A GRAMMATICAL ANALYSIS ON THE INDONESIAN – ENGLISH TRANSLATION OF 2010 THESIS SUMMARIES OF THE INTERNATIONAL MANAGEMENT CLASS OF JEMBER UNIVERSITY,

(*ANALISIS GRAMATIKAL PADA TERJEMAHAN INDONESIA – INGGRIS DALAM RINGKASAN SKRIPSI KELAS MANAJEMEN INTERNASIONAL 2010 UNIVERSITAS JEMBER*)

Ummu Niswah, Sukarno, Indah Wahyuningsih
English Department, Faculty of Letters, Jember University
Jln. Kalimantan 37, Jember 68121
E-mail: ummuniswah1@gmail.com

Abstract

This research discusses the common grammatical mistakes found in translation texts. It examines how the grammatical rules are applied in the Indonesian-English translation texts. The purposes of this research are to find out the types of common grammatical mistakes in the data, and to analyze the problems which can be solved according to English grammatical rules. The research uses the analysis of English grammar according to grammatical theories. This study is a qualitative research. The study uses document as the source of the data. There are 63 sentences to be analyzed. Those sentences are derived from the thesis summaries of the International Management Class of 2010 Jember University. The results show that there are 104 numbers of mistakes which are spread in 14 types of grammatical mistakes. From those types of mistakes, the dominant mistakes occur in word choice, word order, subject + verb agreement, and tenses. Those mistakes are crucial to be corrected in term of grammatical rules of English in order to form the good sentences of English and be able to deliver the message equally.

Keywords: grammatical mistakes, English grammatical rules, types of mistakes

Abstrak

Penelitian ini membahas kesalahan gramatikal yang lazim ditemukan dalam teks terjemahan, yaitu bagaimana aturan gramatikal tersebut diterapkan ke dalam teks terjemahan bahasa Indonesia – bahasa Inggris. Tujuan penelitian ini ialah untuk mengetahui tipe-tipe kesalahan gramatikal yang lazim ditemukan di data penelitian, kemudian menganalisis permasalahan tersebut yang dapat diselesaikan sesuai dengan teori-teori grammatikal. Penelitian ini merupakan penelitian kualitatif yang menggunakan dokumen sebagai sumber data. Terdapat 63 kalimat yang dipilih untuk dianalisis. Kalimat-kalimat tersebut diperoleh dari ringkasan skripsi dari kelas Manajemen Internasional angkatan 2010 Universitas Jember. Hasil penelitian menunjukkan bahwa terdapat 104 kesalahan yang tersebar dalam 14 tipe kesalahan gramatikal. Dari seluruh tipe kesalahan tersebut, kesalahan yang dominan terdapat pada pilihan kata, susunan kata, kesesuaian subjek dan kata kerja, serta tenses. Kesalahan tersebut penting untuk diperbaiki dalam aturan gramatikal bahasa Inggris agar terbentuk kalimat bahasa Inggris yang benar dan diperoleh pesan yang setara.

Kata kunci: kesalahan gramatikal, aturan gramatikal bahasa Inggris, tipe kesalahan

Introduction

English has been studied by many people especially at schools. University becomes one of the places where English is learned either in the English department or other departments, especially a department which has international class. In this occasion, this study concerns with the 2010 of international management class of Jember University especially on the Indonesian – English translation of thesis summaries.

Furthermore, in making the Indonesian – English translation of thesis summaries, students occasionally only focus on the attempt of replacing Indonesian words with the English ones, but they ignore the rules of the target language which may differ from the source language. They do not realize that translation is transferring meaning of the source language (SL) to the target language (TL) rather than replacing the forms only. This is in line with what Larson (1984: 3) argues that translation is studying the lexicon, grammatical structure, communication, situation, and cultural context of the source language text, analysing it in order to determine its meaning, and then reconstructing this same meaning using lexicon and grammatical structures which are appropriate in the receptor language and its cultural context.

According to Sukarno (2015a: 234), language may vary cross-culturally. The variations may come from some aspects, such as words placement or words order, grammatical rules, and the socio-cultural background. These differences happen both in Indonesian and in English. The awareness of knowing these different aspects of language is also important for those who do Indonesian – English translation. It is actually easier to translate from word to word from source language to target language; however, it is inappropriate because in translation translators also need to consider the socio-cultural context and grammatical rules in order to get a good translation of the target language.

Some researchers have conducted researches related to translation and some grammatical aspects. Firstly, Aisiyah (2013) did the research on translation results and translation principle used in translating bilingual novel. The theories used in the research are theory of translation (Larson: 1989), English noun clause (Frank : 1972, Thompson & Martinet : 1986), Indonesian noun clause (Lopoliwa & Muslich: 1990). The results showed that literal translation was mostly used to translate English NCs into Indonesian NCs, and the idiomatic translation was also used to translate some phrases.

