INCORPORATING GRAMMAR INTO TRANSLATION CLASSROOM

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Abstract
This paper discusses the teaching of translation. It is important to lay a strong foundation in translating for the second year students of English Department. The main goal of this study is to identify and improve students’ grammar awareness and their grammatical adjustment ability especially in translating Indonesian sentences and short paragraphs into English. The data used in this study were students’ translation assignments in Translation I course at the English Department of the Faculty of Languages and Culture, University of 17 Agustus 1945 Semarang, academic year 2015-2016. The findings of the research showed that the second year students still made a lot of grammatical mistakes especially in translating Indonesian sentences and short paragraphs into English. The greatest problem faced by the students was related with the use of verbs and tenses, followed by other problems related with the use of parts of speech and function words. This implies that incorporating grammar in teaching translation is important, in which students’ awareness and knowledge of grammar should be taken with care. Therefore, in addition to these findings, a general model of grammatical instruction in translation teaching was presented to be useful for translation teachers.

Keywords: translation teaching, grammatical instruction, grammatical errors

Introduction
Teaching translation skill to English department students seems to remain a challenging job for translation teachers. My experiences as a translation teacher has indicated that students’ translation still contains a lot of grammatical errors so that, therefore, it needs to be taken care of.

Within the context of foreign language teaching and learning where translation becomes a subject, grammar is one of the language aspects to be taken into account (Brown, H. Douglas.1994). Rather than being considered negatively, the students’ errors can be a useful resource for investigation for pedagogical purposes (Cambell,1998; Batstone,1994). Integrating grammar teaching in translation classes is important. However, a study should be conducted first in order to find out the most suitable strategy in translation teaching

This study aims to investigate the aspect of grammatical, rather than lexical equivalence and adjustment in translation. More specifically, it aims to identify the most common grammatical errors that students made.

The result of this study is beneficial for translation teachers in that, in one part, they can apply a model of grammar instruction in teaching translation and, in another part, it helps students become aware and improve their grammar and their translation quality.

Methodology
This is a descriptive study and uses qualitative method. The study took place at the English Department of Faculty of Languages and Culture, University of 17
Agustus 1945 Semarang, in the Academic Year 2015-2016. The subject of research was the third semester students who took Translation I. There were 15 students and all of them were taken as the subject of this study regardless of their gender.

The data were collected based on the classroom translation tasks given to the students during the semester. There were 5 translation tasks, from Indonesian into English and all of them had been corrected and discussed in the classroom and the work sheets had been submitted back to the students. Therefore, for the sake of the study, I made the copies of their original works before I returned them to students. Since the classes were not always fully attended by the participants I received only 50 copies of translation worksheets ready for analysis.

Each task was designed to match the grammar focus that they should learn after being explained beforehand in the classroom. However, it was possible that in a task there were some grammatical terms that they could learn at once. While doing the tasks, the students were free to use dictionary but they should do it individually.

The data were analyzed qualitatively in that they were described in words. Although they contained numbers, they were just treated as a simple quantification. The data analysis was conducted in two steps. The first was analysis of grammatical error and the second was provision of a model of grammatical instruction in translation teaching based on the results of the grammatical error analysis. Accordingly, this research was conducted with the main procedure as follows: (1) identifying the most common grammatical errors by categorizing and subcategorizing error types; (2) proposing a model of grammatical instruction to be used in translation teaching based on the results of the error analysis.

### Finding and Discussion

This section is divided into two parts. The first part is presentation and discussion of the results through the use of tables of error frequencies by types. The second part contains the presentation of a model of grammatical instruction which can be used by translation teachers to minimize students’ grammatical errors in the future.

The categorization of grammatical errors was based on the assumption of problems that may result from the different grammar rules and patterns between English and Indonesian. In this case, the errors were categorized into such types of errors related to use of Verbs, Nouns, Pronouns, Articles, Prepositions and Conjunctions.

