

THE ANALYSIS OF ERRORS IN TRANSLATION OF LITERATURE FROM INDONESIAN TO ENGLISH LANGUAGE

Farida Repelitawati Br.kembaren¹, Durrah mawaddah srg², Khoiriya Sari³

Email: faridarepelita@uinsu.ac.id¹, mawaddahdurrah@gmail.com², kkhoiriyasari@gmail.com³

Universitas Islam Negeri Sumatera Utara

ABSTRAK

Meskipun banyak penelitian telah dilakukan untuk meneliti kesalahan mahasiswa dalam menerjemahkan dari bahasa indonesia ke bahasa inggris, tetapi masih sedikit penelitian yang berfokus pada kesalahan mahasiswa dalam menerjemahkan karya sastra dari bahasa indonesia ke bahasa inggris. Penelitian ini bertujuan untuk menjembatani kesenjangan tersebut dengan mengkaji kesalahan atau kesulitan apa saja yang dialami mahasiswa dalam menerjemahkan karya sastra dari bahasa indonesia ke bahasa inggris. penelitian ini menggunakan pemdekatan kualitatif. data dikumpulkan melalui pengisian angket penelitian ini menunjukkan bahwa 60% mahasiswa pendidikan bahasa inggris semester 5 bisa untuk menerjemahkan karya sastra dari bahasa indonesia ke bahasa inggris dan 95% mahasaiswa pendidikan bahasa inggris semester 5 setuju bahwasannya menerjemahkan karya sastra dari bahasa indonesia ke bahasa inggris membantu meningkatkan skill menulis,mahasiswa bahasa inggris semester 5 juga menyatakan 50% kesulitan dalam menerjemahkan karya sastra dari bahasa indonesia ke bahasa inggris dan 50% lagi menyatakan tidak begitu sulit. Studi ini menyarankan untuk pemerintah dan kampus untuk membuka kesempatan sebesar besarnya untuk mahasiswa berlatih menerjemahkan karya sastra.

Kata Kunci : Kesalahan, Indonessia ke inggris, kesulitan.

ABSTRACT

Although many studies have been conducted to examine students' errors in translating from Indonesian to English, there is still limited research focusing on students' errors in translating literary works from Indonesian to English. This study aims to bridge this gap by examining the mistakes or difficulties experienced by students in translating literary works from Indonesian to English. The research adopts a qualitative approach, and data is collected through questionnaires. The findings of this study indicate that 60% of fifth-semester English education students can translate literary works from Indonesian to English. Additionally, 95% of these fifth-semester English education students agree that translating literary works from Indonesian to English helps improve writing skills. However, 50% of these students express difficulties in translating literary works from Indonesian to English, while the remaining 50% do not find it too difficult. This study suggests that the government and universities provide ample opportunities for students to practice translating literary works.

KeyWords: *Errors, Indonesian to English, Difficulties.*

INTRODUCTION

Translation is the process of transferring discourse from the source language into equivalent discourse in the target language. Catford emphasized that the translated discourse has established must be equivalent to the original discourse. Because equality is a key element in the translation process, the message in the translated discourse will automatically be equivalent to the message in the original discourse. On the other hand, if the translated discourse and the original discourse are not equivalent, then the translated discourse is not considered a translation. Catford (1965; 20) that defines translation as conveying a message from the source language to the target language, and translation needs to be systematic and accurate. From the definition above, the translation has the same term, namely "equality". Not only The meaning, context, or message of the two sources reproduced in the receptor languagebut also equivalent in nature to the message in the source language. The first is meaning and the second is style. (meikardo, 2020)

Indonesia has a lot of different cultures and a lot of great books that can reflect the country on the world stage. We are still limited by how to bring it to the world stage, though. This makes it easier to show original Indonesian literature to people around the world. Works of literature written in Indonesian are translated into languages that many people around the world already know. We have a good goal of bringing Indonesian literary works to the world's attention, but we still have a national problem: young people in Indonesia don't know how to protect literary works and share them with the world. The author wants to encourage and teach young people to learn how to translate Indonesian literature into other languages, especially English, so that it can be seen by people all over the world.

Maintaining the meaning of the text is important during translation from the source language to the target language so that it stays true to its original meaning. Also, because languages have different forms, patterns, and styles, it can be hard to choose words that mean the same when translated. This is because the target tongue might not have the word. Some of the things that are thought about when interpreting science texts, especially study texts, are translation methods, lexical mistakes, morphological errors, syntactic errors, and other parts. Because of this, the researcher chose to look into "Errors in translating literature from Indonesian to English." When teaching a language, mistakes have always been a big problem. Now, they're also a big problem in audiolinguistic methods. There are already a lot of mistakes that people make, and standard texts have tried to protect students from certain mistakes in phonology, morphology, syntax, and lexis. These areas can be especially hard because of factors within or between languages.

