



AN ERROR ANALYSIS TRANSLATION FROM TETUM NARRATIVE TEXT TO ENGLISH: DESCRIPTIVE STUDY AT FIFTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM

Agostinho dos Santos Gonçalves^{1*}, Venceslao Mendes da Silva², Jose A. Sarmento³
Instituto Superior Cristal^{1,2,3}

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ABSTRACT

There are many public and private institutions and companies in East Timor that use English as a working language because it needs cooperation as national and international partnerships with the other English native countries to many amongst differences other foreign or vernacular languages. The objective of the study is to the description and errors analyze the translation from tetum narrative text to English of the fifth-semester students of the English study program in Instituto Superior Cristal. The method used to conduct the research was descriptive analysis which is to describe the types of errors that had been committed by the students. Based on the results of research presented in several tables that the students make errors in the translation of Tetum Narrative text into English: The omission morphology is 31 (50.82%); the omission syntax is 30 (49.18%); the addition morphology is 9 (20,0%); the addition Syntax is 34 (75.6%); the misinformation morphology is 8 (34.8%); the misinformation syntax is 15 (65.2%); the disordering morphology is 7 (18,4%); the disordering syntax is 13 (34.2%); the disordering pronunciation is 14 (36.8%); the number of errors in disordering lexical is 4 (10.5%). And the mistakes are 23 (12.1%), so, total errors are 167 (87.9%). The local error is 18 or 54.5%; the global is 15 (45.5%); the overtly is 18 (69.2%); the covert is 8 (30.8%); the Interlingua (transfer errors) is 10 (71.4%); the intralingual (Overgeneralization Errors is 4 (28.6%). The cause of errors committed by the Fifth Semester Students is Interlingua or L1 transfer errors to L2 and in Interlingua. The difficulties faced by the students are the differences between the culture of English as a foreign language and their first local language. So, those errors are influenced or transferred by the First Language (L1) Tetum narrative text to English as a target language

(L2). Therefore, the English teachers and students of the English Study Program are recommended that the various types of errors that have been committed by the students in the writing skill transfer errors from the first language to the target language.

INTRODUCTION

An Error Analysis on Translation from Tetum Language narrative text to English as a target language. Based on the curriculum of school-based competence, which is being adopted in ISC, translation is one of the subjects to be taught for the Fifth Semester Students in the English Study Program. Besides this, the students achieve the skill of translation is considered as an outcome of learning that is hoped by many users or stakeholders in public and private institutions or companies at local, national, and international levels. All of us know that oral and written translators always commit various types of errors and mistakes.

Moreover, analyzing grammatical errors made by students in writing paragraphs is based on the idea Sompong, (2008:6) says that errors are unique to humans, and error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language.

English languages could become a standard or lingua franca to create communication around the world. This is why, English is very important to learn in many countries as a foreign and second language learning. Every country uses English to interact with each other's through various types of errors because every L1 always transfers errors to English as a standard language.

In Timor Leste, English is taught as a compulsory subject in every school as a foreign language from nine years of elementary up to tertiary level. In addition, English is not easy to teach and learn as a foreign language because the environment does not support it because mostly uses the Tetum Language as the medium of instruction to explain the English grammar.

* Corresponding author.

E-mail addresses: dossantosgoncalvesagostinho@gmail.com (Agostinho Dos Santos Gonçalves)

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In the skills of writing and speaking always commit some transfer errors (Interlingua transfer and intralingual errors).

English has got a very important role and it is one of the subjects that are common both to Natural and Science courses. These skills are structured by level of comprehension (reading and listening) and production (writing and speaking) which become more and more complex.

In translation, students can learn to arrange sentences if students often translate text into another language. And translation is writing words in another language which is not easy because students need to comprehend as content. Students can translate text from Tetum Narrative text to English Simple Past Tense. For the reasons above, the teacher found some problems when the students translated to arrange sentences word by word in literal meaning. And the students found difficulties arranging the words and sentences using tenses, plural form, and eight parts of speech: adjectives, adverbs, verbs, nouns, prepositions, conjunction, and interjection.

The observation with the English teacher and some Fifth Semester Students of the English Study Program of the Faculty of Education Science in Instituto Superior Cristal got confused to use simple past tense because they did not know the meaning of the words. And students are still unable to distinguish between verbs, adjectives, and nouns and change adjectives to verb form. The English lecture of the Faculty of Education Science in Instituto Superior Cristal explains that learning grammar especially tense is bored activity.

