



AN ERROR ANALYSIS OF TRANSLATION SENTENCE FROM TETUM TO ENGLISH IN SIMPLE PRESENT TENSE

By: Felismina Barreto Maia¹⁾, Jose A. Sarmiento²⁾ Marçal Victor Soares³⁾ Moises da Silva⁴⁾

English Study Program, Faculty of Education Science, Sociology Department

Email: moreiranagawe@gmail.com³

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ABSTRACT: The objective of this study are (1) to know the types of errors are being committed in Translation sentences from Tetum to English as target language, (2) to identify the difficulties/problems encountered by the Tetum Speakers when they translate Tetum to English as foreign language. The method that used to conduct the reserch was Comparative and Descriptive Analysis which is to describe the types of errors which had been committed by the students. Based on the result of data analyzed from conducting research, it can be concluded that 15 students of Second Semester of the English Study Program were distributed 30 Tetum sentences pattern which is totally 450 sentences were translated into English as a target Language which are considered as the transfer errors is 295 or 65.6 %. Therefore, errors can be classified such as 29 or 9.8% Error of Omission Morphology, 54 or 18.3% Omission syntactic, 5 or 1.7% Addition Morphology, 104 or 35.3% addition syntax, 8 or 2.7% misformation syntax, 16 or 5.4% disordering pronunciation, 3 or 1% disordering morphology, 72 or 24.4% disordering syntax, 4 or 1.4% disordering lexicon. There were none of students committed addition lexicon errors, misformation morphology. The difficulties as the problems that faced by the Tetum Speakers when they translate Tetum to English as foreign language is English has Tenses but Tetum does not have tenses. On the other hand, English has various types' meaningful unit and Tetum is very limited grammar. So the way how to solve the difficulties or problems of the translation between English and Tetum sentences can be interpreted. It means that as a translator must dominate the culture of the two languages skills use English actively in speaking, listening, writing and reading.



Introduction

Every foreign language learners often translate sentences to another foreign language always happen transfer or developmental errors. In translation, the students can learn to arrange the sentences and their vocabulary would be developed. Furthermore, the students can apply grammar with the punctuation mark. If the students translate sentence from Tetum to English and the nature of translation always transfer errors from Local language to English as a foreign language is very high, it is implied a low level of developmental errors which means mistakes is high level. Otherwise, the transfer errors decrease, the student has developed his English language skill is improved. There are various types of errors which students usually encounter in every foreign language teaching and learning in the class such as, *omission*, *addition*, *misformation* and *disordering* in *morphological*, *syntactic* and *lexicon* errors.

Brown, (1994) identifies that learners make errors and that these errors can be observed, analyzed and classified to reveal something of the system operating within the learner, lead to surge of study of learners called error analysis. Whereas, Ellis, (1985) manifests that error analysis is a producer involving collecting sample of the learner's language, identifying the error in the sample, describing this errors, classifying them according to their hypothesized cause, and evaluating their seriousness. The students' learning a foreign language meets with many kinds of learning problems dealing with it sounds system, vocabulary, structure, etc. As matter of in fact, the foreign language learners transfer his/her habit into the target language he learns, which perhaps would cause the errors. It is not easy to teach English as foreign language because environment does not support the students because English is only spoken in the class.

According to the Constitutional República Democrática de Timor Leste, article 13 "Tétum and Portuguese are stated as official languages to be used for daily communication in Timor Leste and article 159 is legally approved that English and Indonesia are the working language. Therefore, English should be taught as a compulsory subject in Junior High school until tertiary level. English is a very important role for international communication in terms bilateral, regional and multilateral cooperation in the area of business, education, economy, politics, socio-culture. English subjects that student learn consists of four skills; *listening*, *reading*, *speaking* and *writing* while translation is a kind of skill students learned.

Most of the time, it is affected by the one who translate English to another local/second language because his L1 intervene L2/L3 which is called language intervention. Translation sometimes has many ambiguity meaning between two languages because of the differences rules and sentences pattern from both L1 to L2/L3. Translation is change the language from



one language to another L2/L3 which is not understood by the participants who are different cross culture linguistics that produce various speech errors or sometimes slip of the tongue. Translation commonly we use to oral translator on big conference which assisted by many foreign people. Therefore, people might understand the meaning of the speech words. In generally the purpose of translation is to produce various kinds of texts including religiously, literally and philosophical text and thus making them available to readers.

