

An analysis of syntactic translation error on communication students' abstract in Universitas Bengkulu

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Abstract. This research was purposed to find out the syntactic translation errors from source language (Bahasa Indonesia) to target language (English) in communication students' abstract of Universitas Bengkulu. The method that used by the researcher in this research was qualitative method along with content analysis approach. The error sources of translation were classified as morphological, lexical and syntactic error based on Sager's theory. However, this research focused on the abstracts in thesis which made and translated by the communication students who's graduated on 2019. The researcher found out that there were 52 syntactic errors occurred in 7 abstracts which became the object of this research.

Keywords: communication students, error, syntactic, translation

INTRODUCTION

In 1965, Catford defines that translation process as the interchanging of textual material from a source language (SL) into a textual material of the target language (TL). In terms of psycholinguistic point of view Catford also states that mainly, the focus problem is an effort in finding out the meanings of phrases of source language as equal as the meanings of phrases of another language or the target languages.

According to what have been stated in Oxford Advanced Learner's Dictionary (2000) translation is stated as the process to change something from one language, written or spoken, into another language. Rochayah (2000) in Hijriyah's explains that translation is the changing of textual meaning in one language by equivalent meaning in another language. Newmark (1988) in Ilzamudin's also states that translation is a process of rendering the meaning of a text into another language in the way that the author intended the text. All of the explanation shows that, we can conclude the translation process as a meaning transferring activity of language that also includes the linguistic entities, from SL into TL without forgetting their sense of equivalences.

The translation itself also could be said as an "art" process, because there is a close relationship between a writer's language taste and a translator's language taste. So, it also can be said that the translation is a representative of "fashion" of someone's thought. If the fashion is good and suitable to the context and situation, it would be beautiful, interesting and meaningful. The most basic thing in translating is the ability to think and the way to transfer the result of thoughts into good sentences and expressions which also has some principles on it.

Talking about several principles in translation that could be used as the guidelines during the translation process, Duff (1989) divides these principles in translation activity as: Meaning, Form, Register, Source Language Influence, Style and Clarity and Idiom.

In terms of meaning, the translation needs to reflect or portray the meaning of the original text accurately, what does it mean by this is; Even though part of the meaning could be transposed but nothing should be haphazardly added or removed as in the translation process we should maintain honest attitude so later on the rendering result between the TL and SL would be similar to each other. The next one is form; in this principle, the words order or the sequence of ideas in translation process should equal to the original one as accurately as possible, this would be very crucial if we are concerning or talking about translating for example the legal documents or contracts.

Then, register principle, in here the languages are often being classified greatly regarding to their level of formality within the context which is given, meaning that in translation process it should be distinguished between the personal and the formal or the fixed expression. Meanwhile in "source language influence" principle, translation is stated as a condition where the translators thought in the process related to the choice of words molded by the original source languages as one of the most frequent or common criticism in the translation is that nature of the language.

After that, the style and clarity; in here the translation process, we should not change the style of the text from the original text, we as the translator just should correct the defect or flaw from the form which are in the source language text for the purpose giving the clarity to those who read the text, and the last is idiom, in this principle, we could not translate the source language to target language directly as it consists several idiomatic expressions such are colloquialism, jargon, metaphors, phrasal verbs, proverbs, sayings and similes. In order to translate these, we should maintain its original words and giving literal explanations in brackets also by inverting comas, using plain prose or non-idiomatic translation.

Larson (1998) expresses that the good quality translation should meet the three aspects, those are aspects of accuracy, aspects of acceptance and legibility aspect. Because these three components linked to each other and hold very crucial place in translation process, Larson also explains that in order to provide the appropriate meaning there are some steps that we should do in doing translation, the first one, the translation should mastering or evaluating the communication context or situation, cultural matters, grammatical structures, and lexicon between the source and target language, then in order to determine the meaning, the source language is being observed, after that doing the restructure process of the same meaning by using compatible grammatical structure, lexicon that also match to the culture context. This also indicates that in translation process, we as translator could possibly face several problems such as error in translation, there are several problems and errors which could be found in translation process, for instance: Do not understand about the translation process, ambiguity, Interlingua, morphological error, lexical error, syntactic error, cultural error and many more.

When we are talking about error or problems, it indicates the mistake or misunderstanding that might happen when we do something, the same goes to the text translation process, there are some problems of transfer or differences problems that could happen along with the errors, for instance: Do not understand the purposes of the translation, Ambiguity problems in the texts, forgetting the cultural sensitivity when translating; In translating a text, it is necessary for us as translator to make sure about the purpose of the text and to

understand that the end goal as it will help the translation process to be successful and accurate. For example, a text which is translated for legal purposes should follow its original text. It is different from the text which is translated for marketing purposes. Translating the text with marketing purpose must require certain ideas and feelings of the source content, just like the language which used that probably.