Thus, error analysis of translation is very important to be studied among the types of errors done by students using past tense in Tetum Narrative text and the factors that influence their errors. Errors are very usual in writing paragraphs or easy, so errors analysis of translation is needed by the teacher to correct the student's essay. Corder (2014: 114) explains that Errors tell teachers how far toward the goal learners have progressed and consequently, what remains for learners to learn. Second, errors provide the researchers with evidence of how language is learned or acquired. what strategies or procedures learners are employing in their discovery of the language. The making of errors is a strategy employed both by children acquiring their mother tongue and by those learning a second language. Errors can be accepted as a kind of learning activity in learners”

Based on the curriculum in the English Education Program of the Faculty of Education in Instituto Superior Cristal has a subject of Translation which is programmed by Fifth-semester students. Therefore, the researcher is interested to conduct the study of Error Analysis of Narrative text translated from Tetum to English by the Fifth Semester Students of the English Study Program of the Faculty of Education Science in Instituto Superior Cristal. In other words, foreign language learning is affected by each foreign learner's native language. A first language interferes with the learning foreign language in the following errors: omission, addition, misformation, and misordering.

LITERATURE REVIEW

Error Analysis

Abdullah (2013) said that errors analysis on the use of the simple present tense and the simple past tense in translation text among TESL of College students. This theory was never applied at university. The differences between Abdullah's thesis and the researcher's thesis are Abdullah's thesis just focused on simple present and simple past in writing essays and the researcher focuses on errors analysis using past tense in Tetum Narrative Text.

Hourani (2008:16) defined error analysis as an essential source of information for English teachers. It provides information on students' errors which in turn helps teachers to correct students' errors and also improves the effectiveness of their teaching". Error analysis is a tool to help the researcher check the grammatical error made by students, especially using tenses Tetum Narrative Text. Errors are very usual in translating paragraphs or essays, so error analysis is needed by the teacher to correct the student's essay. Based on Dulay and Krashen's theories (1982) mentioned that error analysis spare became four types are omission, addition, misinformation, and disordering. Besides this theory was taken based on surface structure taxonomy.

Hourani's research (2008: 46) says that lack of teaching practices is one of the factors of that made by students because if students did not have the habit to write essays in their home's possibility, they unusual with new words, the structure of language, and the organize the sentences. Lack of translating activities may lead to weakness in the translation skill because of a lot of errors in students' essay will occur". This statement has been tested by several language experts. Therefore, we can conclude

if students seldom practice writing essays, the error problem of students would occur.

Brown (1987:125) defines an error as a noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of the learner. While Richards (1997: 25) states that a learner's errors provide evidence of the system of the language that he is using (i.e., has learned) at a particular point in the course (and it must be repeated that he is using some systems, although it is not yet the right system).

Translation

Rossa, (2014) mentioned that translating has a different difficulty level from other skills because translation needs a systematic sequence of sentences and skill to translate well in practice, teacher has to make integrate media to engage their students because translating has some method to become a good paragraph. She also stated that translating is the process of exploring the translator's thoughts to manifest the graph logical and grammatical system of language by using the visual medium in the form of sentences.

Wikipedia (2016) explains that in most languages, translation is a complement to speech or spoken language consequently, we need practice to translate. On the other hand, we can prevent the reader from misunderstanding if our translation uses incorrect grammar.

McLean (2012: 381) described that Pre-translation is the stage of the translation process during which you transfer your abstract thoughts into more concrete ideas. It means that pre-translation is a topic idea that would be basic to translate information and it's still abstract. Newmark (1981: 7) states that translation is mastery in transferring the written message from one language into the written message of another language. Here, the new mark restricts the definition only to the scope of written language.

Catford (1965: 1) states that translation is an operation performed on language, a process of substituting a text in one language for a text in another. Furthermore, Catford (1965:20) states that translation may be defined as the replacement of textual material in one language (source language) by equivalent textual material in another language (target language).

McGuire (1980: 2) views that translation involves the rendering of a source

language (SL) text into the target language (TL) to ensure that the surface meaning of the two will be approximately similar, and the structure of the SL will be preserved as closely as possible, but not so closely that TL structure will be seriously distorted. McGuire (1980: 2) views that translation involves the rendering of a source language (SL) text into the target language (TL) to ensure that the surface meaning of the two will be approximately similar, and the structure of the SL will be preserved as closely as possible, but not so closely that TL structure will be seriously distorted.

