INVESTIGATING OF MORPHOLOGICAL ERRORS OF THE STUDENTS' TRANSLATION WORK THROUGH GOOGLE FORM : INDONESIA TO ENGLISH

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Abstract: *The purpose of this study is to determine what morphological errors appear in students' work translations of recount texts from Indonesia to English by using surface strategy approach that consisted of omission, addition, mis-formation and mis-ordering. This study employed descriptive qualitative research. 15 college students from a variety of major backgrounds were randomly selected for the sample by sharing a Google form. In this study, identifying, classifying, calculating, and explaining the errors based on surface strategy approach were the procedures used collect the data. Testing and documenting were the research instruments employed in this investigation. The results of this study demonstrate that students made 130 morphological errors when translating recount text. The most common morphological error is an inflectional error which appears 37 times while the least common is a pronoun error and auxiliary error which appears 6 times. Meanwhile, the errors that frequently occur in surface strategy approach are Misformation error which appears 58 times, followed by omission error 42 times and addition error 30 times. In this study, resarcher did not find any misordering errors that appeared. Therefore, it is suggested to the teacher to use online flatforms such as google forms for interactive tests that concentrate on inflectional and derivational forms. In addition, teachers should also provide access to bilingual dictionaries and morphology guides so it can help students to become more independent in identifying errors.*

Keywords: error analysis, morphological error, recount text, surface strategy approach, translation

INTRODUCTION

In Indonesia, the practice of teaching learning English as a foreign language dates back to childhood. Thus, English plays a crucial role in today's world. This aligns, of course, with the existing educational framework, specifically university-level Outcome-based Education (OBE), which is outcome-based rather than just content-based. However, it cannot be denied that only a few are able to master English well. Adnyani (2022) that Indonesia has a moderate degree of English proficiency. In 2016, Indonesia is ranked eighth out of 19 ASIAN countries, behind Vietnam at number seven. Only 32nd place, much behind other EFL countries like Belgium and Argentina, is Indonesia's position when compared to all 72 countries in the world. It means that there is a problem that should be known about English Proficiency in Indonesian.

Therefore, there are many factors faced by the students in learning English such as they should not master grammar, they are confused to use appropriate dictions, correct punctuation, and spelling, in writing sentences. Doris and Jessica (2007) state that linguistics problems (vocabulary, poor grammar, and pronounciation skills) have contributed to these problems. In addition, Fitriani et.al (2015) mentioned that a lack of self-confidence and also anxiety have an

impact in studying English. Therefore, the students often made errors in learning English. Making errors when learning English is inevitable and normal. When students study English as a foreign language, they will make a variety of errors. Dulay et al. (1982:138), learning a language requires making errors on a regular basis. It implies that making errors is a necessary component of learning. Hummel (2014: 65) states that error analysis is a method used in second language acquisition research that entails categorizing and describing errors in order to provide light on the learner's present level of underlying second language system knowledge. Dulay et.al. divided errors based on surface strategy approach into four types, namely omission, addition, mis-formation, and mis-ordering.

Thus, in learning English as EFL, translation becomes one way to master English. Translation is the practice of translating speech or writing from one language to another while maintaining the original context, meaning, and tone is known as translation. It entails comprehending the material in the source language and skilfully communicating it in the target language while accounting for linguistic, cultural, and contextual quirks. Wahyono & Yuliasri (2019) state that a translator must be proficient in both the source and, more crucially, the target languages in order to produce a quality translation. For this reason, when translating, students need to be proficient in both the source and the target language.

Nowdays, one of online flatforms used by teachers or students for learning assessment is Google form. According to Adelia, et.al (2021, 59) that Google Forms for Education may be used to create online practice/test assignments via website pages, get feedback, gather different types of student and instructor data, create online registration forms for schools, and send out questionnaires to the public. Furthermore, a Google Form may be utilized to evaluate students' English language skills. In addition, Haddad & Kalaani, (2014) added that some discover that Google Form, an atypical formative assessment tool, has proven effective in accommodating students' feedback for the enhancement of the course material. Wiemken, et al. (2018) state that Google form is web-based app used to create forms for data collection purposes. Therefore, Adelia, et.al (2021, 60) mentioned that Google Forms may be used by educators and students to create surveys, quizzes, and event registration forms. Furthermore, Adelia, et.al (2021, 65) added some advantages of Google Forms as a great assessment tool for English Language Teaching (ELT). Using Google Forms, teachers could create surveys to meet curriculum objectives, ask different kinds of questions, apply validation options to control data entry, create forms that looked professional using themes, get quick answers, and respond instantly from anywhere. It was an unconventional formative assessment tool.