Secondly, Terzi and Arslanturk (2014) conducted a research on translation errors and academic discourse in dissertation abstracts. The results of the study indicated that the Turkish-speaking researchers relied on their translation skill while writing their English abstracts, and there might be some universally accepted and attended rhetorical structure in those dissertation abstracts. Another research was done by Djatmika *et al* (2014). They investigated the quality of English translation of some course books. The results showed that the text structure quality is good, but then the aspects of grammar showed several mistakes that needed to be improved.

The fourth study was conducted by Al Farisi (2015). He examined Indonesian translation problems of *iltifat* speech act in the Koran. The theories used were theory of translation (Nida, in Lawrence Venuti: 2012), relevance theory (Sperber & Wilson: 1986). The data analysis used was descriptive evaluative method. The results of the study showed that 60.16% of *iltifats* were translated by using literal technique, and the use of literal implied tendency of ideology of foreignization, and the importance of conducting translation research of *iltifat* speech act.

Based on several cases of grammatical mistakes in translation text, this study concerns about grammatical analysis on the Indonesian – English translation of 2010 thesis summaries of the international management class of Jember University. This research aims to find out the types of common grammatical mistakes in the thesis summaries of the International Management Class of 2010 Jember University and to analyze the problems that can be solved according to English grammatical rules.

Research Methodology

This study is a qualitative approach. It uses document as the source of the data. The data are in the form of sentences which are grammatically incorrect sentences derived from the Indonesian-English translation of 2010 thesis summaries of the International Management Class of Jember University. This research uses descriptive analytic method in analyzing the data. McMillan (1992: 12) states that descriptive method can be conducted as the procedure to solve the problems of the research by using current facts and phenomena, and this method describes the facts and explains the phenomena. Hence this research analyzes six thesis summaries of the International Management Class of 2010 Jember University in terms of the common grammatical mistakes in the translation. This study applies the common grammatical mistakes as introduced by Djatmika *et al* (2014), and is supported by other sources of English grammar.

Results

The results of this study show that from six thesis summaries, there are 63 sentences containing grammatical mistakes. Each sentence may have single and multiple grammatical mistakes. The classification is shown in Table 1;

Table 1. The Classification of Mistakes

Mistakes	Number of Sentences	Numbers of Mistakes
Single Mistake	34	34
Multiple Mistakes	29	70
Total	63	104

From the classification in table 1, it is found that there are 104 mistakes in 63 sentences which can be classified into 14 types of grammatical mistakes. The elaboration of the grammatical mistakes is provided in table 2;

Table 2. Types of Grammatical Mistakes

No	Types of Mistakes	Text Number						Total of Mistakes	
		1	2	3	4	5	6	Number	%
1	Word Choice	5	1	2	2	3	5	18	17.3%
2	Word Order	5	1	1	2	3	3	15	14.4%
3	Subject + Verb Agreement	5	1	4	3	2	-	15	14.4%
4	Tenses	1	4	1	1	1	4	12	11.5%
5	Preposition	3	1	-	1	1	1	7	6.7%
6	Articles	5	1	1	-	-	-	7	6.7%
7	Plurality	1	-	-	2	3	-	6	5.8%
8	Incomplete Element	-	2	-	2	-	1	5	4.8%
9	Passive Voice	1	-	-	2	1	1	5	4.8%
10	Pronoun	-	-	1	-	4	-	5	4.8%
11	Conjunction	2	-	-	-	2	-	4	3.8%
12	Double Verbs	-	1	-	-	1	1	3	2.9%
13	Parallel Construction	1	-	-	-	-	-	1	1%
14	Adverb	1	-	-	-	-	-	1	1%
	TOTAL			**104**					**100%**

Discussion

As presented in table 2, there are 14 types of grammatical mistakes found in the data of the research. From those 14 types, there are 4 dominant types of grammatical mistakes which are word choice, word order, subject + verb agreement, and tenses, and they are going to be the central discussion. The discussion is provided by classifying the findings then highlighting each mistake, and is followed by the explanation of the findings. Followings are the discussion of the findings;

1. Word Choice

Word choice becomes the most important point in this research. It takes an important rule in delivering the message of the source language into the target one. When the translation text has good choice of words, then the message is delivered appropriately. In contrast, when the translation text contains wrong choice of words, it does not deliver the message appropriately. There are 18 sentences containing wrong choice of words. Those 18 sentences need to be corrected by replacing the wrong choice of words with the more appropriate ones. There are four groups of word choices found in the data; those are noun choice, verb choice, adjective choice and adverb choice. There are 8 noun choice mistakes out of 18 mistakes of word choice found in the data.

