

Error Analysis in Short Fiction Translation from Indonesian into English

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Abstract

This study aims to determine the types of errors in translating short fiction. The researcher used a qualitative descriptive study with 25 students of English Literature at Makassar State University. Data collection was carried out from a test to find out what types of errors were in the results of each student's translation. Based on the results of the study it was found that there were 4 types of errors in the students' translation results, namely Omission, Addition, Misinformation and Misordering. In Week 1 there were 72 omission errors, 60 addition errors, 82 misinformation and 16 misordering errors. In week 2 there were 53 omission errors, 54 addition errors, 56 misinformation errors and 13 Misordering. The last test in week 3 was Omission with 30 errors, Addition with 39 errors, misinformation with 31 errors and misordering with 3 errors. Finally, the researcher concluded that most students were still confused about using grammar and understanding words because of the influence of the First Language and the lack of competence in the rules or structure of the Second Language.

Keywords: *Error, Translation, Short Fiction.*

INTRODUCTION

The translation is an activity that aims to interpret the meaning of a text from one language to another. In translation, the context of the text needs to be understood well so that the results of the translation can be interpreted properly and can convey the intent of the message. According to Assemi, A., & Dehghan, S. S. (2012) communication comes from the target language text. This requires the use of various styles of language as well as aspects of constructing a translation framework.

Newmark (1988) argues that there are many obstacles that a person experiences in making texts. This is because Indonesian and English have different language structures, so there are many errors in interpreting a text. Until now, students still find it difficult to translate texts which makes them often produce translation errors. Many factors cause students to be wrong which results in

misinterpretation. The most common is the use of grammar, which is based on differences in structure or knowledge of the target language.

Students in schools and universities have received learning about translation, but there are still many students who often make error that causes the translation imperfect, such as unclear, ambiguous, and deviating from context. Seeing these problems, the researcher is trying to find out the types of errors made by students in translations and the difficulties that make students unable to translate well. The use of short stories as a medium can help students to be able to distinguish the use of grammar, as well as understand a context in the text. From the results of the text, it will be seen how far the students' ability in transferring language, so that later the teacher can apply appropriate teaching techniques that can improve students' abilities and skills.

LITERATURE REVIEW

Translation

Translation is generally a process of interpreting one language into another. In the process of translation, we can see the process of change and the connections created by the two different languages. House (2015) states that translation is the result of a textual linguistic process by contextualizing a language into the target language. Simplify Munday (2010) defines that translation is the process of transferring the written text language from the source language (SL) to the target language (TL).

Error

Errors in essence with structural deviations have similarities with mistakes, but actually, error and mistake have different things. Brown (2007) defines Errors and Mistakes as two deviations that have different meanings and concepts. Errors as stated by Brown refer to incompatibilities or imperfections in producing the target language associated with individual competence. Errors in analyzing or translating are common learning things for learners. Learning a second language is a process that involves making fail and a learner will immediately connect with new vocabulary, new grammatical patterns, and pronunciations that are different from the learner's mother tongue. According to Corded (1967) Error is a systematic deviation that occurs by native speakers. This relates to errors in identifying the occurrence, characteristics, causes, and sequences of failed language.

In his statement, Dulay (1982) states that there are several types of errors which are types that fall into the taxonomy category. These errors are as follows:

a. Omission

Omission is an error characterized by missing items or particles in a sentence which makes the sentence less and incomplete. There are several aspects found: students tend to omit the ending s/es for the singular verb and plural, omission of 'to be' in sentences that should use to be, omission of auxiliary verbs, omission of the article a/ an for singular nouns and omission of prepositions

b. Addition

Addition is an item that does not need to appear in a sentence or speech because it does not fit the context or grammar. The wrong word or phrase needs to be removed to produce the correct

sentence. There are three types of addition errors as follows. According to Dulay et al Addition is divided into 3 categories, namely double marking, regularization, and simple addition.

c. Misinformation

This is marked by the wrong placement of morphemes or groups of morphemes, both word order and word writing (misspelling). Errors in the arrangement of these elements will lead to misinterpretation and of course make the text inaccurate.

d. Misordering

The next error is misordering, which is an error in the arrangement of the word elements in the sentence. This is marked by the wrong placement of morphemes or group of morphemes, both word order and word writing (misspelling). Errors in the arrangement of these elements will lead to misinterpretation and of course make the text inaccurate.

