

UNGRAMMATICAL NEGATION CONSTRUCTIONS ON THE STUDENTS' INDONESIA-ENGLISH TRANSLATION

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Submitted: 2022-03-19

Accepted: 2022-05-30

Abstract: This study was to investigate negation constructions in STAKat Negeri Pontianak students' Indonesia-English translation. The participants were 78 students of semester 2, 4 and 6 in STAKat Negeri Pontianak in academic year 2021. The researchers applied descriptive method in this study in order to describe and analyze the constructions in negation. The tool of data collection was translation test by preparing sentences in Indonesia and asking the students to translate them into English. There were 5 for each sentence in *Present tense*, *Past tense*, *Modal*, *Progressive tense* and *Perfect tense*. Based on finding, the students faced difficulties in demonstrating the formula of each tense. Many of them still made ungrammatical negation. The percentages of those are 80% in present perfect tense, 60.8% in past tense (60.8%), 50% in present progressive tense, 40.8% in present tense, and 29% occurs in modal. The highest ungrammatical constructions of singular case are tenses. The tenses mistake in present tense is 26.3% out of 40.8%, past tense is 55.9% out of 60.8%, present perfect tense is 70% out of 80%, present progressive tense is 47% out of 50%, and modal is 23.7% out of 29% ungrammatical negation construction.

Keywords: Negation, Construction, Ungrammatical, tenses, translation

INTRODUCTION

Negation is an important and inseparable part of a language. Every language has different structures and negation markers. There are three levels in language negations, namely: sentence negation, clause negation, and word or lexical negation. Negation the sentence negates or denies the action in the whole sentence; clause negation negates part of the sentence (clause); word negation negates words (people, places, things, or concept). The “*not*” negation marker is the best known and most widely used negation marker. The negation marker is not positioned after the verb in a sentence. “*Not*” is categorized as an adverb, because the negative marker describes the verb. If it is shortened to “*n't*”, the morpheme “*n't*” will be attached to the operator. “*Not*” markers that are positioned after the verb will negate the entire clause so that the sentence has a negative meaning. This negation marker can be applied in the sentences, namely declarative, interrogative, imperative, and exclamative.

In addition, there is another different concept, namely the negative word (Dixon, 2012:118—124). Negative words consist of negative indefinite, for example: *never* (not + ever), *nobody* (not ... anybody), inherent negative lexemes, for example: *forbid*, *fail*, *reject*; and negative derivational lexemes, for example: uncertain (not certain), element (not sure), unhappy (not happy). Dixon's third type of negative word is similar to the concept of negation lexical referred to in this paper.

Grammar is a rule to determine whether a structure or a construction is in order or not. It is not only about structure construction effects to make them right; but also affects their meaning. According to Meyers (2009: 151) grammatical meaning concerns with the meaning that could be derived directly from the words, phrases, clauses, or sentences in which language is encoded. Grammatical expression refers to correct use of sentences or words with correct meaning. According to Kristin and Anne (2010: 9) grammatical sentence is possible sentence in the language. On the other hand, they say that ungrammatical one is one that is impossible in a

given language. It is the term used to explain that a certain sentence does not work based on the rules of a language. For example: *important-unimportant, like-dislike, fiction-nonfiction*.

Descriptive Grammar refers to an approach in a language that describes the grammatical constructions without any evaluative judgements about their standing in society. This grammar is commonplace in linguistics, where it is standard practice to investigate a 'corpus' of spoken or written material, and to describe in detail the patterns it contains. Sidney and Nelson (2002:5) refer a descriptive rule to a rule that describes how people use their language. The validity of this descriptive rule depends on whether it is true or possible in a society.

In general, negative prefixes constructions in English have the following characteristics: (1) derived from the absorption of several languages, namely Greek, German, Latin, and French; (2) all Negative prefixes can be attached to nouns, but not all of them can be attached to adjectives. Verb or adverb; (3) some prefixes change the word class and some do not change word class; (4) based on productive or not, there is a very productive prefix, quite productive, and productive in the medical/science field (Dixon, 2012: 125—126).

In a case of students' writings in STAKat Negeri Pontianak, there were some findings in the field of negation constructions, namely: *Present tense, Past tense, Modal, Progressive tense and Perfect tense*. This study was to investigate what the ungrammatical negation contractions on the students' Indonesia-English translation were.

