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A m b o n

VERBS-MISPLACING OF GERMAN CONJUNCTION SENTENCES IN THE STUDENTS' TRANSLATION

Wilma Akihary[1]

Abstract. In translating texts from and into German, the placing of verbs within conjunction sentences crucially influences the understanding of the translated texts. Hence, this recent study was focusing on the placing of verbs in German conjunction sentences done by students. The results of the study showed that the verbs-misplacing in the conjunction sentences in linguistic category and strategic taxonomy were vary.

Keywords: misplacing, verbs, conjunction sentences, translation

In this global era, the transfer of knowledge, technology, and culture is inevitably. For that, an appropriate, accurate, and sufficient translation is needed. Translation is a common term that refers to the process of transferring notions and ideas from a language (initial language) to another language (target language), both in written and spoken form (Brislin, 1976:1). The process of transferring ideas from the initial language to the target one can be done through textual structure.

Textual structure is developed on the grammatical basis. Thus, through grammar, translated text of German can be analyzed on the basis of syntax in terms of its sentences. Most sentences have certain basic formulas. This formulas mapped the sentences into two, they are single sentence (*einfacher Satz/ Einzelsatz*) and compound sentence (*zusammengesetzer Satz/komplexer Satz*). A compound sentence is categorized into compound sentence (compound coordinative) and complex sentence (compound subordinate). One types of compound sentence is conjunction sentence. Conjunction sentence is also divided into coordinative conjunction and subordinate conjunction. A coordinative conjunction sentence is a compound sentence that the sentences have similar status and they are linked by coordinative conjunction, such as *und* 'and', *oder* 'or', *aber* 'but', while a subordinate conjunction sentence is a compound sentence that the relation between its sentences is not similar and are linked by coodinative conjunction, such as *wenn* 'if', *dass* 'that', *nachdem* 'after that' (Luscher, 2006:201; Lüdeling, 2012:129).

The constructions of S-V in German compound sentence are vary based on the placing of the coordinate and subordinate conjunctions as follows.

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[1] *Wilma Akihary is Lecturer of German Studi Program, Language And Art Department Faculty Of Teacher's Training And Education Pattimura University Ambon.*

(1) S   V   O   Co Cj. S   V
     *Sie liest das Buch in der Bibliothek **oder** sie unterrichtet in der Klasse.*
     Ia membaca buku di perpustakaan **atau** ia mengajar di kelas.

(2)   Sub Cj. S   O   V
     *Wir wissen, **dass**   er   ein neues Auto hat.*
     Kami tahu **bahwa** dia mempunyai sebuah mobil baru.

Regarding to the above explanation, it can be seen that if we use coordinate conjunction like in example (1) and (2), the verbs lie on the second place. The verb-placing inside the sentence is different if we use subordinate conjunction. The position of the verb lies on the last part of the sentence like in example (2) (adapted from Dreyer and Smitt, 1991:115–129; Neubold, 2013:143). Based on the above examples, it can be seen the difference verb-placing system in Indonesian and German language.

The knowledge of the distinction as explained above is needed by a translator. In that case, for students who are studying translation subject, target language is an inevitably mastered skill. Otherwise, students will make errors when translating texts particularly the text from the initial language to the target language. However, errors are a part of learning which cannot be separated as stated by Brown (2008:282). He suggested that errors, mis-scoring, and miscalculation build a crucial aspects in learning which in fact learning is a process involving some types of errors.

The understanding of errors that can be used is based on the linguistics and taxonomy categories of surface strategy. Error analysis might be seen easy, yet it is the other way around. However, by doing a continuum error analysis, teachers can easily get the formula of how to teach translation subject so well that the students might achieved better result. In other words, knowing the difficulties faced by the students, teachers are able to improve the learning quality (Dulay *et al.,* 1982:146; Yang, 2010:266).

Research Method

This study employed qualitative approach. The data of the study were in form of translated texts which was obtained and translated by using standard German language as the target language. The examined data was in form of verbs in conjunction sentences from written works of the students of State University of Malang taking *Übersetzung* 2 course in form of folk tale entitled *Bau Nyale* from Lombok. The compilation of the data were then analyzed to see the errors made.

