

STUDENTS' COMMON ERRORS IN TRANSLATING PHRASAL VERBS: A CASE OF STUDENTS IN ISLAMIC EDUCATION PROGRAM

M. Ali Ghufon

IAIN Pekalongan
m.ali.ghufon@iainpekalongan.ac.id

Abstract

The objectives of this study were to determine (1) the types of errors students made when translating phrasal verbs, (2) the frequency with which students made errors when translating phrasal verbs, and (3) the reasons of students' errors when translating phrasal verbs. The study used a qualitative case study approach and was conducted with second-semester students enrolled in the Islamic Education Program at a State Institute for Islamic Studies (Institut Agama Islam Negeri) in Central Java, Indonesia. The data sources were documents generated as a consequence of the exam and interview with the students. The author gathered data by doing an error analysis of students' test scores as provided by their lecturer. The obtained data were examined in steps that included collecting data, detecting mistakes, categorizing errors according to their categories, summarizing the errors for each category, and assessing the students' errors. Additionally, to ascertain the causes of students' mistakes, the researcher performed an interview with students who were purposefully chosen. According to the researcher's findings, students made two sorts of errors while translating phrasal verbs: errors in propositional meaning, which are incorrect alternate meanings for words, and errors in expressive meaning, which are incorrect translations of idiomatic expressions. Meanwhile, the interview findings indicated that the reasons for students' errors include a lack of understanding of what a phrasal verb is, a dislike for English, a lack of vocabularies, and a tendency to be lazy about learning more about English because they believe it is difficult.

Keywords: Error Analysis, Phrasal Verb, Translation

INTRODUCTION

In this day and age, we require a great deal of information from both inside our own country and from beyond it. Unfortunately, not all of the data has been translated into Indonesian yet, thus there are still some gaps. More information must be obtained through English-language literature, social media, and the internet. That is the reason why translation is essential. The process of sharing information necessitates the use of translation often. Without translation, we would be unable to fully comprehend what is written in English in a book, on social media, or on the internet.

A decent Indonesian translation is difficult to come by. A competent translation requires mastery of the three linguistic building blocks of sound, meaning, and rules. The most important factors in translation are the vocabulary used and the rules that govern it. Knowing the meaning of a sentence requires knowledge of numerous English vocabularies, as well as an understanding of the sentence's function or grammatical structure (Arrang et al., 2016; Nes et al., 2010). For translation, vocabulary is critical because it allows us to fully comprehend sentences by understanding their meaning and the rules that govern them (Bernárdez, 2013; Yu-ping, 2012).

Translation may be divided into two types (Catford, 1978; Salajan et al., 2016). Partially translated texts are those in which just a portion of the content of the source language text is translated into the target language, as opposed to fully translated texts, in which the entire content of the source language text is translated into the target language.

The practice of inserting prepositions and adverbs after specific verbs in English, in order to get distinct and varied meanings, is a fairly common tendency in contemporary English grammar and use. Phrasal verbs are the term used to describe certain types of verbs (Ayadi, 2010; Martinet & Thomson, 1986). They are a sort of English verb that acts more like a phrase than a single word, and they are classified as such. Thus, phrasal verbs vary from single and simple verbs in the sense that they are a group of words that have a meaning distinct from the meaning of a single word from the same lexicon.

When translating a phrasal verb into Indonesian, students frequently have difficulty comprehending the meaning of the sentence. The phrasal verb is usually translated word for word by the majority of them. Along with often translating word for word, students' reading habits at the senior high school level are low, resulting in a lack of sufficient vocabulary for their age group. As a result, while translating a phrasal verb into Indonesian, it is common to make a mistake. Language learning is no different than any other type of human learning. To any EFL teacher, it should be apparent that mistakes account for a large portion of the English produced by language learners (Eesa, 2016). Error analysis is required in order to identify mistakes made when translating English verb phrases into Indonesian.

From the elaboration above, this study investigated the students' common errors when translating phrasal verbs. The research problems are outlined as follows. (1) What types of error do the students make when translating phrasal verbs? (2) How frequent is the errors made by students when translating phrasal verbs? and (3) What are the causes of students' error when translating phrasal verbs?

METHOD

This study has been conducted as a case study (Creswell, 2012). The research was conducted out at the second-semester students of Islamic Education Program at the State Institute for Islamic Studies of Pekalongan (Institut Agama Islam Negeri Pekalongan), Central Java, Indonesia, as part of a larger study. The data came from two sources: documents generated as a consequence of the exam and interview with the students. The author gathered data by doing an error analysis of students' test scores as provided by their lecturer. The obtained data were examined in steps that included collecting data, detecting mistakes, categorizing errors according to their categories, summarizing the errors for each category, and assessing the students' errors. Additionally, to ascertain the causes of students' mistakes, the researcher performed an interview with students who were purposefully chosen. Following the analysis of the data from the documents, the researcher moved on to the analysis of the interview. All of the data in this study was processed using the interactive model proposed by (Miles & Huberman, 1994), which consisted of four steps: collecting the data, reducing the data, displaying the data, and drawing a conclusion at the end.