One of the issues in translation is the occurrence of errors in simple words. These errors represent certain segments of the text or speech that deviate from the accepted norms of a specific language. Since these norms are a common phenomenon across all languages, novice translators as language learners often find it challenging to produce error-free texts (Dulay, Burt, & Krashen, 1982). The primary reasons for translation errors lie in social, psychological, and linguistic interactions, which can even challenge the most seasoned translators (Pojprasat, 2007). Translation errors are exemplified as "What may appear to be linguistically equivalent often does not qualify as 'equivalent in translation'" (Neubert & Shreve, 1992). According to Pinker (1986), as cited in Jahanshahi and Kafipour (2015), determining the appropriate steps for error analysis as a tool can help identify the weaknesses in the analysis. The first step in error analysis, according to Pinker (1986), involves collecting an appropriate sample from the language. The second step is detecting errors within the sample. In this regard, as believed by some scholars, errors can have different levels. The third step pertains to identifying and describing errors. This step in error analysis poses significant challenges because there is no clear and universal criterion for errors in linguistic

categorizations. The fourth step involves classifying errors based on their hypothesized causes.

Akil (2007) in his thesis, specified five kinds of translation errors, namely: (1) inversion of meaning: the expression of meaning of the source language text in another way round. In this case, the target language's intention contradicts with that of source language; (2) addition of meaning: the inclusion of intentions or ideas which are not mentioned or implied in the source language. In the other word, the intention of the source language is broadened; (3) omission of meaning: the exclusion of idea or ideas of the source language in the target language, so that the intention of the source language is not completely transferred; (4) deviation of meaning : the diversion of the intention of the source language to other notions; (5) modification of meaning: the expression of the intention of the source language into an unclear form. This research will be analyzed based on the error taxonomy from (Akil, 2007)

Factors Cause Errors in Translation

Grammatical Structure Differences, Each language has its own grammar and grammatical structure. Translators must understand how to transfer information from one language to another without violating the rules of grammar. Errors can occur if the translator does not grasp the grammatical structure of the source language or the target language, Synonym and Polysemy Issues, Some words have multiple meanings or can have many synonyms. Translators must choose the right word based on the context. Errors can arise if the wrong word choice is used, Cultural Differences, Cultural understanding is crucial in translation. Some expressions or concepts may not have a direct equivalent in the target language. Errors can occur if the cultural context is not understood. Meaning and Nuance Changes, Language often has nuances that are difficult to translate accurately. Translators should strive to preserve the original nuances and meanings as much as possible, but sometimes this can be challenging. Human Errors, Translators are human, and human errors are common. Spelling mistakes, grammatical errors, or word choice errors can happen.

METHOD

Research Design

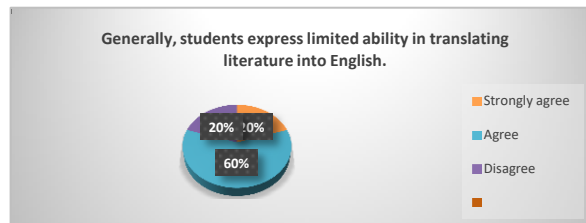
This research uses qualitative methods to explore the analysis of errors in translation of literary works from Indonesian to English. Qualitative methods are a research approach that focuses on understanding and interpreting human experience, behavior and meaning. Therefore, qualitative methods are suitable for this research because they aim to investigate errors in translating literary works from Indonesian to English

Participants in this research college of education at a state university in Medan, Indonesia. There were 20 participants in this research. Participants were selected using purposive sampling techniques. The selected participants are those who are already proficient in translating literature from Indonesian to English. The research instrument used was a questionnaire. A questionnaire was prepared to reveal students' perceptions of translating literary works from Indonesian to English. The questionnaire used is a closed questionnaire with 3 Likert scales, namely: Very able, slightly able, unable. Distribution of the questionnaire was carried out online using Google form. Data collected through a questionnaire consisting of closed questions using a Likert scale, was analyzed using quantitative methods. The responses were coded and assigned a numerical value corresponding to each Likert scale option. The data is then tabulated and summarized using descriptive statistics such as percentages. The results can be presented in the form of charts, graphs, or tables to visually represent the findings and facilitate interpretation.