Considered the following example of mistake in noun choice and its improvement;

SLT: *Krisis ekonomi yang melanda Indonesia pada tahun l998 telah meruntuhkan berbagai **sendi** perekonomian negeri ini.*

TLT: *The economic crisis that hit Indonesia in 1998 had undermined the various **joints** of the country's economy.*

Improvement: *The economic crisis that hit Indonesia in 1998 had undermined the various **principles** of the country's economy.*

Furthermore, there are 4 mistakes of word choice having different case because they are about the verb choice. Djatmika et al (2014: 365) argue that the verb selection is considered to be influenced by the peer words selected in the original text in Indonesian. For instance;

SLT: *Hal tersebut dibuktikan dengan angka Produk Domestik Bruto (PDB) yang mencapai 56,7%.*

TLT: ***This is evidenced** by the rate of Gross Domestic Product (GDP) reached 56.7%.*

Improvement: ***It can be proved** by the rate of Gross Domestic Product (GDP) reached 56.7%.*

Another group of word choice found in the data is adjective choice. There are four cases occurred in the adjective choice that need correction, such as:

SLT: *Konsep YWN **hadir** karena para pelaku pemasaran paham bahwa dalam era horisontal ini pasar lebih didominasi oleh ketiga golongan tersebut.*

TLT: *YWN concept is **existing** because the marketing principals understand that in this era of horizontal market dominated by the three groups.*

Improvement: *YWN concept is **present** because the marketing principals understand that in this horizontal era market is dominated by the three groups.*

The last group of word choice in this research is adverb choice. There are two mistakes about adverb choice occurred in the data, for example:

SLT: *Karyawan PR. Gagak Hitam dikatakan memiliki kinerja yang bagus apabila karyawan rajin masuk kerja.*

TLT: *The employees of PR. Gagak Hitam have good performance when he/she work **often**.*

Improvement: *The employees of PR. Gagak Hitam have good performances when they work **diligently**.*

2. Word Order

From the findings, it is found that there are two kinds of word order structure in the data. They are *noun phrase order* and *sentence order*. The first is the wrong order of words in noun phrase. The noun phrases do not follow the rule of English phrase structure. They become disorganized because of the wrong order of words. By those mistakes, the messages from the source language text cannot be delivered clearly into the target language text. They need to be in the right order of words based on English phrase structure in order that the messages between SLT and TLT are equivalence. Following is the example of mistake in noun phrase order:

SLT: *struktur fenomena*

TLT: *structure phenomena*

Improvement: *phenomenal structure* or *the structure of phenomena*

The structure of phrase "structure phenomena" is considered incorrect because the word *structure* is actually the real noun or head word that should be modified by the adjective *phenomenal,* not *phenomena*. So, the appropriate phrase is "*phenomenal structure*".

The second is based on sentence order. According to Sukarno (2015: 83), the obligatory elements of English sentences; subject and finite verb have two word orders, they are a normal word order and an inverted word order. The mistakes are categorized as inverted word order, as the following example;

SLT: *Kinerja dari spencer memiliki dua puluh criteria.*

TLT: *The criteria of Spencer are 20 criteria.*
           Subj.   FV

In the example, the English translation is grammatically correct, but it may be less acceptable in the TLT because the TLT may have its own rule in word order. This sentence can be modified based on the English word order that is come under the inverted word order by using introductory '*there*' at the beginning of the sentence;

Improvement: *There are 20 criteria of Spencer.*
             FV   Subj.

3. Subject + Verb Agreement

Sukarno (2015: 85) argues that unlike Indonesian, English verbs need to be in agreement with their subject. In English sentences, there must be correlation between subject and verb forms. As seen in the English pattern of SVA;

Subject	Verbs
-s	*+(e)s*
+(e)s	*-s*

When the subject of the sentence is singular, marked by (-s), the finite verb requires suffix (+s/+es). Conversely, when the subject of the sentence is plural, signaled by (+s), the finite verb should be in the base form, or signaled by (-s). The SVA pattern applies to the sentences with verbal and non verbal predicates.

The findings of this study show that there are 15 mistakes of SVA needed to be corrected. The mistakes are included in both the first and second patterns of SVA. Followings are the examples of SVA mistakes and their improvement based on the patterns of SVA:

SLT: *Dinas perhubungan memberikan suatu inovasi baru.*

TLT: *The department of transportation provide a new innovation.*

Improvement: *The department of transportation provides a new innovation.*

Following the rule of the first pattern of SVA, it can be presented that the TLT is inappropriate because the finite verb *provide* is not in agreement with the third person subject *the department of transportation* (marked by –s). The finite verb requires suffix +s (*provides*) in order to be in agreement with the subject, whereas the SLT does not have such rule of SVA.