Short Fiction

Lazar (1993) states that fiction is a short story. More focus is on the imagination of the author and the moral message in it. The contents of short fiction are literary works that contain fictional stories or are based on imagination-based "fantasy" fantasies that are not based on actual events but only rely on the imagination of the author's factual experience. The author's imagination is processed based on his assessment of various events, experiences, insights, views, interpretations, knowledge, realities, and events that are purely fictitious.

Based on the explanation above, the researcher chose fairy tales because it is a type of short fiction that has many choices of figurative words. It has an imaginative character so that the words used have many symbolic meanings and idioms.

METHOD

In this research, the participant was the students of English Education, Faculty of Language and Literature, The State University of Makassar. The total of the student in this research were 30 students in one class. Then during the research, the researcher determined 25 students to become participants by considering the results of the translation. In this research, the researcher used a test to find the types of errors made by students in the results of the translation of Indonesian into English. The test is a type of written test where students will do the translation.

FINDINGS AND DISCUSSIONS

The Kinds of Error in Students' Short fiction translation

In this section the researcher identified what types of errors were found in the translation results by each student and then explained them by making a table that included student's test results on translation. The errors were classified into 4 types: Omission, addition, misinformation, misordering.

Table 1. The Recapitulation of students' errors

x	Week 1				Total	Week 2				Total	Week 3				Total
	E1	E2	E3	E4		E1	E2	E3	E4		E1	E2	E3	E4	
x1	8	2	3	2	15	3	1	1	5	10		1	1		2
x2	2	2	9		13	1	1	2	4	8		2	1		3
x3	6	4	3		12	4	5	2		11	2	1			3
x4	2	4	1		7	1		2		3	1	2			3
x5			6		6		2	2		4	3	2			5
x6			2		2	2	3		1	6		2	2	1	5
x7		2			2		2	1		3	1	1			2
x8	3	3	2	1	9	2	3	1		6	1	1	2	1	5
x9	6	3	3	1	13	4	1	2	1	8	1	3	2		6
x10	3		4		7		2	4		6	3	2			5
x11	1	2	4	2	9	1	1	6	1	9			5		5
x12	2	1			3	2	2			4	2		1		3
x13	1	3	7	1	12	1	1	4		6		1			1
x14	4	5	6	3	17	3	3	2		8	2	2	2		6
x15	1		3		4	1		2		3		1			1
x16	5	2	4		11	4	1	3		8		2	1		3
x17	4	4	1	1	10	3	5	2		10	3	2	2	1	8
x18	1	3	4	1	9	2	2	4		8	2	3	3		8
x19		2	3	2	7	4	5	4		13	2	2	2		6
x20	3	1	4		8	4	3	1		8		1			1
x21	2	4	1		7	4	2			6		4	1		5
x22	3	4	2		9	2	2	5		9	3		3		6
x23	7	6	3		16	3	3	4	1	11	1	3	3		7
x24		1	4		5		3	1		4	3	2			5
x25	8	2	3	2	15	2	1	1		4		2			
Total	72	60	82	16	230	53	54	56	13	176	30	42	31	3	106
Total of Errors (512)															

Based on the table 1, the researcher found that there was a total of 509 errors found in 25 students for the whole of 3 weeks. The types of errors found include Omission, Addition, misinformation and misordering. The results of the analysis show that the number of errors for the first week is 230 errors, the second week is 176 and the third week is 103. The total number and the percentage of each error type are explained as follows:

Table 2. The Frequency and Percentage Type of Error

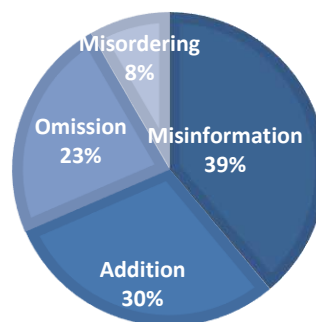
Types of Error	Frequency			Total	Percent
	week 1	week 2	week 3		
Omission	72	53	30	155	30.45%
Addition	60	54	39	153	30.05%
Misinformation	82	56	31	169	33.20%
Misordering	16	13	3	32	6.28%
	230	176	103	509	