The data analysis were carried out through error analysis stages adapted from Sidhar (in Fisiak, 1981:222) and Corder (in Ellis, 1986:5). The stages conducted were: (1) collecting data. The data were in form of translated texts of *Bau Nyale* brochures compiled by the researchers, subsequently were checked by the Sasak native speaker and colleagues. The data were sorted and classified each sentences and were coded by using alphanumeric code; (2) errors identification. By employing linguistic categorical taxonomy, the data were coded. The coding was meant to facilitate the researchers to see the errors positions and who made

the errors. The codes were marked near the sentences being analyzed; (3) errors clarification. This stage led to the categorizing behavior based on the surface taxonomy. The data of error conjunction sentences were grouped and noted the formulas. The formulas, in this case, were in form of deletion, addition, selection, and misplace; (4) emerged mis-scoring. In this stage, the form of the frequently emerged grammatical errors in the conjunction sentences were scored and made a simple calculation; (5) concluding the emerged errors. In this last stage, were concluded the most errors occurred so that the problems found in the conjunction sentences can be mapped.

Findings And Discussion

Based on the linguistic categorical taxonomy, the verbs misplaced in were discussed in the level of syntax as well as surface taxonomy in terms of deletion, addition, selection, and ordering found in the conjunction sentences. The result of the study was in form of the verbs-misplacing in the conjunction sentences, such as:

(3)   Saat itu langit mendung, petir menyambar disertai gelombang badai begitu dahsyat.

(3a*)   *Damals war der Himmel dunkel, schnappt der Blitz und also der große Wellsturm.*

(3b)   *Damals war der Himmel dunke. Es blitzte vom Himmel und ebenso **stürmte** die See.*

(4)   Beranjak dewasa, kecantikan paras sang putrid semakin tampak dan memikat hati beberapa pangeran pada saat itu di antaranya Pangeran Arya Rambitan, Pangeran Arya Sumbang, dan Pangeran Johor.

(4a*)   *Als sie erwachsen **war**, **war** sie schöner und schöner und bestrichte einige Prinz darunter Arya Rembitan Prinz und Johor Prinz.*

(4b)   *Als sie erwachsen **wurde**, **wurde** sie schöner und schöner und sie bestrichte einige Prinzen darunter Prinz Arya Rembitan, Prinz Arya Sumbang und Prinz Johor.*

(5)   Kebingungan akhirnya muncul, kalau sarah wulan <u>menerima </u>salah satu lamaran pangeran tersebut maka akan menimbulkan kecemburuandan malapetaka yakni perang saudara yang mengakibatkan jatuhnya banyak korban dan bencana bagi rakyat.

(5a*)   *Danach wurde sie dann sehr verwirt. Wenn Sarah Wulan der Heiratsantrag von einem Prinz **nahm an**, das eine Enfersucht und Katastrophe verursacht. Es wollte auch einen Bürgerkrieg und viele Opfern verursachen.*

(5b)   *Danach war sie sehr verwirt. Wenn Sarah Wulan den Heiratsantrag von einem Prinzen   **annahm**, verursachte dies Eifersucht und ein Unheil. Es wurde auch einen Bürgerkrieg und viele Opfer verursachen.*

The errors in form of deletion occurred in the coordinative conjunction sentence (3a*). The conjunction sentence in (3a*) could be separated into three single sentences. Each single sentence should possess a subject and a verb. The errors in (3a*) occurred due to the noun phrase of ‚*gelombang badai begitu dahsyat*‘ can be understood in Indonesian context, yet when it is translated to German language, the noun phrase of *der große Wellsturm* could not be understood by native speakers, moreover when it was compared to the verb *schnappt.* Thus, this phrase should be appropriately translated and changed into

die See stürmte which meant *,laut membadai'*. The percentage of this kind of errors was 1.6%.

The verbs selection error, in this transcription, occured in conjunction sentence (4a*). The modal verb selection error of *sein* ,be' makes no sense to the sentence. Often the students did not understand how to use modal verb *sein* ,be' and *werden* ,become' properly. This happened frequently for about 14.5%.

The verbs ordering error occured in a sub clause of a sentence that contain a subordinate conjunction *wenn* (5a). This is because the placing of *annehmen* ,get' as the verb can be separated (*trennbare Verben*) in the end of the sentence. This verb should be reunited in the end of the sentence (5b). Such verbs ordering happened for about 8.1%.