In ELT, the students are introduced some kinds of text. One of them is Recount text. Recount texts are used to retell about past experiences in chronological order. Anderson and

Anderson (1997) stated that recount text has three parts of the text, namely, orientation, event, and re-orientation. Moreover, Cakrawati (2018) added that recount texts are written based on the writer's experience; they might be about travel or other activities, such as a student writes about their holiday: "*During my holiday, I went to the beach with my family. On the first day, we built sandcastles and collected seashells. The next day, we went swimming and spotted dolphins*!". Therefore, by integrating recount text into curriculum, it helps students develop a better awareness of themselves and society in addition to improving their literacy. Students that interact with recalls acquire critical thinking and good communication skills, which are vital for both their academic and personal development.

In understanding text, it is often faced with a classical problem about words or morphemes in a language, that is morphology. Putrayasa (2008) states that the study of word complexity and the impact of morphological changes on word meaning and class is known as morphology in linguistics, such as beautiful (adjective), beauty (noun), and beautifying (verb). Thus, morphology is the process of joining one morpheme to another to generate words. Naturally, in learning morphology, the students often errors because morphological errors are closely related to the form and structure of words, they pose special challenges to language acquisition and proficiency. Therefore, morphological errors are important because they reveal underlying problems with language knowledge and proficiency in addition to having the potential to impede communication. Since such errors are essential to the general development of language and literacy, correcting them is essential for both good teaching and learning. By emphasizing morphological correctness, teachers may support students in improving their communication abilities and self-assurance when speaking the language.

Many researchers have been conducted to analyze the students' translation. Lussy, Ira, & Iis (2022) stated that their study aimned to see how the quality of the English language of students in translation recount text. Furthermore, they employed a case study adopting a descriptive qualitative approach. They used observation, interview, and writing as the instruments. The result of their study showed that there were still many students asking the teacher to translate the words they wanted to write, using conventional writing (writing the full text in Indonesian first and then translating it into English still using the translation language from the translator tools when the students translated the words one by one). In addition, Martha (2023) stated that her research investigated students' errors in translating English narrative text into Bahasa Indonesia based on omission, addition, misformation, and misordering. Her research employed descriptive qualitative which entailed gathering the data. She used 34 students as sample in her research by using cluster random sampling. From her research, it was found that there were five sorts of errors produced by students in translating English Narrative

Irawansyah. *Investigating of ….*

text into Indonesia language, namely omission, blend errors, addition, misformation, and misordering.

Based on the previous studies above, the writer discussed a morphological error in the translation and discussed the same subject in both the previous and current research. Furthermore, this study employed the same qualitative research methodology. However, there are clear differences in the applications of theory, population, and data sources. In this study, the research population consisted of college students. The data sources for this study also included college students' translations of Recount materials from Indonesian to English. Therefore, this study draws to identify the morphological errors that arise when students translate recount writings from Indonesia to English through Google form by using surface strategy approach.

METHOD

This research employed descriptive qualitative approach because the writer would like to know and to analyze the morphological errors made by the students in translating recounts text from Indonesia language to English language by using surface strategy approach in google form. The writer described the students' errors by using a simple formula that calculated in percentage form. Surface strategy approach was used to analyze and categorize the data collected. The research's participants were the students of various major. Then, 15 participants were choosen as a sample by sharing Google Form link randomly because they only completed the google form on time based on the writer's instructions. The writer employed a qualitative methodology in their examination and analysis. In order to determine the most common errors students made in this area throughout the examination, this study used surface strategy approach to analyse the errors students made when translating the text from Indonesian to English. To investigate issues at this level, the writer employed three procedures: data collection, data interpretation, and data description. Furthermore, the writer took the following steps to analyse the students' errors in translation starting from identifying, classifying, calculating, and explaining the errors based on surface strategy approach. To determine the proportion of errors made by the students, the writer used Sudijono's formula (2010, 43) as below:

P : f/N x 100%

In which:

P   : Percentage of the presence of certain errors type

F   : The frequency of the presence of certain errors type

N   : The total number of all errors

FINDING AND DISCUSSION

Students frequently made omission, addition, mis-formation, and mis-ordering errors in their translations, which are categorized using the surface strategy approach. This is supported

by the explanation of the theory and research findings provided above. Therefore, the following table presents the findings of the students' morphological errors as a consequence of their translation analysis.

Table 1. Morphological error in students' translation

Morphological Errors	Omission	Addition	Misformation	Misordering	TOTAL	PERCENTAGE
Inflectional error	27	5	5	0	**37**	**28,5%**
Preposition error	7	4	6	0	**17**	**13%**
Article error	1	6	4	0	**11**	**8,5%**
'To be' error	5	8	14	0	**27**	**20,8%**
Pronoun error	2	4	0	0	**6**	**4.6%**
Auxiliary error	0	3	3	0	**6**	**4.6%**
Verb 2 error	0	0	26	0	**26**	**20%**
Total	**42**	**30**	**58**	**0**	**130**	**100%**
Percentage	**32,3%**	**23,1%**	**44,6%**	**0%**	**100%**	**100%**

The table demonstrates how errors can occur in practically every morphological element. It is evident that students make errors up to 130 times when it comes to morphology. 'To Be' error appears 37 times, and inflectional error is the most frequent error type in this category. Pronoun and auxiliary errors, on the other hand, are the least common errors. The results of this study suggest that college students should be more cautious and attentive when translating. In order to ensure that the translation is morphologically suitable, students are also expected to better understand or master the differences in morphological structures between the source and target languages. Therefore, it got that the most common error in this type is misformation error with a percentage of 44.6% or appeared 58 times. Then the second ranked is omission error which appears 42 times with a percentage of 32.3% and the last ranked is the addition error with a percentage of 23.1% or 30 times appeared. Nonetheless, mis-ordering errors in the students' translations were not discovered in this investigation.

