

**AN ANALYSIS OF STUDENT'S GOOFING IN THEIR TRANSLATION
FROM INDONESIAN INTO ENGLISH RECOUNT TEXT AT THE FIRST
YEAR OF SMA NEGERI 1 BANDAR LAMPUNG**

By

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Abstract: The problem of the study is the students' goofing in their translation from Indonesia into English recount text. Some factors that cause students' goofing in their translation task are students' difficulty in structure of target language (TL), difficulty in choosing the proper equivalence of English words from Indonesia word and students' low motivation to read a text.

The objectives of this research are to identify the types of goofs in translating Indonesia into English recount text, to identify goofs which are more dominating in the students translation of recount text and to inform the readers about goofs done by the first grade students. The test deals with one type short story. The population of this research was the first year of SMA Negeri 1 Bandar Lampung. Recount text was used as the instrument for data collection, and the students were asked to translate from Indonesia into English recount text. The data gained from this research were analyzed using Dullay and Burt framework.

The results show that total of goofs students made in their translation task is 111 goofs from 15 students of X.7, that is more dominating goofs is developmental goof and least goof that made by students is ambiguous goof. The finding of this research is that, student's difficulties in understanding the structure of the target language was major cause students made goofs.

Keywords: Goofing, Recount text, Translation

INTRODUCTION

Translation is very important for transferring information from source language into target language. Nowadays in net-working era, we can get much information from around the world in couple of seconds, but the information still uses international language. Translation plays an important role in transferring the information from Indonesian text into English text before we used it for specific purposes. For example *The Story of Kartini*, *Si PahitLidah*, that are written in English is the result of translation from Indonesian into English text.

Translating Indonesian text into English text is not an easy work. The translator must know what words he/she has to use appropriately. Learners have difficulties to handle words or word associations because they do not comprehend them or because they do not find proper equivalents, which makes translation a difficult task. Concerning the translation of Indonesian into English text, the learners should be able to find the equivalence of the words and structure because some of English words have equivalence in Indonesian. Translation is not just changing Indonesian word into English word for the real meaning but it also definitely depends on the context in which word is used.

Translation is a natural and necessary activity because translation can happen outside and inside the classroom as one of the language practices. Translation is going on all of time. It means translation can happen anytime and anywhere.

There are two major purposes on studying student's errors:

1. It provides data from which inference about nature of language learning process can be made.
2. It leads the teacher and curriculum developer to understand which part of target language students have difficulty producing correctly the language being learned and which goofs types detract most from students' ability to communicate effectively.

Translation consists of reproducing in the reporter language or target language from the closest natural equivalent of the source language (SL), the first terms of meaning and the second in terms of style. This means that translation is a process of replacement of source language (English) into the closest equivalent of target language (Indonesian) or vice versa. Thus, in translation we have to master both the target language (Indonesian) and the source language (English).

As way of communication, translation is natural and necessary activity compared to many other activity invented for language learners. Through translation, the learner of a foreign language can understand precisely the content of the instruction. So, it is necessary for learners to at least master the vocabulary, structure language and target language as an essential first step in making good translation.

There have been several studies dealing with translation (see e.g, Marlina, 2005; Mulyani, 2007; and Faizin, 2002). The results of the studies show that most of students experienced difficulties to translate English sentences into Indonesian because (1) the students' lack of knowledge of English vocabulary; (2) the students tend to translate the sentences word by word without looking at the context; (3) the students tend to use lexical than grammatical meaning; (4) the students usually guess the meaning by using improper equivalence in grammar, expressions, and lexical. These facts proof that translation is not a simple activity.

The focus of the previous studies was in analyzing the students' error in translating English text into Indonesian text; they only analyze English sentences into Indonesian sentences. However the present research focuses on students' goof in their translation task from Indonesian into English text.

It is similar to the researcher's experience when she was conducting PPL in SMA N 1 Bandar Lampung, from 20th July 2011 until 1st October 2011. It was found that some of the students experienced difficulties when they were asked to translate English sentences in Indonesian. It was assumed that this situation happened as the results of several factors: (1) the student did not understand the idea of the sentences, (2) they still found difficulties in constructing sentences to

form a good paragraph, (3) they did not have enough vocabularies related to the subject discussed, (4) they translated the sentences according to their knowledge, not based on the idea of the sentences. In short, it can be said that some students misunderstand the idea of the sentences given.