RESULTS AND DISCUSSION

Results

According to the results of the study, a total of 300 errors were discovered in total. On all, 102 mistakes were discovered in the students' answer sheet, which was completed by the students in the process of translating a phrasal verb.

1. Types and the Frequency of Errors

a. *Identifying the Error*

Following data collection, the author detected all mistakes on the students' answer sheets. The writer discovers via the detection of mistakes that none of the students employed in the study's sample could properly translate the phrasal verb. They frequently make mistakes. There are four types of mistakes: linguistic errors, surface strategy errors, comparative taxonomy errors, and communicative effect errors. The researcher employed the first category, namely the linguistic category. Additionally, students frequently make the same errors; in this study, the majority of students made errors in propositional meaning, which is the incorrect alternate meaning of a word, and in expressive meaning, which is the incorrect translation of an idiomatic expression. Students have a variety of responses to a single question when they translate the phrasal verb.

b. *Classifying the Error*

Students' erroneous usage can be divided into semantic and lexicon categories based on the linguistic category they belong to. There are two types of mistakes in lexicon: propositional meaning errors and expressive meaning errors. Almost all of the students got the alternate meaning of a term inaccurate, as well as the idiomatic statement translated incorrectly in the propositional meaning. The researcher examined both parts of the students' test because it had two sections.

1) Wrong alternate meaning of a word

Wrong alternate meaning of a word errors are characterized by the wrong alternate meaning given to a word. This errors often happend in translation, especialy in translating phrasal verb. Students often give meaning to phrasal verb by the first word they know. The examples of this type of errors are presented below:

a) Item number 5 data A

Kiki got on her car quickly = kiki menancap mobilnya dengan cepat

The sentence above is not well-meaning. There is a phrasal verb that student give wrong alternate meaning in the target language. The correct form of the sentence above is *kiki naik ke mobilnya dengan cepat*.

b) Item number 8, data C

Can you turn up the TV? I can't hear anything = bisakah kamu mengecilkan tv? Aku tidak bisa mendengar apapun

The sentence above is not well-meaning. There is a phrasal verb that student give wrong alternate meaning in the target language. The correct form of the sentence above is *bisakah kamu menaikkan volume tv? Aku tidak bisa mendengar apapun*.

c) Item number 1, data E

You can rely on me to keep your secret = kamu dapat yakinkan aku tuk jaga rahasiamu

The sentence above is not well-meaning. There is a phrasal verb that student give wrong alternate meaning in the target language. The correct form of the sentence above is *kamu dapat percaya padaku untuk menjaga rahasiamu*

d) Item number 9, data I

Can you turn off the radio? your brother is sleeping now = bisakah kamu mengecilkan volume radio? Kakakmu sekarang sedang tidur

The sentence above is not well-meaning. There is a phrasal verb that student give wrong alternate meaning in the target language. The correct form of the sentence above is *bisakah kamu mematikan radio? Kakakmu sedang tidur sekarang*

e) Item number 6, Data L

Yati looks after a cute persian cat in her house = yati mencari kucing persia yang imut dirumahnya
The sentence above is not well-meaning. There is a phrasal verb that student give wrong alternate meaning in the target language. The correct form of the sentence above is *yati memelihara kucing persia yang imut dirumahnya*

2) Wrong translation idiomatic expression

This errors is characterized by the wrong meaning of each word. Students often give meaning to a phrasal verb based on the real meaning of the word without paying attention to the preposition follows it.

a) Item number 2, data A

Why did you look for me last night ? = mengapa kamu menatapku tadi malam?

The sentence above is not well-meaning. There is a phrasal verb that student give meaning to each word without paying attention to the preposition follows it. The correct form of the sentence above is *mengapa kamu mencariku tadi malam?*

b) Item number 10, data A

Let's talk over this complicated problem.= mari kita bicara tentang masalah yang rumit ini

The sentence above is not well-meaning. There is a phrasal verb that student give meaning to each word without paying attention to the preposition follows it. The correct form of the sentence above is *mari kita diskusi tentang masalah yang rumit ini.*

c) Item number 7, data C

The driver picks me up at school everyday = supir mengambilku di sekolah setiap hari

The sentence above is not well-meaning. There is a phrasal verb that student give meaning to each word without paying attention to the preposition follows it. The correct form of the sentence above is *supir menjemputku di sekolah setiap hari.*

d) Item number 3, data F

She cannot get along with her brother = dia tidak bisa mendapat banyak dengan kakaknya