Omission errors often happened to the students who learn English as English foreign Language (EFL hereafter). This errors made the students to omit one or more linguistics components that should be important to appear. In this study, the students did errors in omission with 42 items (32.3%). Here the following example on students' errors in omission form.

Table 2. Error in Omission

Type of error	Error	Explanation
Inflectional	I really *like* (liked) spicy food. I *promise* (promised) not to eat spicy food again.	They omit the inflectional –d for the past form of verb

Irawansyah. Investigating of ....

Preposition	I got sick because (of) spicy food.	They omit the preposition –of
Article	I ate my favorite meatballs and put a lot of sauce into (the) meatballs.	They omit the article –the
'To be'	I (was) sick… My condition (was) getting better.	They omit the be -was
Pronoun	After (I) finished.	They omit the pronoun -I

Furthermore, the students also did an error in addition form. Addition errors happened when the students added an unnecessary one or more linguistics components that should be appeared. In this case, the students did the errors in translation recount text from Indonesia to English got 30 items (23.1%). Here are the following examples of students' errors in addition forms.

Table 3. Error in Addition

Type of error	Error	Explanation
Inflectional	I promise to not *eating* spicy foods again. I ate my favorite meatballs and *putting* too much sauce in it.	They add the inflectional –ing
Preposition	*At* the last week ….. I got home *from* early.	They add the unimportant preposition
Article	Until *the* last week, I experienced…. At *a* lunch …..	They add unnecessary article
'To be'	I *am* promise …. My stomach *is* hurt.	They add unimportant to be
Pronoun	My stomach *it's* on fire. My condition *it's* better….	They add extra pronoun –it after the subject
Auxiliary	I promise to *do* not eat spicy food.	They add the auxiliary –do

The Errors forms that the students did in translating were mis-formation error. It happened when the students did incorrect forms of words. In this case, misformation forms are the highest errors with 58 items (44.6%). Here is the example of misformation erros.

Table 4. Error in Misformation

Type of error	Error	Explanation
Inflectional	My condition *improved* My stomach still *pains*	They misuse the word and add the suffix
Preposition	During (after) 3 days…. I got diarrhea and fever of (for) 3 days.	They use incorrect prepositions
Article	At *the (a)* week ago…. I promise *for (to)* not eat spicy food again.	They use inappropriate article
'To be'	My condition is (was) good….. I am (was) sick …..	They use incorrect to be
Auxiliary	When I *have* (had) lunch….	They use incorrect auxiliary
Verb 2	I *feel (felt)* my stomach was burning. I *eat* (ate) my favorite meatball.	The incorrectly form the verb 2

CONCLUSION

In relation to the result research, it was found that the students often did errors in morphological level in translation. It can be seen from the numbers of students' errors in morphological aspect were 130 items. The most common errors types the students made was

Irawansyah. *Investigating of ….*

inflectional errors (37 items, 28.5%), and the least frequent was pronoun and auxiliary (6 items, 4.6%). Furthermore, the errors were characterized into surface strategy approach that consisted of omission, addition, mis-formation, and mis-ordering. Therefore, the most frequent error type made the students was misformation (44.6%), omission (32.3%), and addition (23.1%). In this case, the writer did not find the students' error in mis-ordering type.

Based on the findings, it can be inferred that the overall results of the research indicate that most students have a limited grasp of how words are formed. The majority of these are caused by students employing verbs incorrectly in the past tense. They have perfected the skill of arranging words in phrases, though, so there are no errors in word order. Because it may identify areas of difficulty for students, knowing the kinds and frequency of morphological errors becomes essential for improving their language proficiency overall as well as their confidence in translating texts. This study also demonstrates to educators the need of providing focused education on the morphological features of the language. By correcting these typical errors, teachers may help students acquire better basic abilities in both Indonesian and English. Therefore, the writer would like to suggest to teacher to conduct workshop on error analysis where students examine typical errors from their translations, promoting a cooperative learning atmosphere. In addition, it is suggested that teacher should use online flatforms such as google forms for interactive tests that concentrate on inflectional and derivational forms. In addition, teachers should also provide access to bilingual dictionaries and morphology guides so it can help students to become more independent in identifying errors.
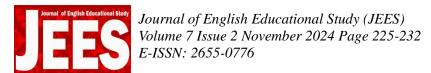
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Irawansyah. *Investigating of ....*

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