Wills (1982:3) defines translation as a transfer process that aims at the transformation of a written SL text into an optimally equivalent TL text, and which requires the syntactic, semantic, and pragmatic understanding and analytical processing of the SL. Hanafi (1986: 26) says that translation is the replacement of the text in the source language by semantically and pragmatically equivalent text in the target language.

As Olk (2003:2) said, translation is an activity that needs substantial cultural knowledge. Thus, metaphors present problems in translation. In translating authentic material such as English magazines or newspaper articles, the translator must have cultural knowledge of English culture. Translators cannot produce the same effect of metaphor in metaphor translation (Carter, 1997), while a translator should give the same effects as the ones in the source language (SL) into the target language (TL).

Basnett (1991:13) suggests that translation involves the transfer of meaning contained in one set of language signs through the competent use of the dictionary and the process also involves a whole set of extra-linguistic criteria. Good translations should be accurate, natural, and communicative in meaning.

All the above statements about translation have the same ideas, in the sense that translation is a process of replacing or transferring messages, thoughts, ideas, meaning, or information from the source language to the target language. The main point in the translation is that a translator may not change the meaning of the message of the original text.

The linguistic problems here include structure. Every language has its system. One language may have different systems as compared to another language. The difference often causes difficulties and even may create misunderstanding if in translating them, the translator does not know the system or structure of the source language. Then, the translator will deal with many problems of meaning, such as lexical meaning,

grammatical meaning, contextual meaning, textual meaning, and socio-cultural meaning.

Kridalaksana in Nababan (2003: 48) says that the lexical meanings of words are out of context. For example, The English word 'bad' may mean *aat*, *ladi'ak*, *difikuta*, *laloos*, and *dodok* in Tetum. Grammatical Meaning Kridalaksana in Nababan (2003: 49) says that grammatical meaning is the relationship of the parts of language in the wider units, for example, the relationship between a word and the other words in a phrase or clause. Example: They can the fish. Can mean 'tau-ba kalen laran and functions as a predicate. He kicked the can hard. Can mean 'kalen' and functions as an object.

The utterance might have two meanings, the first meaning is "Bom dia", but it can mean "sai" if it is said by a leader to the officers who come late.

It is found in discourse or text. For example, the word 'morphology' in the science of Biology means 'the scientific study of the form and structure of animals and plants,' whereas, in Linguistics, the word means 'study of the morphemes of a language and how they are combined to make words. Socio-cultural meaning is meaning that is closely related to the social situation, and cultural background of the language users, (Nababan, 2003: 50). Example: A friend is walking in front of A's house.

METHOD

In this study, the researcher uses the descriptive method to analyze the student's types of errors and mistakes through the result of their translation. The descriptive method is a qualitative method that is employed since it is used to describe phenomena as objectively as possible based on the data obtained. Thus, the researcher would know the types of errors made by students in writing narrative text. The Subject of Study is 25 students in the Fifth semester of the English Study Program - Faculty of Education Science, Instituto Superior Cristal. The instrument that the writer uses to analyze the errors is the narrative text in the Tetum Language which will be translated into English. The topic of Narrative text in the Tetum Language is *Kakoak no Ameta salva Lafae'*.

The Technique of Data Collecting is an observation checklist to answer research problems about what types of errors are made by students in narrative writing text. Checklist approach for a given evaluation's expected uses and answer the evaluation's questions. Moreover, the checklist is used to collect high-quality and credible qualitative evaluation data, checklist also analyzes and reports to collect

qualitative evaluation findings.

After the data is collected, the researcher will analyze it to achieve the objectives that are intended through the descriptive method with statistics and error analysis. Based on the descriptive method applied in this study, the writer will analyze the data of this study as the following procedures: Collecting the data, Identifying the errors from the students' translation sheet, classifying errors, describing errors based on their type, and analyzing the students' errors through the tabulation

In analyzing the data, the writer uses a percentage of every errors technique by using the formula as follows:

$$\text{Error Percentage (\%)} = \frac{\text{The Number of Errors in Each Category}}{\text{The Total Number of Errors}} \times 100\%$$

RESULT AND DISCUSSIONS

The result conducting research with the fifth semester students of the English Education Study Program has been analyzed the writer classified the types of errors based on a translation from twenty sentences of Tetum narrative text to English as in the following tables presented.