- a. Omission : $p = \frac{72}{509} \times 100\% = 30.45\%$
 b. Addition : $p = \frac{60}{509} \times 100\% = 30.05\%$
 c. Misinformation : $p = \frac{82}{509} = 33.20\%$
 d. Misordering : $p = \frac{16}{509} = 6.28\%$

Based on table 2 the researcher found 509 errors in the six-semester students from English Literature, The State University of Makassar. It can be inferred that the highest frequency of errors is Misinformation. Then the researcher found 155 errors of Omission with a total percent of 30.45%, 153 errors of Clarity with a total percent of 30.05%, and 32 errors of Misordering with a total percent of 6.28%. The pie chart covers the highest until the lowest rank as follows:

KINDS OF ERRORS

■ Misinformation ■ Addition ■ Omission ■ Misordering



a. Omission

The researcher found that there were several omissions in the students' translation results. Students omit a sentence element that should be there to make the sentence grammatically correct.

1. Student Omission errors in "Singular-Plural"

Student 2

SL: Dahulu kala, hiduplah seorang penebang kayu miskin yang memiliki dua orang anak bernama Hansel dan Gretel

*TL: Once Upon a time, there lived a poor woodcutter who has **a two child** his name Hansel and Gretel*

*Correction: Once Upon a time, there lived a poor woodcutter who has **two children** named, Hansel and Gretel*

Student 16

SL: Gadis berkerudung merah telah beberapa pelajaran baru kalau dia harus mematuhi orang tuanya dan jangan pernah berbicara dengan orang asing lagi

*TL: The girl with Red Riding hood learns some new **lesson** that she must listen to her parents and never talk to stranger again*

*Correction: The girl with Red Riding hood learned some new **lessons** that she must listen to her parents and never talk to a stranger again*

2. Student Omission Errors in 'To be'

Student 10

SL: Pada zaman dahulu, hiduplah seorang gadis kecil, yang suka mengenakan kerudung merah.

TL: Once upon a time, there a little girl who liked to wear a red hood

*Correction: Once upon a time, there **was** a little girl who liked to wear a red hood*

Student 18

SL: Kini setelah malam itu para elf tidak pernah muncul lagi, meski begitu kedua pasangan tersebut tetap bersyukur

TL: Now after that night the elves have never appeared again, even so the two couples still grateful

*Correction: Now after that night, the elves have never appeared again, even so, the couple **was** still grateful*

3. Student Omission errors in 'Article'

Student 1

SL: Pada zaman dahulu, hiduplah seorang gadis kecil, yang suka mengenakan kerudung merah.

TL: Once Upon the time, there is a little girl who likes to wear a red hood

*Correction: Once Upon **a** time, there was a little girl who likes to wear a red hood*

Student 19

SL: Dahulu kala, hiduplah seorang penebang kayu miskin yang memiliki dua orang anak bernama Hansel dan Gretel

TL: Once Upon time, there lived a poor woodcutter have a two son names Hansel and Gretel

*Correction: Once Upon **a** time, there lived a poor woodcutter who has two sons named Hansel and Gretel*

4. Student Omission Errors in 'verb'

Student 4

SL: Gadis berkerudung merah telah belajar beberapa pelajaran baru kalau dia harus mematuhi orang tuanya.

TL: The red hooded girl has learnt some new lessons that she must obey her parents.

Correction: The Little Red Riding Hood has learned some new lessons that she must obey her parents

Student 9

SL: Alkisah, hiduplah seorang gadis kecil yang suka memakai kerudung merah, sehingga semua orang memanggilnya Little Riding Hood

*TL: A long time ago, **live** a little girl who like to wear a red hood so all the people called her little Red Riding hood*

*Correction: A long time ago, there **lived** a little girl who liked to wear a red hood so all the people called her Little Red Riding Hood*

b. Addition

Several forms of 'Addition' were found such as the addition of a suffix s/es, the addition of the -ing after modal, and the addition of 'to be'.