The same case when in translating a poem or a song, the people will face more difficulty, because it not only reflects the meaning but also sound, soul and energy of the original text. Meanwhile the ambiguity problem in the text related to very specific vocabularies and certain grammatical structure which can be the cause of difficulty in translating which cause unclear meanings. An experienced translator with good knowledge of both languages (source language and target language) can avoid the difficulty, ensuring that the document translated reflects the original meaning and context. The last one is cultural sensitivity, as the language is intrinsically related to culture. So, it is important for us to know that translation pays close attention to it before, especially when translating traditional texts, texts about cultural practices or even humor; even a professional human translator can struggle with translation difficulties. They are aware of the differences in terms of structure, grammar and context of two languages.

Then there is the Interlingua; the errors which are caused by the interference of someone's native language (Richard cited in Eka et al., 2010). Interlingua translation is considered as a "real translation", which means the whole source language is translated into target language both meaning and form, for example the sentence *seorang anak pergi ke sekolah setiap hari* from Bahasa Indonesia as source language must be translated a child goes to school every day in English as the target language.

Certainly from the explanation above there are some errors or problem that could happen, and might be found during the translation text process, it is supported by the statement from Vilar at al cited in Susanti (2018) that divides the errors into five errors categories in translating, such as missing words, word order error, incorrect word, unknown word and punctuation error, the source of the errors itself may vary, according to what have been stated by Sager(1983) that was also could be seen in Amalya (2018), the source of the translation sources of error are being classified as three error sources, those are; syntactic, morphological and lexical error.

The morphological error is the error caused by word forms and morphological process as the result of the students who do not fully understand the structure of target and source language which becomes ambiguous, for instance: the plural term for woman is women and not womans. The next one is lexical error; it is related to the diction, choice of words, idiom and register, as these examples: the word love could be translated as cinta in noun class or also cinta but in verb context, or in Bahasa Indonesia the word bisa could be translated as can/could if the context is verb, but needs to be translated as venom/ poison if the diction is regarding to the noun. Meanwhile Syntactic error here means the error that has relation to the clause and sentence constructions, phrase construction and word order, multiple connecting words within the compound sentences, and word order, for example the word *gaun merah* from Bahasa Indonesia should not be translated as dress red but red dress, because we should follow the rule of the target language that put the order of adjective first then noun this also related to the grammatical structure such as articles, conjunction, the choice of tenses that should be used, etc.(Hafiz, S.M , et al 2018).

METHOD

By conducting this research, the researcher would like to find out about the source of error in translation, specifically syntactic error. The method of this research was descriptive qualitative research where in this kind of method, most data would be explained deeply in form of words rather than in form of numbers by the researcher, in line with what has been stated by Ary et al (2002) where he says that qualitative research deals with the data that are in the form of words, rather than number and statistics, so in this research, the researcher explained about the result data dominantly with words rather than number. The objects of this research itself were 7 abstracts of communication students' who graduated in 2019 from Universitas Bengkulu.

In this qualitative research the researcher also act as an instrument of the research which in line with what has been stated by Moleong(2009) "when the researchers conduct a qualitative research, the writers acts as the main instrument"; Meaning that the researcher has role to plan, collect, analyze and to describe the research finding or data, while another instrument in this research (observation table) used as media to help the researcher in taking data, the data itself could be in the form of oral or written .

In this research, the first step done by the researcher was finding out the abstracts to be analyzed; seven communication students' abstract who graduated in 2019 from Universitas Bengkulu were chosen as the samples/ objects. Then, after collecting the objects, the researcher did the identification process; this process was carried out to determine and to analyze the source of error in translation, to classify the result, the researcher used the theory from Sager (1983) which also similar to one of the theories that used in Amalya (2018). This theory classifies the error sources in translation as syntactic, morphological and lexical error, however in this mini research, the researcher only focused at finding out whether there was error in syntactic or not and elaborate about it, for example why we could say that as syntactic error and the amount of this error happen in each sample. For this case, the researcher used two observation tables below. The researcher used the first observation table to find out the syntactic error for each abstract in order to elaborate it one by one; the researcher also explained why the words or sentences could be categorized as an error, then the researcher calculated the number or amount of the error in students' abstracts. When the researcher finished analyzing the abstract one by one, the researcher then put the result to another observation table (which also completed with the abstract's writers initial) with the aim to calculate the total amount of the syntactic errors which were happened in the research.

FINDINGS AND DISCUSSION

In this result and discussion part the researcher presented the data finding and discussed about it, this showed the data obtained as the result of Communication students abstract from bahasa Indonesia as the source language and English as the target language. So, to answer the research questions "Is there any syntactic error occurred on the abstract writing" The result of this research showed that there were syntactic errors occurred in all seven abstracts that were observed by the researcher. And to answer "how many times syntactic error happens on the research?", the result could be seen through the table below.