Translation is typically used to transfer written or spoken source language (SL) texts to equivalent written or spoken target language (TL) texts. Translation is an activity which almost everybody can do. However, there is a problem due to the translation. Suryawinata (2003:15) argues that there is acute problem of seeing translation.

Doing translation require linguistic ability of translator because translator will only able to transfer the meaning of spoken language (SL), if she/he has completed acquisition of language structure and vocabularies that use in materials to be translated. So the readers cannot follow the ideas which are to be conveyed. The meaning of the translation can be ambiguous if there are so many ungrammatical sentences and inappropriate vocabularies also words or choice or diction. As we know, most of the students still have difficulties in doing translation from Tetum to English. Most problems faced by the students because they have lack of grammar and poor of vocabularies.

Theoretical Framework

1. Error Analysis

Some research distinguishes error analysis from transfer analysis which compares the learner's data with respective first language, whereas error analysis compares the learners' data with the target language norm and identifies and explain errors accordingly, (cf. James 1998). In error analysis, the language learning process is regard being influenced by learner's first language, his or her inter language and the target language. Error analysis Research by Zenith (1970) in the J. Richardet (2002: 184) manifested that error is used a word, speech act or grammatical items in such a way seems in perfect and significant of incomplete learning as (1) To identify types and patterns of errors, and (2) to establish error taxonomies. These were supposed to be used to describe inter language and its development.

Therefore, it not such as self-correction occurs, we are still left with no means to identify the errors vs mistake (H. Douglas Brown, 2000). Chomsky (1965) distinguishes between errors



caused by factors such as fatigue and inattention, what he called performance factors and errors result from lack of knowledge and rules of the language, what he called competence.

Analysis is the process of breaking a complex topic or substance into smaller part in order to gain a better understanding of it. Aristoteles (384-322 B.C) though analysis as formal concept is a relatively recent development. Analysis does not usually deal with the entire body of a science, but is used only for resolving some issues. Ellis (2003) expresses his opinions that Error Analysis is also important because it provide the research with a methodology to study leaner language. Another reason that justifies the analysis of error is language teaching. In the role, the first formal methods considered errors as an evidence of mishearing a language. Meanwhile, Ellis (1994) states that the errors that learners make can be influenced by a variety of factors, such as; mother tongue or language learning experience. From the statement above we know that error may happen in teaching learning process, and it is possibly caused by the teacher, who have lack of grammar competence in English teaching or by students who have different understanding or wrong perception then they save on the brain for long time and improve in their English grammar.

Richards (2010), error is the use of a linguistic item (e.g. a word, a grammatical item, a speech act, etc.) in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning. Errors are sometimes classified according to vocabulary (lexical error), pronunciation (phonological error), grammar (syntactic error), misunderstanding of a speaker's intention or meaning (interpretive error), production of the wrong communicative effect, e.g. through the faulty use of a speech act or one of the rules of speaking (pragmatic error).

Harmer, (2001) states the error is a part of the learner interlingua that it the version of the language which a learner has at any one stage of development an which is continually reshaped as he/she aims toward full mastery.

Brown, (1987) defines an error as a noticeable deviation from the adult grammar of native speaker, reflecting the inter language competence of the learner. While Richards, (1997) states that, a learner's errors provides 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). The appearance of such errors can be detected. It means that the errors arise because each learner has different motivation, social background, and intelligence. It has a relationship with the learner's language competence. In learning a



second language, some errors appear because the learners have not yet understood the grammar of the second language.

J. Richard, et.al (2002), an error is a use of word, speech act grammatical item in such a way it seems imperfect and significant of incomplete learning (184). It is considered by Norrish (1983) as a systematic deviant that happens learners has not learned something, and consistently get it wrong. However, the attempt made to put the error in context has always gone hand in hand with either language learning.

Ellis, (2008) enumerates that errors have been identified to describe and classify into following four types; (1) Omission: when leaving out an item that is required for an utterance to be considered grammatical. For example is learner often leave out the third person singular morpheme-s, the plural marker -s, and the past tense inflection -ed. Learner could say, for example: “I play football last night”, instead of “I played football last night, (2) Misinformation: when using grammatical form in place of another grammatical. For example; the use of small instead of smaller, and the use of were playing instead of were playing, (Misordering): when putting the words in an utterance in the wrong order. This kind of error can be found when learner said: “He is waked upping now”, the learner attaches the inflection-ing to the particle of the two words verb “wake up”, (4) Addition: the opposite of omission errors. They are characterized by the presence of an item which must not be present in a well-formed utterance. Example of addition: They did not came here (*came* must be revised become *come*), Women’s (*women’s* should be revised become *women*), I am is a nurse (*is* must not exists).