Goof is a productive error made during the language learning process. Goof and error have different meaning. Error, it just analyzed students mistakes based on Global and Local error, and it categorized students mistakes in their learning process and that mistakes must be omitted, so the students will not able to make the same mistakes again. While in goof, it divided into four types, each of which describes the type of error categorization clearer and easier to understand and analyze, and errors made by students used as a benchmark for further analysis, so that the teacher can monitor the development of students' skills.

Therefore, the researcher prefer to choose goof for this research and appointed with the analysis of students' translation is focused on students' goof in translating the Indonesian into English recount text.

RESEARCH METHOD

This research used descriptive method. In order to describe the finding in the research, the data, in form of goofing in separate sentences, were collected, read, analyzed, and described using determined categories and following the steps in analyzing goofing.

The aim of this result is to describe the goofing made by the students in their translation from Indonesia text into English text. Hence the students are asked to translate Indonesia test into English recount text.

Having obtained the data of goofing, then the researcher identifies and classifies which is more dominating and which one is least dominating goofs done by the students based on Dullay and Burt's framework.

The subjects of the research were the students of first grade of SMA Negeri 1 Bandar Lampung, there were seven classes of the first grade students and each class consisted of 320 students. The researcher took 15 students of X.7 randomly at first grade in SMAN 1 Bandar Lampung. The setting and place of the test was held at class in English subject class.

In collecting data, the researcher used recount text as an instrument, and students were asked to translate Indonesia into English recount text. Students were allowed to open dictionary but they were not allowed to discuss with others. The test was held on English subject lesson, and the time was only 2 x 45 minutes, and it was implemented at X.7 class of SMAN 1 Bandar Lampung.

There are some procedure that applied for taking the data, that are: coming to the class and explains what the students should do for the translation test; asking the students to translate a given Indonesia text into English recount text; administering the test; analyzing the data. After collecting the data, the researcher analyzed the data based on Dullay and Burt framework about goofs.

A test can be said valid if it measures the object to be measured and suitable for the criteria (Hatch and Farhady, 1982: 251). There are four basic types of validity: content validity, criterion-related validity, face validity, and construct validity (Hatch and Farhady, 1982:251). To determine the validity of the test, the researcher emphasizes only on content validity.

Content validity is the extent to which a test measures a representative sample of the subject matter content. The focus of content validity is on adequacy of the sample and not simply on the appearance of the text. To assure the researcher of content validity of a test, the content of whatever the test will measure must be carefully defined.

RESULT OF THE RESEARCH

This research was conducted in order to identify student's goofing in translating of recount text into English text, focussing on student's goofs appeared in the sentences.

Translation task, in the form of a text, was used to collect the data. In addition, the test was used to get the data about the student's goofing in translating recount text into English text. One class was chosen as the source of data, which was class X.7, it consisted of 30 students, but focussed on 15 students as the source of data.

The classification of the student's goofing was based on the student's goof in translating Indonesian text into English text. After finding the goofs, the types of goofs were analyzed based on Dullay and Burt in terms of interference like goofs, L1 developmental goofs, ambiguous goofs and unique goofs. (1) interference like goofs is goofs that reflect the learner's L1 structure, and are not found in L1 acquisition data of the target language; (2) L1 developmental goofs is goofs that do not reflect the learner's structure, but are found in L1 acquisition data of the target language; (3) ambiguous goofs is goofs that can be categorized as either interference – like goofs or L1 developmental goofs and (4) unique goofs is goofs that do not reflect L1 structure and are also not found in L1 acquisition data for target language.

The classification of students goofs was based on students error in translating Indonesian into English recount text. The goofs were discussed into the types of goofs based on Dullay and Burt.

It was found that the students tended to have difficulties in finding the equivalence of the word based on the context, for example in sentence, “kemudian kami pergi ke bagian pakaian untuk membelikan pakaian untuk adik perempuan.” The student translated it by “then, we went to the clothes to bought clothes for younger sister” The word membelikan translated with to bought. It was supposed to be translated by using bought. The word bought in the sentence above was V2 of buy in past form to emphasize the sentence in past context. This happened because students tended to translate the sentence grammatically not lexically based on the context. They had difficulties in choosing the right equivalence of a word, which

is based on the context of the sentence, since words in English can have different meaning in different sentence.