Table 1 demonstrates the types of grammatical errors that occurred in the students’ translation texts and the distribution of occurrence of each type. The capital letters, A through E, represent series of translation tasks administered during the semester. As shown in the table, errors related to use of verbs outweighed any other category. The next most common error was related to use of articles and nouns. Errors under the other categories such as use of pronouns, prepositions and conjunctions were more or less evenly distributed. The table shows that the frequency of error occurrence within the same categories tend to decrease, although not significantly, in some categories. It means that they were slightly improved in their knowledge due to explanation and discussion of their works in the classroom.

<table>
<thead>
<tr>
<th>Types of Grammatical Error</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbs</td>
<td>30</td>
<td>25</td>
<td>30</td>
<td>25</td>
<td>20</td>
<td>130</td>
</tr>
<tr>
<td>Articles</td>
<td>20</td>
<td>19</td>
<td>18</td>
<td>18</td>
<td>15</td>
<td>90</td>
</tr>
<tr>
<td>Nouns</td>
<td>19</td>
<td>18</td>
<td>19</td>
<td>18</td>
<td>15</td>
<td>88</td>
</tr>
<tr>
<td>Pronouns</td>
<td>17</td>
<td>17</td>
<td>9</td>
<td>5</td>
<td>5</td>
<td>53</td>
</tr>
<tr>
<td>Prepositions</td>
<td>12</td>
<td>10</td>
<td>12</td>
<td>8</td>
<td>11</td>
<td>53</td>
</tr>
<tr>
<td>Conjunctions</td>
<td>12</td>
<td>13</td>
<td>10</td>
<td>8</td>
<td>7</td>
<td>50</td>
</tr>
</tbody>
</table>
The occurring verb-related errors involved several subtypes of error such as Subject-Verb Agreement, singular/plural, tenses, positive form and negative form. As seen in Table 2 the most frequent error related to verb is use of singular/plural followed by error in tenses and S-V Agreement. However, some students were erroneous in using negative and positive forms of the verb. The predominant error in singular/plural use of verb means that many students failed to correctly identify the noun subject as singular or plural. The other serious problem is the incorrectness of tenses to be equivalent with the original message.

Table 2. Frequency of Verb-Related Errors in Students’ Translation Texts

<table>
<thead>
<tr>
<th>Error Type</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenses</td>
<td>9</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>8</td>
<td>41</td>
</tr>
<tr>
<td>S-V Agreement</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Singular/Plural</td>
<td>11</td>
<td>10</td>
<td>12</td>
<td>10</td>
<td>7</td>
<td>50</td>
</tr>
<tr>
<td>Negative form</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Positive form</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

The use of articles remains somewhat problematic for most students. They often failed to apply the correct choice between definite and indefinite article in the given context of a sentence. For example, when they should choose to use zero article to mean things in general in translating “Buku sekarang mahal” they incorrectly translated it “into The books are now expensive instead of the correct one Books are now expensive. In another case of the same context a failure still occurred concerning with choosing between singular and plural. Hence, they incorrectly chose singular form “The book” instead of plural “Books” to mean things in general.

Other grammatical problems in translation still occurred concerning with use of pronouns, prepositions and conjunction. Although the frequencies of error occurrence related to these three grammatical items were relatively low compared to those related to use of verbs, articles and nouns, it does not mean that care need not be taken. There might be cases when students fail to make the correct choice of pronouns, prepositions and conjunctions in translation. For example, one factor that potentially affects misuse of preposition is its great number in English each with specific type of usage in context and pair with verbs. It is, therefore, possible that students create mistakes in preposition when translating the given sentence.

There might be a lot more grammatical points that could be analysed in terms of error. However, not all of them could be covered in this study. Despite such a limitation the presentation could hopefully represent the feature of grammatical knowledge and skill owned by the students under study.

To sum up, data of error occurrences recorded in the tables above indicate that students’ works of translation from Indonesian into English were still hindered by grammatical mistakes. Without ignoring the minor types of error, the major ones certainly need to be taken seriously. A good way to treat them in teaching translation is incorporating grammar instruction more explicitly, which means that “students learn the language faster and more accurately with explicit attention to form” (see also Nassaji & Fotos, 2011; Norris & Ortega, 2000).