The sentence above is not well-meaning. There is a phrasal verb that student give meaning to each word without paying attention to the preposition follows it. The correct form of the sentence above is *dia tidak bisa rukun dengan saudara laki-lakinya.*

e) Item number 4, data O

Windi gets off the bus carefully.= windi mendapat hati-hati bus

The sentence above is not well-meaning. There is a phrasal verb that student give meaning to each word without paying attention to the preposition follows it. The correct form of the sentence above is *windi turun dari bis dengan hati-hati*

c. **Describing the Frequency of Error**

Following the identification and classification of students' errors, the following stage is to describe the frequency of errors depending on the outcome of the computation. The following formula is employed:

$$\text{Error Percentage(\%)} = \frac{\text{The Number of Error of Each Category}}{\text{The Total Number of Phrasal Verbs}} \times 100\%$$

There are two sorts of mistakes: propositional meaning errors and expressive meaning errors, which were discussed on the preceding section. The following table shows the proportion of mistakes in each category and for each error type, as well as the distribution of errors within each category. There are 102 phrasal verb translation mistakes shown in the table below. Part 1 has 53 mistakes, whereas Part 2 has 49 errors. Each of the two sections has one hundred phrasal verbs. In the first portion, there are 150 phrasal verbs, and in the second, there are 150 phrasal verbs.

The table below shows that there are 102 errors. The errors in propositional meaning has the largest frequency, that is 53 errors. The distribution of error is shown in table 1 as follows :

Table 1. The Number of Errors Based on the Type of Errors

No	Type of errors	Number of errors	Percentage %
1.	Error in propositional meaning	42	14
2.	Error in expressive meaning	60	20
	Total	102	34

The table shows that the percentage of error in translating phrasal verb quite small. From all phrasal verb in students' answer sheet, students only make 102 errors or 34%. 14 % errors in propositional meaning and 20% errors in expressive meaning. It means that errors in propositional meaning have the largest percentage. The distributions and percentage of each part are presented in table 2 bellow.

Table 2. The Number of Errors and Percentage of Each Type of Errors (Part 1)

No	Type of errors	Number of errors	Percentage %
1.	Error in propositional meaning	18	6
2.	Error in expressive meaning	35	11.67
	Total	53	17.67

From the table above, we can see that in part 1 of the test students made 53 errors or 17,67. In the first test students tent to make error in expressive meaning, that is 35 errors or 11,67%. In part 1 of the test students only made error in wrong alternate meaning of a word from two kinds of error in propositional meaning and wrong translation of idiomatic expression in error in expressive meaning. The table also shows that wrong translation of idiomatic expression has the highest frequency of errors. The number of wrong translation of idiomatic expression is 35 or 11,67% of the total errors in part 1.

Table 3. The Number of Errors and Percentage of Each Type of Errors (Part 2)

No	Type of errors	Number of errors	Percentage %
1.	Error in propositional meaning	24	8
2.	Error in expressive meaning	25	8,33
	Total	49	16,33

The data above show that in part 2, the percentage of error is almost the same, that is wrong alternate meaning of a word has 8% frequency of errors and 8,33% error in wrong translation idiomatic expression. It means that students' error have decreased from 17,67% to 16,33%. Students only made 24 errors in wrong alernate meaning of a word or 8% from

all phrasal verb in students answer sheet and 25 or 8,33% errors wrong translation of idiomatic expression.

Following the presentation of the frequency of errors, the researcher discovered 102 errors out of a total of 300 potential mistakes. The following is the frequency of errors: $\frac{102}{300} \times 100\% = 34\%$

It means that the percentage of error is 34 % (which means good according to Arikunto, 2004).

2. The Causes of Error

a. Collecting the data

Ten students from the second-semester students of Islamic Education Program were interviewed for this study. The researcher conducted an interview with the students, asking them a series of questions on the reasons behind phrasal verb translation errors. The researcher conducted one-on-one interviews with each of the students before recording them. The followings are the interview excerpts:

- | | |
|-------------|---|
| Interviewer | : do you like English? |
| Student A | : no, i don't really like, may be just so so |
| Interviewer | : why don't you like English? |
| Student A | : because learning English is complicated, and i don't really like learning English |
| Interviewer | : what do you know about translate? |
| Student A | : as I know, it is translation |
| Interviewer | : what do you know about phrasal verb? |
| Student A | : two verbs that has one meaning |
| Interviewer | : What do you think, the most important thing in translating into English? |
| Student I | : vocabularies |
| Interviewer | : what is your difficulty in learning English? |
| Student I | : understanding the structure |
| Interviewer | : what is your difficulty in translating? |
| Student I | : I don't know the vocabularies |
| Interviewer | : what is your difficulty in translating phrasal verb? |
| Student I | : the meaning can't be guessed word by word |
| Interviewer | : what is the cause of the difficulty? |
| Student I | : because the difficulties come, so I am lazy to learn more about it |
| Interviewer | : what do you do to overcome it ? |
| Student I | : trying to understand and ask to my friend who is more understand than me |

b. Reducing the data

Students' errors in translating phrasal verbs are studied in this study, and the researcher narrows down the data collected from interviews with students to identify only the relevant information to examine. Students' comprehension of phrasal verb, their difficulties in translating phrasal verb, and the reason for the problem are the starting points for the researcher in this case.

According to the students' responses, the most challenging part of translating a phrasal verb is the absence of vocabulary on top of the phrasal verb itself. According to the student interview, the main reason for their struggles is that they dislike English. As a result, they are unwilling to put out the effort to learn more about the English language, particularly phrasal verbs.

c. *Making conclusion*

The last step in analyzing students' interview is making conclusion. From the data that the researcher has got, the most causes of students' error in translating phrasal verb are, they dislike with English, they don't really understand about phrasal verb and they have lack of vocabularies, moreover phrasal verb which meaning can not be guessed directly.

Discussion

Students' answer sheets in translating phrasal verbs were analyzed, and only 102 mistakes were found, with 53 errors in the propositional meaning of the word and 49 errors in the expressive meaning of the word. Because an error in expressive meaning of a word is a term that cannot be judged as true or untrue due to the fact that the word in question has to do with the speaker's feelings and experiences, we may infer from the data that mistake in propositional meaning is the most common type of error (Alqahtani, 2015). As a result, according to Heydari & Bagheri (2012), students are frequently perplexed while trying to comprehend the meaning.

According to the explanation above, students made a linguistic category error that was precise in lexical meaning. The definition of lexical meaning is a meaning that is found in a dictionary (Nababan, 1999). Lexical meanings of words are defined as meanings that are not found in the context of the word (Ayadi, 2010; Melnichuk & Osipova, 2016). We may infer from this statement that students interpret a phrasal verb based on the meaning found in a dictionary, and as a result, they are more likely to make mistakes.

According to the author's error analysis, students committed just 102 mistakes out of the 300 phrasal verbs that were supplied to them in the assignment. According to the calculations above, the students' percentage of mistake in translating a phrasal verb is just 34%, which, according to (Arikunto, 2004), is considered to be good. In other words, pupils occasionally committed a grammatical error while translating phrasal verbs.

By conducting an interview with ten students, the researcher was able to determine what was causing the students' errors in interpreting phrasal verbs. There were a variety of responses from the ten students who were asked about the reason for their mistakes in translating phrasal verbs, but the majority of them stated that they were unable to grasp phrasal verbs because they dislike English. The majority of them also state that they do not have a large number of vocabulary, which is important while learning English. Alqahtani (2015) states that vocabulary knowledge is generally seen as a vital skill for second language learners since having just a restricted vocabulary in a second language makes it difficult to communicate effectively in a second language. Schmitt & Schmitt (2020) highlight the significance of vocabulary acquisition, stating that lexical knowledge is essential to communicative competence as well as the learning of a second language. As a result, when pupils have a restricted vocabulary, they will have difficulties learning English, particularly when it comes to phrasal verbs.

CONCLUSION

Students' errors in translating phrasal verbs were investigated in this study in order to determine (1) the types of errors they made when translating phrasal verbs, (2) the frequency with which they made errors when translating phrasal verbs, and (3) the reasons for their errors when translating phrasal verbs. Student translations of phrasal verbs were found to contain two types of errors, according to the findings of the researcher: errors in propositional meaning, which

are incorrect alternate meanings for words, and errors in expressive meaning, which are incorrect translations of idiomatic phrases. The results of the interviews revealed that students' errors were caused by a lack of understanding of what a phrasal verb is, a dislike for English, a lack of vocabulary, and an inclination to be lazy about learning more about English because they believed it was difficult.

The researcher discovers that pupils are still making mistakes while translating phrasal verbs, according to the findings of the study. Because of this, the researcher intends to make the following recommendations: The teacher should pay greater attention to phrasal verbs, and they should provide pupils with additional information regarding phrasal verbs on a regular basis. The teacher should encourage students to read books in order to expand their vocabularies; the teacher should come up with fresh ways to educate the students in order to avoid making them feel confused and bored while they are in class; Increased vocabulary activities, as well as phrasal verb drills, should be provided by the teacher to the pupils. Students should urge their peers to put some of the new vocabulary they have learned into practice.

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