Based on the above explanation, the verbs-misplacing related errors on the surface level of conjunction sentences were vary. In conjunction sentences, the selection errors in terms of verbs misplacing of conjunction sentences happened more (14.5%), followed by the ordering (8.1%), and deletion (1.6%). In the present study, there was no addition errors in terms of the verbs placing. The verbs errors visualization of compound sentences are presented in Figure 1.
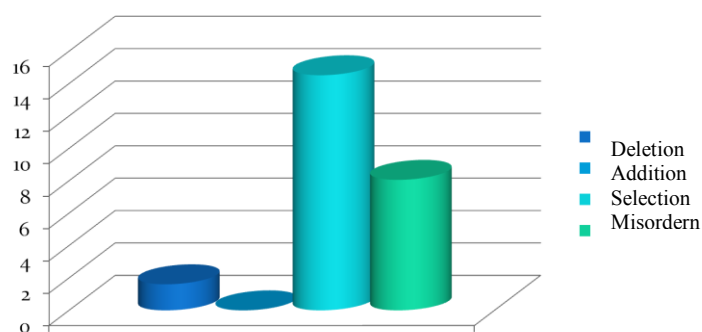

Figure 1 Verbs-Misplacing Errors in Conjunction Sentences

These data showed that the students did not experience any significant difficulties in placing verbs. The verbs misplacing in conjunction sentences are higher. It is because the position of the verbs in coordinative conjunction and in subordinate conjunction is different.

As for the researchers, the result of the study brings the complete illustration of the issue found in translation class. For example, the order of the verbs in the sentences could not be understood clearly so that they kept employing such grammar. In consequence, there was a misinterpretation from Indonesian to German language, which in fact have their own unique grammar and culture. This finding verifies the exist theory stated by Weinrich (Hamied, 1987: 34) and Lado (1968:2) that the difference linguistics between the initial language and the target language might cause errors done by the students higher.

The errors found in the students' translation as stated before can be used as a guideline to facilitate teachers to see the students' German ability as well as to predict the might come errors based on the difference found. According to the

researchers, it is begun from the incomplete understanding of Indonesian and the use of vocabulary which cannot be understood well by the students. If the students comprehend Indonesian well, they will be able to translate texts into German language.

Implication

The present study can be used in linguistics teaching and also in four German language skills teaching, particularly. In linguistics teaching, the results of the syntax study enable the students to understand the similarities and differences of Indonesian and German language so that they are able to face the obstacle which might happen during the independent learning of German language.

As for German language teaching, the teachers should view that translation is not the only method to do yet translating as an activity to enable the students to see the languages relation being learnt and its implementation (Dagline, 2012:125). In this case, translation can be taught within the four language skills courses, even though it is not in detail like in translation course. This can bring a significant impact since the students' foreign language ability improve and they know better their own native language. As it is stated by Goethe, a Germany language expert, that *wer die Fremdsprache nicht kennt, kennt ihre eigene nicht* 'those who do not know foreign language, they do not know their own language'.

The continuity of grammar teaching can be implemented through translation. As it is stated by Schnaller (in Dagline, 2012: 125) dan Syafi'ie (1984: 105) that intensive exercises need to be given in terms of translation following the phrase of practice makes perfect or *Übung macht den Meister*. These exercises will make opportunities to the students to improve their grammar ability especially in writing conjunction sentences. The errors found in learning activity should be solved as soon as possible so that the identical future errors can be minimalized. The absence of correction from the teachers might cause the errors fossilized and the students tend to reiterate the errors.

Closing

In this closing section, we involve two aspects: (1) conclusions which refer to the result of the study, and (2) suggestions which is given to be considered in teaching activities and in the future study.

Conclusion

Based on the data analysis of the study related to the error analysis in translation works from Indonesian to German language of the students, it can be concluded that the errors in the level of surface strategy in terms of subject selection happened more than that of deletion, addition, and misordering.

The above mentioned errors indicates that: (1) the transfer error of intralingual is often occurred in the translation work from Indonesian to German language. It means that the students understand the patterns of German sentences, yet the number of errors are still high, the students' difficulties are still high as

well; (2) the errors in conjunction sentences happen due to the lack competency of the students in the target language grammar.

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