According to Richards in Ellis (1994) there are three sources or causes of errors, they are: (a) Interference errors: occur as a result of ‘the use of elements from one language while speaking another, (b) Intralingua errors: reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn condition under which rules apply, (c) Development errors: occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience.

2. Translation

Newmark (1981:7), translation is mystery of transferring written messages from one language into another written message of another language. Brisllin (1976:1) translation is a general term referring to the transfer of thought and ideas form. Gabriella Tos, (1998) tells that



translation has a long History in English language teaching. The teacher use translation technique to deliver the teaching materials. Translation most is frequently used as a convenient shortcut when teaching vocabulary, by providing ‘equivalents’ in learners’ mother tongues. The other reason is that a lot of written media, such as *newspaper, books, modules, and novels, magazine* are translated into English language. In order to understand English text well, a person need to be able to translate or master the translation skill is very important for someone who works with the TV or movie production. Translation more focuses in the area of education, particularly in the higher education, in the faculty of letters, students learn the translation skills, and they have to take the translation class. In the basic translation class students learn how to translate English reading or paragraphs to Tetum.

Catford (1965), translation is operation performed on language, a process substituting a text in one language for a text in other. And translation may be defined as the replacement of textual material in one Language (source language) by equivalent of textual material in other language (target language). According to Olk (2003:2) said that translation is an activity that needs substantial culture knowledge. This Mehta, metaphors present problem in translation. In translating authentic material such as English magazines or newspapers article, translation must have cultural knowledge about English culture.

Basnet (1991) suggests that translation involves the transfer of meaning contained in one set of language signs through competent use of dictionary and the process also involves whole set extra linguistic criterion. Basically all the above statement about translation have the same ideas, in the sense that translation is a process of replacing or transferring message, thought, ideas, meaning or information from source language to the target language. The main point of the translation is that a translator may not change the meaning of the message of the original text.

Harris (1978) & Sherwood (1978) introduce the concept of translation, positing that bilinguals ‘naturally’ acquire ability to translation in line with their development of their competencies in two languages. The bilingual ability and inter lingual have an innate translation competence comprising bilingual and inter lingual ability, as well as transfer competence (Toury, 1984) and consider bilingual computation as a foundation of translation competence (1986). In addition, Toury sees that competence in two languages intersects and the point of intersection is the transfer competence that is the ability to transfer texts. However, he does not believe translation abilities are necessary derivative of bilingualism, (Sherve, 1997:121).



Neubert, (200:6) identifies five qualitative parameters of translation competence are: (a) Language competence: Translator should be competent in source and target of language. (b) Textual Competence: It is rarely found that translator work on isolated sentences. In generally they deal with texts of various types, (c) Subject matter competence: competency in linguistic systems of the source and target language texts do not guarantee the production of a quality translation familiarity with the subject matter being translated is another important aspect, (d) Cultural Competence: there is a misunderstand among those outside of translation or even novice translator that cultural competence is require only in translation in literacy texts, (e) Transfer Competence: Transfer competence are refer to “tactics and strategies of converting L1 texts into L2 texts, (Neubert, 2000).

Research Method

This study applied to Comparative Descriptive Analysis about Errors Analysis of translating to the Tetum sentence pattern to English. In relation to this study, the writer uses this method to analyze and describe the translating errors from Tetum to English sentence pattern. This research selected one group Students of English Study Program, Faculty of Education Science, and Institute Superior Cristal (ISC). They translated the 30 sentences pattern from Tetum as Second Language in Timor Leste into English as a Foreign Language. There are two steps procedures during the collecting the data as Library Research and Field Research.