RESEARCH METHOD

The research applied the descriptive method. Kothari (2004: 2) refers a descriptive to a state of affairs as how it exists at present. The data of the present research described to the existing result at the time of the research. Descriptive research refers to a description of data and characteristics of a population. The goal was to describe the factual, accurate, and systematic data that could be used in averages, frequencies, and similar statistical calculations. In simmilarly, descriptive research was to get information concerning the current status of the phenomena and to describe the existed variables or conditions in a situation. The technique of data collecting was a translating test that was to translate Bahasa Indonesia into English. The participants were 78 students of semester 2, 4 and 6 in STAKat Negeri Pontianak in academic year 2021. The researcher prepared the test through *Google Form* (GF) and distributed it to students and collected the result. The researcher analyzed negations and categorized them into percentages.

FINDING AND DISCUSSION

The findings were presented to answer the question about the ungrammatical negation construction on the students' Indonesia-English translation. The data was analyzed and divided into grammatical and ungrammatical negation construction. Ungrammatical negation construction occurred when the students translate from Indonesia to English. In line with Yousofi (2014) mistakes in translation faced by the intepreters are not only because of lack of knowledge of the L2, but also seemly lack of knowledge in such as the structure, vocabulary, and punctuation. In this case, some mistakes emerged such as grammar mistakes, word choice and word order.

The following table showed the average of ungrammatical negation construction. There were 15 sentences translated by the 40 first semester students of STAKat Negeri Pontianak.

No.	Tenses	Grammatical Negation Construction	Ungrammatical Negation Construction
1	Present tense	59.2%	40.8%
2	Past Tense	39.2%	60.8%
3	Present Perfect Tense	20%	80%
4	Present Progressive Tense	50%	50%

5	Modal	71%	29%
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This table showed that ungrammatical negation construction of present tense, past tense, present perfect tense, present progressive tense, and modal. The highest grammar mistake in translating negation sentence was present perfect tense (80%). The second one was past tense (60.8%), the third one was present progressive tense (50%), the fourth was present tense (40.8%), and the last one was modal (29%). However, the ungrammatical found in students' translation was not only singular, but also multiple phrases. It means that in one sentence, the students made several mistakes. Therefore, these mistakes caused ungrammatical negation construction of the sentence because it broke the rule or the pattern.

Singular Ungrammatical Negation

No.	Ungrammatation	Present Tense	Past tense	Present Perfect Tense	Present Progressive Tense	Modal
1.	Tenses	26.3%	55.9%	70.6%	47.3%	23.7%
2.	Word order	-	-	3.6%	2.7%	5.3%

The table showed the highest ungrammatical constructions of singular case were tenses. The tenses mistake in present tense was 26.3% out of 40.8%, past tense was 55.9% out of 60.8%, present perfect tense was 70% out of 80%, present progressive tense was 47% out of 50%, and modal was 23.7% out of 29% ungrammatical negation construction. For example, as follows:

Tenses	Translated Sentence	Ungrammatical Constructions
Present Tense	(1) I <i>didn't</i> visit his home often	(1) Using past tense
	(2) As I, <i>he not</i> like eat papaya	(2) Omit auxiliary verb
	(3) <i>Watermelons this not</i> sweet the we suppose	(3) Omit be
Past Tense	(4) <i>Not you</i> go to event his birthday just now night	(4) Omit auxiliary verb
	(5) <i>Person that not</i> want restore bike that he borrows last week	(5) Omit auxiliary verb
	(6) Last night's <i>show no</i> interesting and monotonous	(6) Omit be
Present Perfect Tense	(7) What <i>she not</i> yet wake up sleep	(7) No auxiliary Verb
	(8) <i>We are not</i> watching the new film yet at the cinema	(8) Using present progressive tense
	(9) Tonny <i>doesn't</i> have a laptop yet so he must go to the internet cafe	(9) Using present tense
Present Progressive Tense	(10) My mom <i>wasn't</i> shopping at the market	(10) Past progressive
	(11) Two rabbits <i>not run</i>	(11) Omit to be and Ving
	(12) I'm <i>don't just calling</i> my boyfriend's now.	(12) use to be and not auxiliary verb

Modal	(13) The invitation party <i>no come</i> on time	(13)	Omit modal
	(14) They <i>don't must go</i> to morning to campus	(14)	No need auxiliary verb
	(15) Cat that <i>don't can</i> climb up wall taji one	(15)	No need auxiliary verb

Sentences in (1), (2), and (3) were not belong to present tense. In (1) the students used past tense formula to translate the negative sentence, they should use *does* as auxiliary verb. In (2) they omitted the auxiliary verb (*does*). *No* in negative sentence must be written after auxiliary verb, it became *does not* or *doesn't*. In (3) there was no *be* before negative. It must be *is* that was followed by *not* to make the correct sentence.