Table 1 Syntactic errors

No	Data Initials	Total Amount of Syntactic Error
1	1 (AWP)	15
2	2 (ASAD)	2
3	3(AD)	11
4	4(AAP)	8
5	5(BEH)	7
6	6(AAAF)	4
7	7(DDS)	5
		52

Based on the table above, there were **fifty two** syntactic errors as the total amount of the error after the researcher did the research to seven abstracts of the communication students in Universitas Bengkulu, Even though the researcher found out there were syntactic error in each abstract but only the syntactic error caused by the tense, word order, grammatical (incomplete sentence structure), conjunction structure pattern that appeared in this research, if we compared to the first previous study ; it was different from the research which was conducted by Hafiz, S.M , et al (2018) with the title “Analysis of Syntactic Errors in English Writing: A Case Study of Jazan University Preparatory Year Students” got more variation in syntactic order errors; subject verb agreement, tense, auxiliary and preposition , however it could be influenced by the different objects of each research and the location of the researchers were being conducted. In this previous research, the students were given test and tested by asking them to write the compositions on different topics which related to their academic or their day-to-day life. Then the previous answer scripts were being analyzed; this process was also part of research to trace out common pattern made by the students and the research did not give the exact number of each syntactic errors that occurred. Meanwhile in this research, the researcher used the abstracts which were being written already by the students; in here the dominant syntactic error appeared to be more specific; because of the tenses pattern and the exact total amount was also provided by the researcher.

If the researcher compared to the next previous study which was conducted by Amalya (2018) both of the researchers used the same theory to categorized or classified the sources of error; Sager theory, however this research specifically focused on the syntactic error and elaborated it, but the previous thesis explained about the morphological and lexical as well, in this previous research the researcher also showed that syntactic error also happened for big amount of number, which were 425 error on text 1 and 227 errors on the

text 2, the differences between the previous research and this current research were the objects along with the “scoop of the research” ; the previous researched was conducted by observing 30 students as the samples in school and the students were asked to translate the text that were given to them.

The explanations bellow show about individual abstract that were taken as the samples by the researcher. The table below showed a glimpse of the data that analyzed by the researcher for the first abstract. The biggest syntactic error amount of was found out in the Data 1 (AWP) abstract, for the first abstract data, the researcher found that there were 15 syntactic errors on that. Look at the table below as an example.

Abstract 1 (AWP)

No	Syntactic Errors words/sentences	Explanation	Amount
1	The approach of this research is a qualitative approach that is descriptive.	The researched which already being carried out supposed to use the past tense, but here they used form of present tense, and then there's word order problem <i>a qualitative approach that is</i> <i>Descriptive could be changed as 'a descriptive qualitative approach' to be more efficient.</i>	2 (1 tenses 1 word order)

There were two syntactic errors found on the table above; first it had relation to the tense, the research which was already being conducted should be explained by using past form of tenses, meanwhile as we could see the writer of that abstract used present tense form on the abstract. The next one was the word order error that could be seen on the table as well. Out of fifteen errors in the first abstract, fourteen of them were caused by the tense used and one caused by the word order error.

For the next example, the researcher took the data 3 (Ad), as we could see on the table below, there were explanation about the syntactic errors itself.

Abstract 3 (AD)

No	Syntactic Errors words/sentences	Explanation	Amount
1	The approach of this research is a quantitative approach Obtaining information in this study through a survey using a questionnaire	The researched which already being carried out supposed to use the past tense, but here they used form of present tense, and then there's grammatical problem incomplete sentence structure; obtaining information supposed to be the information in this study obtained through a survey using a questionnaire, as the previous one caused a bit ambiguity	2 (1 tenses 1 grammatical problem)

In here, the researcher also found the error caused by the incomplete sentence structure that we supposed to change, because it had the chance to lead the meaning becoming ambiguous. The last data which was being elaborated was taken from the fourth sample.

Abstract 4 (AAP)

4.	Data analysis techniques are done by reducing data..... This research using the data validity test by The results of this study indicate that strategy branding	Three tenses error; supposed to use the past tense, but here the researcher used form of present tense and one word order problem, instead of strategy branding the writer needed to write "branding strategy"	4
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There were found three tenses form error here, which was supposed to be written in past form, the researcher also found the word order problem here where the word strategy branding needs to be written as branding strategy.

CONCLUSION

This research concerned with syntactic errors, the highest number appeared for each individual abstract was 15, and meanwhile the lowest number of syntactic errors was 2. However, through this research, it was found that all of the syntactic error happened in each data. The dominants syntactic error was caused by the tense form problem, the total

amount of syntactic error in this research was fifty-two, besides the tense problem, the researcher found out the syntactic problem had caused because of the word order, incomplete grammar and conjunction problem. If the next researchers interested in analyzing this kind of topic, the same research could be conducted with using the different objects, or the next researchers could carry the research which focuses more on other sources of error such as morphological and lexical error by using the same objects as the researcher.

The result of this research also showed that it is important for those who teach English to the non-English students to teach or explain about what kind of tenses needed in academic writing as well, specifically about the abstract, because though they would not use English to write down their thesis, they still need that for writing on the abstract of their thesis.

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