1. Student Addition errors of 'Double Marking'

Student 23

SL: Alkisah, hiduplah seorang gadis kecil yang suka memakai kerudung merah, sehingga semua orang memanggilnya Little Riding Hood

*TL: Once Upon a time, there is a little girl that love wear a red riding hood that **everyone called** her little red Riding hood.*

*Correction: Once Upon a time, there is a little girl who loved to wear a red riding hood that **everyone called** her little red Riding hood.*

Student 19

SL: Dahulu kala, hiduplah seorang penebang kayu miskin yang memiliki dua orang anak bernama Hansel dan Gretel

*TL: Once Upon a time, there lived a poor woodcutter have a **two sons names** Hansel and Gretel*

*Correction: Once Upon a time, there lived a poor woodcutter have two sons **named** Hansel and Gretel*

2. Student Addition errors of 'regulation'

Student 20

SL: Istri penebang Kayu tersebut memiliki sifat Jahat dan iri kepada kedua anaknya yang merupakan anak tiri

*TL: The woodworker wife have a bad personality and envy to her step **childs***

*Correction: The woodworker's wife has a bad personality and envy to her **stepchildren***

Student 21

SL: Alkisah, hiduplah seorang gadis kecil yang suka memakai kerudung merah, sehingga semua orang memanggilnya Little Riding Hood

*TL: Once upon a time, there is a little girl that love wear read riding hod, that **everyone** called her little Red Riding Hood*

3. Student Addition errors of 'Simple addition'

Student 1

SL: Gadis berkerudung merah sampai ke rumah sang nenek

TL: The little red riding hood arrive to her grandmother's house

Correction: The little red riding hood arrived at her grandmother's house

Student 4

SL: Alkisah, hiduplah seorang gadis kecil yang suka memakai kerudung merah, sehingga semua orang memanggilnya Little Riding Hood

*TL: Once upon a time, there **are** lived a little girl who liked to wear a red veil*

Correction: Once upon a time, there lived a little girl who liked to wear a red hood

c. Missinformation

The next error is misordering, which is an error in the arrangement of the word elements in the sentence.

Student 1

SL: Suatu hari ibunya memintanya untuk mengantarkan sekeranjang barang ke rumah neneknya.

*TL: One day, his mother asked him to deliver a basket of goods to **his** grandmother's house*

*Correction: One day, her mother asked her to deliver a basket of goods to **her** grandmother's house*

Student 2

SL: Sang nenek segera memeluk cucu kecilnya dan berterima kasih pada si tukang kayu telah menyelamatkan mereka

TL: The Grandmother immediately hugged her little grandson and thanked the carpenter

*Correction: The Grandmother immediately hugged her little **granddaughter** and thanked the carpenter*

d. Misordering

The next error is misordering, which is an error in the arrangement of the word elements in the sentence.

Student 14

SL: Gadis berkerudung merah tiba di rumah neneknya

TL: The Red Hood girl arrived to the Grandmother's house

Correction: The Girl with Red Hood arrived at the Grandmother's house

Student 19

SL: Suatu hari ibunya memintanya untuk mengantarkan sekeranjang barang ke rumah neneknya.
TL: One day, her mother asked her to take a wolf and a basket of goods to her grandmother's house

Correction: One day, her mother asked her to bring a basket of goods to her grandmother's house

Overall, from the description and explanation of each of these errors, it can be informed that the type of error that is most commonly found in student work results is Missinformation. This can be seen in students using the wrong pronouns, using inappropriate subject elements, and misspelling each word so that the meaning of the message in the text cannot be conveyed properly. Furthermore, after examining all the results, students can be informed that Misordering is the type of error that has the least number of errors found from other types of errors. Misordering in students' translation results is more directed at the arrangement of morphemes and words that are not in the correct order and position. But behind that, understanding the meaning of the text can still be understood.

CONCLUSIONS

After analyzing the data, the researcher stated that there were 3 important points as follow:

1. Based on the results, the researcher found that there were 4 types of errors found in the translation results of The State University of Makassar students, namely Omission, Addition, Misinformation, and Misordering. The test is given to students once in 3 weeks, and the cumulative number is that in Week 1 there are 72 errors in omission, addition is 60 errors, misinformation is 82 errors and misordering is 16 errors. In week 2, the error on omission was 53, addition was 54 errors, misinformation was 56 errors and misordering was 13 errors. The last test in week 3 was Omission with 30 errors, Addition with 39 errors, misinformation with 31 errors and misordering with 3 errors.
2. The researcher found that Missinformation was the most common type of error found in student translation results and Misordering was the least found type of error.

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