Sentence (4), (5), and (6) did not belong to past tense. In (4) and (5) the students omitted auxiliary verb *did*. When we translated an interrogative sentence, we could not write *not* in the first sentence. It must be auxiliary verb followed by *not*, so in (4) it should be *didn't*. Moreover, in (5) the word order was correct. *Not* in positive sentence was written before verb, however *not* here must be preceded by auxiliary verb *did*. In sentence (6) the students omitted *be*. The word *no* was placed before adjective, but it must be preceded by *to be* (*is*).

The negative sentence formula of present perfect tense is *S+has/have not+V3*. Therefore, sentence (7), (8), and (9) were not included as present perfect tense. Sentence number (7), the students did not write the auxiliary verb *has* before *not*. For sentence number (8) the student used present progressive tense formula, and number (9) the student used present tense formula.

Sentence (10), (11), and (12) were not present progressive tense. Sentence (10) was past progressive tense because it used *was* as *to be*. Sentence number (11), the students directly translated the sentence from Indonesia to English, he/she did not use present progressive tense formula. Sentence (12) the student used both of *to be* and auxiliary verb. He/she should use only *am*, so the sentence became *S+am+not+Ving*.

Sentence (13), (14), and (15) were sentences with ungrammatical negation construction. Sentence number (13) was ungrammatical because modal was omitted. Modal should be placed before *not*. Moreover, sentence number (14) and (15) were ungrammatical because there was auxiliary verb before modal. The formula should be *S+modal+not+V1*. So, we should not add auxiliary verb in the sentence.

Multiple Ungrammatical Construction

No.	Mistakes	Present Tense	Past tense	Present Perfect Tense	Present Progressive Tense	Modal
1.	Tenses+Word Order	14.5%	4.9%	5.8%	-	-

From the result of the research, multiple mistakes happened in translating present tense, past tense, and present perfect progressive tense. There were no multiple mistakes in present progressive tense and modal. For example, as follows:

- (1) This watermelon this no sweet that we guess
- (2) That not you go to happy birthday just now night
- (3) Has he not woken up?

Sentence number (1) had two mistakes in tenses and word order. It was a present tense, the students omitted *be* and it just translated from Indonesia to English without paying attention to the pattern. The sentence number (1) should be *this water melons are not as sweet as we think about*.

Sentence number (2) omitted auxiliary verb in the beginning of the sentence. Since it was interrogative sentence, the pattern should be auxiliary verb+not+subject+complement. So, the sentence should be *didn't you go to his birthday last night?*

In English, a negation marker required an operator to negate a verb that functions as a predicate. The auxiliary verbs are divided into primary auxiliary verbs which consists of *the auxiliary verb, be and have*. While, modal auxiliary verbs consist of *can, could, may, might, shall, should, will, would, and must*. In another case, a negation also occurs with "no". The "no" is a negation marker that negates a noun. Generally, the no marker is positioned before the noun to be negated. The negation marker is categorized as an adjective, because it explains the noun. For example in sentence "*I have no idea*". The negation marker not in a sentence can be parallel to the no. The difference lies in the position of the negation marker in the sentence. The negation marker does not negate a word categorized as a verb in a sentence; while the negative markers nominate words that is categorized as nouns.

From the data above it could be assumed that the students did not really understand about the formula of each tense. Many of them still made ungrammatical negation because of the interference from students' mother tongue (L1) or lack of knowledge of English grammar (L2) (Hambali, 2011). The potential problem that the students made referred to mother-tongue influence that caused interlingual problems. It is very frequent at the initial stages of L2 learning since L1 is the only language system the learner knows and can draw on and therefore negative transfer takes place (Brown 1980: 173). Brown also argued that when one was learning, transfer took place from all the previously learnt languages but the degree of transfer was variable.

The students' first language also took an important role in the SLA since they used their previous knowledge when facing problem in acquiring a new language. If the students did not have enough knowledge, it could be ascertained that students also made some mistakes or errors.

CONCLUSION

The students did not really understand about the formula of each tense. Many of them still made ungrammatical negation. The ungrammatical negation constructions in the students' Indonesian-English translation were present tense, past tense, present perfect tense, present progressive tense, and modal. The percentages of those were 80% in present perfect tense, 60.8% in past tense (60.8%), 50% in present progressive tense, 40.8% in present tense, and 29% occurred in modal. The highest ungrammatical constructions of singular case were tenses. The tenses mistake in present tense was 26.3% out of 40.8%, past tense was 55.9% out of 60.8%, present perfect tense was 70% out of 80%, present progressive tense was 47% out of 50%, and modal was 23.7% out of 29% ungrammatical negation construction.

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