The following section presents a proposed model of grammatical instruction which could be applied in teaching translation at an early stage. The discussion is divided into two parts. The first part presents a basic model for translation teaching and the second part proposes a model of grammatical instruction. It is worth noting here that despite the same framework, differences might occur from case to case in the emphasis on the grammatical instruction depending on the levels of grammar knowledge and ability of the students.
Figure 1. A Basic Model of Grammar-Based Translation Teaching

Figure 1 shows a basic model of translation teaching as a process by way of incorporating grammatical instruction into the classroom. This model best applies for teaching to translate from Indonesian into English. As shown in the figure, there are three main activities taking place in sequence in the classroom: giving grammatical instruction to the students, giving them tasks and giving them feedback.

The class begins with explanation, examples, question and answer and discussion on the given grammatical term(s), its usage and how it creates meaning in context. Then the students are given exercises and practice to translate Indonesian sentences into English by strictly applying the grammatical knowledge of the term(s) that they have learned. After they finish doing the tasks, feedback should be given, in which they should know if their structure is already appropriate not only in terms of grammar but also meaning as intended in the source language.

The second part presents a proposed model of grammatical instruction in translation teaching, mostly based on analysis of grammatical errors found in the students’ Indonesian-to-English translation works. The basic idea of this model is that grammatical instruction serves as a tool to improve students’ translation skill by considering that students still lack knowledge and awareness of grammar, especially from Indonesian into English, and, therefore, integrating grammar teaching in translation classroom is important.

Figure 2. A Model of Grammatical Instruction in Translation Teaching

Incorporating grammar in translation teaching needs explicit grammar instruction. As seen in Figure 2, the grammatical instruction involves units of grammatical instruction. Students should be given, in the first place, knowledge of English grammar beginning with basic sentence structure and then ability to recognize simple, complex and compound sentence. Within the instruction of sentence structure is best included recognition and familiarization of such common expressions as gerund, conditional, ellipsis and inversion beside formation of positive, negative, interrogative and question tag.

Further instruction involves kernel, which is identification of the basic structure transferred from a more complex one. It often happens that a very long sentence actually belongs to a simple as long as they can identify the basic components that creates the structure. In this case, they should realize that the other components are merely modifiers either of a noun or, in the case of complex sentence, of a clause. In addition to sentence structure instruction, therefore, students should learn to know more the functions and positions of modifiers in forming a noun phrase in English as compared to that in Indonesian.
Students’ ability to identify and use different parts of speech, such as verbs, nouns and pronouns, is also a big concern since the data of error occurrence indicated that their use of verbs constituted the biggest problem followed by use of nouns. Therefore, more serious attention to these parts of speech should be given in the instruction. The same concern applies to their ability in using function words such as articles, prepositions and conjunctions since the data also indicated that the students often failed to apply the appropriate use of articles, followed by their appropriateness in using prepositions and conjunctions in their translation.

The last but not least attention that should be given in instruction concerns with writing mechanics such as spelling and punctuations, although the study indicated low frequency of error in this part compared to the others. In summary, the model represents a process of grammatical instruction in translation teaching which involves explicit grammatical instruction in the forms of, identifying and applying knowledge of units of grammatical items by giving translation practice followed by feedback. The grammatical units of instruction consists of two parts given in sequence, the initial and further instruction. In the initial part of the instruction the basic knowledge of English sentence patterns is given, beginning from simple to complex and compound sentence, followed by identification of kernel sentence. Further instruction involves knowledge of the formation of noun phrases and identification of forms and functions of parts of speech and function words.

This study was designed under general framework. It may apply to all classroom situations and conditions of students in Indonesian context.

Conclusions
The data of error occurrences recorded in this study indicated that in translating from Indonesian into English students still made a lot of grammatical mistakes, especially in use of verbs, nouns, pronouns and articles, and to some degree they still had problems in using such function words as prepositions and conjunctions. With reference to the data of common errors, a basic model of translation teaching was first presented, then followed by a general model of grammatical instruction in translation teaching. The grammatical instruction involves preliminary instruction of basic knowledge of sentence patterns followed by further instruction concerning with the functions of modifiers, parts of speech and function words minimize the grammatical errors.

References