SLT: *Batas-batas dan maknanya menjadi jelas.*

TLT: *The boundaries and the meaning becomes clear.*

Improvement: *The boundaries and the meaning become clear.*

According to the second pattern of SVA, the plural subject (marked by +s/+es) should be followed by the base form of the finite verb (-s). The TLT in the example above breaks the rule of the SVA. The finite verb *becomes* is incorrect because it does not in agreement with the plural subject *the boundaries and the meaning*. So the systemic modification of the finite verb should be signaled by (-s) '*become*'.

4. Tenses

The forms of tenses are influenced by the time signals. The time signals can be explicitly and implicitly implied in the text, or they may depend on the context of the text. This study has found 12 mistakes of tense, which are about the alteration of past, present, and present continuous tenses. The alteration of past tense means the tense that actually has to be in present tense because of some reasons. The present tense is used for a generalization (in overviews, statements of main points, etc.) or a generally accepted scientific fact, a statement made by you as a writer (Clerehan: 2005), for instance:

SLT: *Penelitian ini menggunakan metode penelitian populasi.*

TLT: *This research is using population research method. (Less appropriate)*

Improvement: *This research uses population research method. (More appropriate)*

The mistake above happens because the data are about the current researches. So they must be in the form of present tense rather than other tenses.

Another case occurs in the findings of tenses about the use of time signals. The existence of the time signals influences the form of the tense. The findings show a definite time in the past but is followed by the wrong tense, such as:

SLT: *Pada tahun 1998 keadaan tersebut meningkatkan jumlah pengangguran yang ada di Indonesia.*

TLT: *In 1998 the state increase the number of unemployed in Indonesia. (Less appropriate)*

Improvement: *In 1998 the state increased the number of unemployed in Indonesia. (More appropriate)*

The year 1998 indicates that the action of the sentence happens in the past time, so that the correct form must be in the form of past tense.

After being analyzed, the translation results of the six thesis summaries have been accurate and equivalent. The

analysis of the text is based on the English grammatical rules. The data are crucial to be analyzed because the accuracy of translation text is influenced by the appropriate grammatical structure.

Conclusion

This study is designed to analyze the Indonesian – English translation of 2010 thesis summaries of the international management class of Jember University in term of grammatical analysis. It tries to find out the types of common grammatical mistakes in the data and to analyze the problems which can be solved according to English grammatical rules.

The results of this study indicate that the thesis summaries contain several grammatical mistakes which are grouped into 14 types of grammatical mistakes such as word choice, SVA, word order, tenses, etc. Those 14 types of grammatical mistakes are spread in 63 sentences of the data. Some sentences have more than 1 grammatical mistakes which is called multiple mistakes, and some are classified into single mistake. After being classified, it is obtained 4 dominant types of mistakes out of 14, and they are analyzed based on the English grammatical rules.

In conclusion, to produce the appropriate translation texts, the translators should consider the accuracy of the English grammatical rules, so that the message from the source language (Indonesian version) can be transferred equally in natural forms of target language.

Acknowledgments

References

Aisiyah, I. K. (2013). *A Translation Analysis of English Noun Clause into Indonesian in Judy Westwater's Street Kid Novel: One Child's Desperate Fight for Survival*. Unpublished Bachelor Thesis, Jember, Jember University.

Al Farisi, Z. (2015). "Speech act of iltifat and its Indonesian translation problems." *Indonesian Journal of Applied Linguistics*. Vol. 4 (2): 78-90.

Clerehan, R. (2005). *Use of Tenses*. http://www.monash.edu.au/lls/llonline/writing/general/lit-reviews/3.2.xml. [2015, 28 August.]

Djatmika. Wibowo, A. H., and Dewi, I. K. (2014). "The quality of English translation version of bilingual books for physics and social science." *Humaniora, Jurnal Budaya, Sastra, dan Bahasa*. Vol. 26 (3): 351-361.

Larson, M. L. (1984). *Meaning-Based Translation: A Guide to Cross-Language Equivalence*. Lanham, MD: University Press of America.

McMillan, J. H. (1992). *Educational Research: Fundamentals for the Consumer*. United States of America: R. R. Donnelley & Sons Company.

Sukarno. (2015a). "Politeness strategies in responding to compliments in Javanese." *Indonesian Journal of Applied Linguistics*. Vol. 4 (2): 226-236.

Sukarno. (2015b). *A Course Book on English Sentence Structures*. Jember: Jember University Press.

Terzi, C., Arslanturk, Y. (2014). "An analysis of dissertation abstracts in terms of translation errors and academic discourse." *International Journal of English Language & Translation Studies*. Vol. 2 (4): 1-11.