RESULTS AND DISCUSSION

This research aims to determine students' perceptions of how familiar they are with translating Indonesian literature into English. There is a lot of literature in Indonesian so that literature can be better known in various parts of the world, we can translate it into a universal language so that more people know. Below are the results of a student questionnaire that can reveal how many people can translate literature.

- **Assessing students' proficiency in translating literary works.**

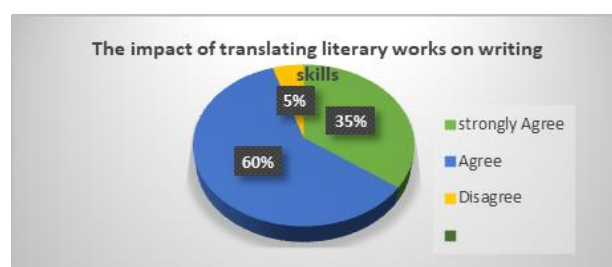


This data reveals participants' responses regarding students' abilities to translate literature into English. Among the respondents, 6 individuals (20%) strongly disagree, 20 individuals (60%) agree, and 6 individuals (20%) disagree with the statement.

Based on these findings, it can be concluded that the majority of participants (60%) are capable of translating literary works from Indonesian to English. On the other hand, the percentage of participants who strongly agree (20%) with this statement is smaller. Additionally, the number of participants who disagree (20%) is equivalent to those who strongly agree, indicating uncertainty or a lack of strong opinions regarding students' ability to translate literary works.

These results indicate a diversity of opinions among participants regarding students' abilities to translate literary works from Indonesian to English. This suggests that most individuals have an interest, and some individuals can already translate literary works from Indonesian to English, while others may lack interest or have not attempted to translate literary works.

- **The influence of literary translation skills on students' writing skills**

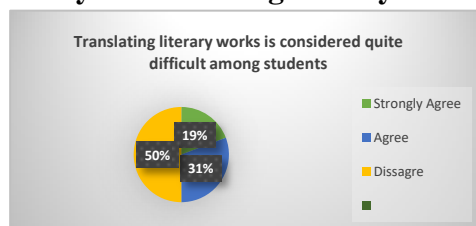


This data indicates participants' responses to the question, "Does translating literary works help improve students' writing skills?" According to the questionnaire results, (35%) strongly agree, (60%) agree, and (5%) disagree.

From this data, it can be concluded that a significant number of participants (95%) either strongly agree or agree that practicing the translation of literary works from Indonesian to English can help enhance students' writing skills. A small percentage (5%) disagrees with this statement.

Overall, the data shows a very positive perception among participants, indicating that translating literary works is considered beneficial for improving writing abilities in English.

- **Measuring the level of difficulty in translating literary works**



This data reveals participants' responses regarding the level of difficulty in translating literary works among students. Among the respondents, (19%) strongly disagreed, (31%) agreed, and 6 people (50%) disagreed with this statement.

Based on these findings, it can be concluded that the majority of participants (50%) consider themselves capable of translating literary works from Indonesian to English. In contrast, the percentage of participants who strongly agreed (19%) with this statement was smaller. In addition, the number of participants who agreed (31%) showed that some participants found it difficult to translate literary works.

These results show that there is a diversity of opinions among participants regarding students' ability to translate literary works from Indonesian to English. This shows that the majority of individuals have an interest, and some individuals can already translate literary works from Indonesian to English, while others may be less interested or have not attempted to translate literary works

DISCUSSION

The findings of this research outline the positive perceptions expressed by students towards translating literary works from Indonesian to English. The students said that the process of translating literary works from English to Indonesian could improve their writing skills. (Ella, Khoiria, Sita, Durrah. 2023). These positive perceptions include the belief that the process of translating literary works from Indonesian to English can improve vocabulary skills, increase proficiency in using the knowledge learned such as morphology, and gain new experiences.

This research reveals that students have positive perceptions in translating literary works from Indonesian to English. The participants admitted that with this research they had a platform to apply the knowledge they had learned so far. This finding is in line with research conducted by Mardin Silalahi, Zainal Rafli, Yumna Rasyid (2018) who also observed similar perceptions among postgraduate students regarding Error Analysis in Translation of Scientific Texts from English to Indonesian. Mardin Silalahi, Zainal Rafli, Yumna Rasyid (2018) highlighted that in the translation process students can apply the knowledge they learned in postgraduate studies such as morphology and syntax. Consistent findings across both studies underscore the value and potential of translating literary works in assisting students with writing assignments and providing the language resources necessary to improve their academic writing outcomes.

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