Omission

$$\text{Omission Morphological (\%)} = \frac{31}{31+30} \times 100\% = 50.82\%$$

It is described that the errors of Omission Morphology are 31 which is divided into a total of errors between morphology and syntax multiply a hundred is 50.82 %.

$$\text{Omission Syntax (\%)} = \frac{30}{31+30} \times 100\% = 49.18\%$$

On the other hand, the errors of Omission Syntax are 30 which is divided into total errors between morphology and syntax multiply a hundred is 49.18%.

Based on the table above, we have observed that the total errors of Omission Morphology are 50.82% higher than the Omission Syntax of 49.18%. This is why, teaching and learning English as a foreign language, most students always make omission morphology is considered error number one.

Addition

$$\text{Addition Morphological (\%)} = \frac{9}{9+34+2} \times 100\% = 20\%$$

It can be seen that the errors in Addition Morphology is 9 which is divided by the total errors of Morphology, Syntax, and Lexical is 45 multiple 100 is 20%.

$$\text{Addition Syntax (\%)} = \frac{34}{9+34+2} \times 100\% = 75.6\%$$

The errors of Addition Syntax are 34 which is divided into total errors of Morphology, Syntax, and Lexical is 45 multiple 100 is 75.6%.

$$\text{Addition Lexicon (\%)} = \frac{2}{9+34+2} \times 100\% = 4.4\%$$

The errors of Addition Lexical are 2 which is divided into total errors of Morphology, Syntax, and Lexical is 45 multiple 100 is 4.4%. Among the three categories, the errors of addition syntax are 75% which is the highest number between Addition Morphology 20% and Addition Lexical 4.4%.

Misformation/Selection

$$\text{Misformation Morphological (\%)} = \frac{8}{8+15} \times 100\% = 34.8\%$$

The errors of misformation in Morphology is 8 which is divided by the total errors in Morphology and Syntax is 23 which multiplied by 100 is 34.8%.

$$\text{Misformation Syntax (\%)} = \frac{15}{8+15} \times 100\% = 65.2\%$$

The errors of misformation Syntax are 15 which is divided by the total errors of Morphology and Syntax is 23 which multiplied by 100 is 65.2%. As we have known that misformation syntactic is 65.2% higher than misformation syntax is 34%.

Disordering

$$\text{Disordering Morphological (\%)} = \frac{7}{7+13+14+4} \times 100\% = 18.4\%$$

The error of Disordering Morphology is 7 which is divided into total errors of Morphology, Syntax, Pronunciation, and Lexical 38 which is multiplied by 100 and is 18.4%.

$$\text{Disordering Syntax (\%)} = \frac{13}{7+13+14+4} \times 100\% = 34.2\%$$

The errors of misformation in Morphology are 13 which is divided into total errors in Morphology, Syntax, Pronunciation, and Lexical 38 which is multiplied by 100 and is 34.2%.

$$\text{Disordering Pronunciation (\%)} = \frac{14}{7+13+14+4} \times 100\% = 36.8\%.$$

The errors in Disordering Pronunciation is 14 which is divided by the total errors of Morphology, Syntax, Pronunciation, and Lexical 38 which is multiplied by 100 and is 36.8%.

$$\text{Disordering Lexicon (\%)} = \frac{4}{7+13+14+4} \times 100\% = 10.5\%.$$

The errors in Disordering Lexicon is 4 which is divided by the total errors of Morphology, Syntax, Pronunciation, and Lexical is 38 which is multiplied by 100 and is 10.5%.

Among the four categories of errors, the disordering pronunciation errors are 36.8%, the highest of all three categories: disordering morphology, syntax, and lexical.

This means the number of mistakes is 23, which is divided by the total of mistakes and the total of errors is 190 which is multiplied by 100 is 12.1%.

$$\text{Errors (\%)} = \frac{167}{23+167} \times 100\% = 87.9\%$$

The number of errors is 167 which is divided by the total of mistakes and the total of errors is 190 which is multiplied by 100 is 87.9%. So, the number of errors is 167 higher and the number of mistakes is 23. This may conclude that as foreign language learners, they often make errors rather than mistakes. It means errors are a lot because they don't master yet of English grammar well.

The number of local errors is 18 divided by the total of errors between local and global is 33 which is multiplied by 100 is 54.5%.

$$\text{Global Errors (\%)} = \frac{15}{18+15} \times 100\% = 45.5\%$$

The number of global errors is 15 divided by the total of errors between local and global is 33 which is multiplied by 100 is 45.5 %.

