or pattern. They think that translation from mother language to the second language is same. Especially in noun phrase, they think it is same with their language. According to Brown (1994: 206) "Identifies the fact that learners make errors and that these errors can be observed, analyzed and classified to reveal something of the system operating within the learner, led to a surge of study of learners called error analysis."

"Error analysis is analysis about student's error that can be observed, analyzed, and classified to reveal something of the system operating within the learner", Brown (2007:170). A lot of students sometimes feel afraid of mistake. As a result, they do the same mistakes. It means they have to know about the error what they do before and they need to be carefull when they face the same mistakes.

Translation is a technique of transferring the mother language which becomes the source language (SL) into the second language that turns into the second language (TL) externally changes the theory or context of the mother language. According to Larson (1984:3), "Translation as the process of transferring the meaning of the source language into the receptor language." This is done by going from the pattern of the mother language to the pattern of a second language by way of grammatical structure. It is context which is being transferred and have to be held constant.

According to Crystal (2000: 222), "Noun phrase is the main construction which can appear as the subject, object of complement of a clause." A noun phrase is a formation of words that works together to name and describe a person, place, thing. According to Prasetyo (2015:93)," They need to simplify or economize their language whenever possible, for example using single word, noun phrase (appositive), or adjective phrase instead of using (adjective) clause." When the reseacher looks at the structure of writing, the researcher treats a noun phrase the same way the research treats a common noun. The structure of the language elements that focuses on the rules usually associated with grammar rules, including noun phrases.

One of the indicators of the difficulties in translating English noun phrases into Indonesian is that one makes a number of errors. White (1985: 11) says that making errors is a natural part of learning a language, it is clear that errors are common in the learning process. Errors arise because of lack of knowledge of the norms of the target language. To know errors in translating English noun phrases into Indonesian, errors analysis is needed. Errors analysis is carried out for identifying, describing, and analyzing errors in one language, so that certain areas of difficulties will be known.

The researcher chooses English Department Students because the researcher wants to know the ability of English Department Students in translating noun phrase. Based on those reasons, the researcher will focus on analyzing students error translating noun phrase in final assignments.

METHOD

The researcher took one class of third semester English Departments students. The population 10 students of third semester English Department students. The researcher was conducted at STKIP PGRI Sidoarjo.

This research used qualitative method. The instruments which was used in this research is the researcher himself and observation cheklist about error analysis translation.

RESULT AND DISCUSSION

Based on the percentage of the total results of the causes of errors, an error analysis on translating noun phrase by English department students in the 2019 were 158 errors from 10 data samples. The errors were classified into four subcategories, namely 32 errors in

Percentage of errors

to Umar (2015) omission errors were characterized by the absence of items that must appear in well-formed utterances. This showed that grammatical content or morphemes did not appear in well-formed
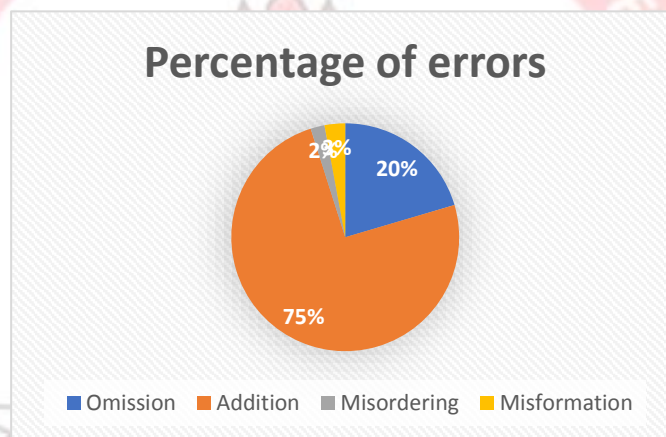
omission, 3 errors in misordering, 117 additional errors, and 6 errors in misformation. The total of error results in the form of percentages, the researcher found 20,25% errors in omissions, 3,79 % errors in misformation, 74% additional errors, and 1,96% errors in misordering.

OMISSION

The omissions were made by students. It happens when students write sentences that are not in the form of good speech. According

speech. On the other hand, it must be constructed grammatical content and morphemes to carry an understandable meaning. From the analyzed data, there were 32 or 20,25% errors found in omissions. The following sentences were presented as examples of omission errors made by students.

ADDITION

Unlike the disappearing curtain omission error. Addition errors are errors in categorizing certain items that appear in the production of students' phrase. Umar (2015) termed the error, as an additional error that exists if the item does not have to appear in a well-formed utterance. Students made additional errors because the written word did not appear in well-formed speech. This meant that the presence of unnecessary items that appeared in a well-formed sentence. From the analyzed data, there were 117 or 74% additional errors found. The following sentences were presented as examples of addition errors made by students.

MISFORMATION

Misformation errors were the most common mistakes made by students in writing final assignment. In other words, students often made mistakes in the formation of their article. According to Umar (2015), misformation errors are characterized by the use of the wrong form of structural morpheme. The students made this mistake because they did not write the appropriate form of morpheme or structure. From the analyzed data, there were 6 or 3,79% errors found in the misformation. The following sentences were presented as examples of misformation errors made by students.

MISORDERING

Misordering often occured in students in working on their writing. Language learners sometimes make mistakes in the placement of morphemes or groups of morphemes in the sentences they produce (Umar, 2015). Misordering error was a type of error that occured when students did not place a morpheme or group of morphemes correctly in an utterance. From the analyzed data, there are 3 or 1,96% errors found in misordering. The following sentences were presented as examples of misordering errors made by researcher.

CONCLUSION

Based on the data collection and discussion in the previous chapter, the researcher concluded that the students of the 2019 English department made mistakes in their translation. From the data collection and analysis results, the final assignment of translation made by students most of them made mistakes in addition and omission. They did not pay attention to noun phrase rules. This statement was supported by data which showed 74% of students made mistakes addition section. Then, students also made mistakes on other types of error . They were like 20,25% of students made errors in the omission part, 3,79% misformation, 1,96% misordering. From this data, the researcher could find out that students in 2019 have problems about using tenses in their final assignment. They were confused if using noun phrase applied in sentence.

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