The goofs might be reflected from the students' native language or mother tongue (Indonesian Language Structure). It is supported by Richard's 'Contrastive Analysis Theory' (1984:96) in which he states that while a child learning a second language, he will tend to use his native language structure in his second language and, when the structure in his first and second language differ he will goof. A goof is a productive error made during the language learning process (Dullay and Burt, 1972).

Moreover, sometimes the teacher asks students to translate in class or sometimes the students did it by themselves for practice, especially in reading skill focus activity. But they usually only translate words by word – by – word translation method. They only try to translate the difficult words in order to add their vocabulary words.

Table 1. The Total Number of Student's Goofing

No	Name	Categories of Goofs				Total
		Interference-like goof	Developmental goof	Ambiguous goof	Unique goof	
1	A	0	5	1	0	6
2	B	2	2	3	2	9
3	C	2	5	0	1	8
4	D	3	3	1	1	8
5	E	4	2	0	3	9
6	F	2	6	0	0	8
7	G	0	4	0	0	4
8	H	2	5	1	0	8
9	I	1	3	1	1	6
10	J	0	4	0	1	5
11	K	2	6	2	0	10
12	L	0	4	0	2	6
13	M	1	6	1	2	10
14	N	0	4	1	1	6
15	O	1	3	2	2	8
Total		20	62	13	16	111

The total number of goofs is computed through sum of each goofs made by students. For instance (see Table 1), the total number goof of student A is six. It is

derived from her interference-like goofs/G1 plus developmental goofs/G2 plus ambiguous goofs/G3 plus unique goofs/G4. The same way is also used in computing the total number of other student's goofs. The total number of students' interference-like goofs is 20, developmental goofs is 62, ambiguous goofs is 13, and unique goofs is 16.

Based on the data, all kind of goofs were made by students in their translation task. The description of goofs can be see on table 1

Table 2. Frequency and Percentage of Goof Students Committed

	Kinds of Goofs Students Committed				Total
	Interference-like goof	Developmental goof	Ambiguous goof	Unique goof	
Total	20	62	13	16	111
The average of goofs	18,1%	55,8%	11,7%	14,4%	

From the table 1 above, there are 111 items of goofs made by students in their translation task. The sequence of goofs made by students in their translating task is: (1) developmental goofs, (2) interference-like goofs, (3) unique goofs, and the last is (4) ambiguous goofs. This means that most of students have problems translation process from Indonesia text into English Text in structure, and they don't have much knowledge about V2 of words, so the students still translate the source text or Indonesia text into English text with present tense.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the data analysis, the researcher would like to conclude that:

1. Students committed all types of goofs in their translation recount text from Indonesian into English text, such as Interference-like goofs, Developmental Goof, Ambiguous Goof, and Unique Goof.
2. The highest number of goofs that made by the students in their translating task is Developmental Goof (62 goofs). These goof caused by the students have difficulties in their structure, in this case generic structure of recount text, and some of students still used present tense in their translation task in translating Indonesia into English recount text.
3. The least or lower goofs that made by the students in translating Indonesia into English recount text is Ambiguous Goof (13 goofs). These goof is caused by student lack knowledge of target language and difficulties in choosing the proper equivalence of English words since most of English words had different design from Indonesia

Suggestions

Based on the conclusions above the researcher would like to propose some suggestions as follow:

1. Since the students' translation goof is caused by their native or first language (L1), Indonesia, and their lack of knowledge, it is suggested when teaching vocabulary, the teacher should pay more attention to the usage of verbs, noun, adjectives, conjunctions, etc. in sentences because English words must have more than one meaning in Indonesia.
2. The teacher should be able to explain to the students the grammatical structures of English compared with those of Indonesian. Making comparison between grammatical structure of English can help the students to minimize their errors, it notice the difference of English and Indonesian and help the students to produce acceptable translation because the students' translation goof is caused by their difficulties in finding the proper equivalence of Indonesia words to the English words.
3. Other helpful technique is combining reading aloud technique with translation. For example, after the students read the text together, the teacher can ask some students to translate words or sentence and the teacher can

encourage students to use dictionary to find the right equivalence of a word based on the context. So, they can find new words and can increase their vocabularies. In addition, the students should also improve their strategy of learning so they can minimize their goof in translating the text.

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