As we have observed in the table, the number of overt errors is 18 divided by the total errors between Overt and covert errors is 26 multiplied by 100 is 69.2%.

$$\text{Covertly Errors (\%)} = \frac{8}{18+8} \times 100\% = 30.8\%$$

Then, the number of covert errors is 8 divided by the total errors between overt and covert errors is 26 multiplied by 100 is 30.8%.

Thus, the Interlingua or transfer errors is 10 divided by the total of errors is 14 multiplied by 100 % is 71.4 %.

$$\text{Intralingual (Overgeneralization Errors)(\%)} = \frac{4}{10+4} \times 100\% = 28.6\%.$$

And the number of intralingual or overgeneralizations is 4 divided by the total of errors is 14 multiplied by 100 % is 28.6%.

Based on data presented in several tables above, the writer wants to discuss explicitly each of the errors categories which have been committed by the Fifth-semester students of the English Education Study Program in Translated Tetum Narrative Text to English as follows.

- 1) The presents the Errors Description of five tables from each category.
 - a) The number of errors in Omission Morphology is 31 or 50.82%. For example, a small crocodile lives in a small lake. And Omission Syntax is 30 or 49.18%. Example: Crocodile ran out of food.
 - b) The number of errors, in Addition, Morphology is 9 or 20%. Example: Ameta helping Crocodile. The number of errors in Addition Syntax is 34 or 75.6%. Example: Does anyone in there? The number of errors, in Addition, Lexicon is 2 or 4.4%. Example: Crocodile fell force again.
 - c) The number of errors in Misformation Morphology is 8 or 34%. Example: carriage instead of courage. The number of errors in Misformation Syntax is 15 or 65.2%. Example: Crocodile food finish.
 - d) The number of errors in Disordering Morphology is 7 or 18.4%. example: food runs out 'run out of food'. The number of errors in Disordering Syntax is 13 or 34.2%. For example, Ana Road followed hot weather. The number of errors in Disordering Pronunciation is 14 or 36.8%. Example; brink crocodile. The number of errors in Disordering lexical is 4 or 10.5. Example: crocodile food ran out.
- 2) The presents the Mistakes and Errors as follows;
The number of errors in mistakes is 23 or 12.1%. Example: Amesta save the crocodile. And the number of total errors is 167 or 87.9%.
- 3) The presents the locally and Globally Errors.
The number of errors in locally is 18 or 54.5%. Example; There are become good friend. The number of errors in globally is 15 or 45.5%. Example: He dream to be very large
- 4) The presents the Recapitulation of Overtly and Covertly Errors
The number of errors in overtly is 18 or 69.2%. Example; Kaoka felling happy. The number of errors in covertly is 8 or 30.8%. Example: The crocodile was

extremely happy and (agradecee) appreciated to Ameta who help him.

- 5) The presents Recapitulation of Interlingua (Transfer Errors) and Intralingual (Overgeneralization Errors).

The number of errors in Interlingual (Transfer Errors) is 10 or 71.4%. Example: Eagle give courage

The number of errors in IntraIntralingual (Overgeneralization Errors) is 4 or 28.6%. Example: Kakoak flied (flew)

CONCLUSIONS

As the result of the analysis has been showing the various type of errors presented through several tables above, the writer would like to conclude that:

- a) The total number of errors in Omission Morphology is 31 or 50.82%. And Omission Syntax is 30 or 49.18%.
- b) The number of errors, in Addition, Morphology is 9 or 20%. And the number of errors in Addition Syntax is 34 or 75.6%.
- c) The number of errors in Misformation Morphology is 8 or 34.8%. The number of errors in Misformation Syntax is 15 or 65.2%.
- d) The number of errors in Disordering Morphology is 7 or 18.4%. The number of errors in Disordering Syntax is 13 or 34.2%. The number of errors in Disordering Pronunciation is 14 or 36.8%. The number of errors in Disordering lexical is 4 or 10.5%.
- e) The number of error mistakes is 23 or 12.1%. And the number of total errors is 167 or 87.9%.
- f) The number of errors Locally is 18 or 54.5%. The number of errors Globally is 15 or 45.5%.
- g) The number of errors in overtly is 18 or 69.2%. The number of errors in covertly is 8 or 30.8%.
- h) The number of errors in Interlingua (Transfer Errors) is 10 or 71.4%. The number of errors in IntraIntralingual (Overgeneralization Errors)is 4 or 28.6%.

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