Analyzing the result of study about the students' translation errors were based on ideas of Corder, P. (1973) who has classified the errors in term of errors of linguistics level in the sub-areas of *morphology*, *syntax* and *lexicon*. And furthermore, Ellis, (1997) the classified the errors to facilitate us to diagnose learners' learning problems at the stage of their transfer and developmental errors as the following examples;

1. Omission 1.1 Morphology 1.2 Syntax	3. Selection 3.1 In morphology 3.2 In syntax
2. Addition 2.1 In morphology 2.2 In syntax a. In lexicon	4. Misordering 4.1 In pronunciation 4.2 In morphology 4.3 In syntax 4.4 In lexicon



In data analyze, the writer used a percentage correction technique by using the formula as follows:

$$\% \text{ error} = \frac{\text{total each type of errors}}{\text{total number of errors}} \times 100\%$$

Research Result

The writer presents several types of transfer errors from Tetum into English as the foreign language and which has been committed by the students of second semester of English Study Program in the academic year 2020. Then, it is described in the form of table and explained through the method of Descriptive Analysis method as the following tables:

Table 1 presents the distributions and percentage of each category of Errors.

Nu	Types of errors	Numbers of errors	Percentage (%)
1	Omission	83	28.1%
2	Addition	109	36.9%
3	Malformations/selection	8	2.7%
4	Disordering	95	32.3%
		295	100%

Table 2 presents the percentage of Errors on Sentence Pattern based on the level of linguistics by the second semester students of English Study Program in ISC.

Nu	Omission		Addition			Selection		Disordering				Total errors
	Morphology	Syntactical	Morphology	Syntax	Lexicon	Morphology	Syntax	Pronunciation	Morphology	Syntax	Lexicon	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	
1	3	10		2			2	6		2	2	27
2	3	2		6			3	4			2	20
3	1	1		12			1	1				16
4	1	2	1	11					1	5		21
5	5	3	1	4						7		20
6	3	3	1	3						10		20
7	2	3		9						1		15
8	2	5		10			2			6		25
9	1			2				2		2		7
10	4	1		7				2	1	4		19
11	2	6	1	2						5		16
12		3	1	10					1	1		16
13	1	7		8						10		26
14		5		6				1		7		19
15	1	3		12						12		28
	29	54	5	104			8	16	3	72	4	295



Total errors	9.8%	18.3%	1.7%	35.3%			2.7%	5.4%	1%	24.4%	1.4	
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Discussion

Based on the data analysis in the table 4.2.1 presents the students' errors of the linguistics components. There are 30 sentences patterns of Tetum language were translated into English language sentences by 15 students of second semester in English study program in ISC are totally 450 sentences pattern. So, from among the 450 sentences are 295 or 65.6% errors which had been committed to be mentioned as the following classification of linguistics components;

- Error of *Omission Morphology* is 29 or 9.8%.
For instance: My grandfather go to farm everyday
- Error of *Omission syntactic* is 54 or 18.3%.
For instance: we not live in Dili
- Error of *Addition Morphology* is 5 or 1.7%.
For instance: he *going* to farmer every day?
- Error of *Addition syntactic* is 104 or 35.3%.
For instance: he *went* to farmer *every day*?
- Error of *Selection syntactic* is 8 or 2.7%.
For instance: *We are stay* in Dili
- Error of *Disordering Pronunciation* is 16 or 5.4%.
For instance: Children are not *pint* the tree to wall
- Error of *Disordering Morphology* is 3 or 1%.
For instance: *Does* we leave in Dili?
- Error of *Disordering syntactic* is 72 or 24.4%.
For instance: Marvi is *artist famous*
- Disordering Lexicon is 4 or 1.4%.
For instance: *Doctor she is not*

There were none of students committed *addition lexicon errors, selection morphology*.

Conclusion

Based on the result of data analysis, the conclusion can be drawn that the types of errors Translation from among 450 Tetum sentences pattern were translated by students into English as a target Language which are considered as the transfer errors is 295 or 65.6 %. These errors are classified: 29 or 9.8% Error of Omission Morphology, 54 or 18.3% Omission syntactic, 5



or 1.7% Addition Morphology, 104 or 35.3% addition syntax, 8 or 2.7% selection syntax, 16 or 5.4% disordering in pronunciation, 3 or 1% disordering morphology, 72 or 24.4% disordering syntax, 4 or 1.4% disordering lexicon. There were none of students committed addition lexicon errors, selection morphology. And, the Addition Errors is 109 (36.9%), the Disordering Errors is 95 (32.3%), the Omission Errors is 83 (28.1%) and the Malformations Errors is 8 (2.7%). From this percentage, it can be measured that the second semester students of English department has very high transfer errors that developmental errors. The difficulties can be problems that faced by the Tetum Speakers when they translate Tetum to English as foreign language is English has Tenses but Tetum does not have tenses.

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