English Affixation in Translated Short Stories: Student Error Analysis

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ABSTRACT

This research scrutinizes the prevalent issue of English affixation errors in the writing of EFL students. These errors have substantial implications for the semantic accuracy of translated words from the student's native language into English. The study focuses on errors in short stories translated by students from Translation Class at the English Education Study Program of Universitas Negeri Gorontalo. The research objectives encompass the identification and categorization of errors in English affixation usage and an exploration of their underlying causes. Dulay, Burt, and Krashen's error classification framework (2016), including omission, addition, misformation, and misordering, is employed and adapted for specific categories of English affixation errors. The study also investigates the causes of these errors, including interlingual transfer, intralingual transfer, context of learning, and communication strategies, as outlined by Brown (2014). Utilizing a qualitative descriptive research approach, the study provides a comprehensive analysis of error types and their causative factors related to affixation. The research data, derived from short stories translated by students in the Translation Class at the English Education Study Program of Universitas Negeri Gorontalo, comprises words exhibiting errors in the use of affixation in the English language, encompassing both inflectional and derivational affixes. Drawing upon Ellis's data analysis technique (1997), the researchers identified, described, and explained these errors. The findings reveal omission as the most prevalent error, followed by addition and misformation, each encompassing inflectional and derivational affixes. Notably, the inflectional suffix -ed, signifying the past tense, is a recurrent source of errors. These errors predominantly stem from intralingual transfer, with contextual learning, interlingual transfer, and communication strategies also contributing. In summary, differences in affixation usage between Indonesian and English significantly impact student translations of short stories.

1. Introduction

The acquisition of language skills typically commences with the acquisition of vocabulary before achieving mastery of various linguistic competencies. Napa (1991, p.6) posits that words constitute a fundamental component of any language, and without them, a language would cease to exist. Within the framework of morphology, the structure of words is composed of morphemes, which are the smallest linguistic units endowed with both meaning and grammatical function. Lieber (2009, p.34) delineates this structure into two categories: free morphemes, capable of autonomous existence as standalone words, and bound morphemes, necessitating attachment to free morphemes for meaningful expression.

Morphemes can manifest in different ways, forming entire words like "cook" or contributing meaningful segments such as the "-ed" suffix in "cooked." The most granular elements responsible for grammatical function within a word are referred to as affixes. Carstairs-McCarthy (2018) elucidates that affixation, a subtype of bound morphemes, is reliant on a root or base and cannot independently function as words. This linguistic phenomenon permeates all language skills, encompassing listening, speaking, reading, and writing. Notably, English exhibits distinct characteristics in affixation when juxtaposed with other languages, further dividing it based on function and position. Affixation, the addition of morphemes to a base word, encompasses two key functions. Inflection, altering grammatical function without changing word categories, is evident in examples like "children," derived from "child." Derivation generates new words with meaning shifts, such as "friendly" from "friend." Affixation's positional categorization involves prefixes ("unhappy"), infixes ("blinking" in some languages), suffixes ("doer" from "do"), and circumfixes ("redoing" with both prefix and suffix). These examples illustrate how affixation plays a vital role in language by modifying both form and meaning.

The utilization of English affixation presents challenges for English as a Foreign Language (EFL) students, as observed through preliminary investigations within the English Education Study Program at Universitas Negeri Gorontalo. These students' affixation difficulties may stem from the influence of their native language, Indonesian, when applying English affixation rules. For instance, the addition of the English suffix "-s" to the collocation "day by day," altering its meaning and grammatical function, exemplifies the prevalent issue.

These affixation challenges can be categorized as linguistic errors. Kalee et al. (2018) define language errors as deviations from standard rules and grammatical norms in Indonesian. Such errors are commonly found in spoken and written text, referred to as text errors. Error analysis, as outlined by Brown (2014), is the process of observing, analyzing, and classifying linguistic errors to uncover the structural patterns employed by learners. Dulay, Burt, and Krashen (2016) have categorized errors into four fundamental types: omission (absence of an obligatory element), addition (use of extraneous grammatical elements), misformation (incorrect morpheme or structure usage), and misordering (improper arrangement of morphemes within an utterance).

Language structure errors can be discerned within written texts, which serve as essential communication mediums. These erroneous texts encompass academic writing, necessitating strict adherence to grammar rules, as well as literary works that contribute to language learning and entertainment. Short stories, in particular, are a popular and accessible literary form, often characterized by narratives, dialogues, a limited cast of characters, and self-contained incidents. Short stories provide a unique opportunity to examine language style, occasionally revealing lexical and morphological errors.

Several studies have delved into error analysis concerning affixation, each shedding light on distinct aspects. Kautsar's (2020) research focused on the affixation errors in recount texts by eleventh-grade students, identifying and categorizing errors such as omission, addition, misformation, and misordering, with misformation being the most common. Roni (2017) explored affixation errors in essay writing, emphasizing prefixes and suffixes, revealing a dominance of inflectional suffix errors and the omission of the -s suffix in plural form. In parallel, Yakub and Hossain's study (n.d.) examined morphological errors in texts produced by tertiary-level students, using Corder's error analysis theory and Brown and James's classification. Their findings indicated 1452 morphological errors stemming from interlingual and intralingual factors. While these studies collectively contribute to the understanding of affixation errors, they differ in their emphases, ranging from specific verb categories to a broader morphological analysis across various text genres and educational levels.

Unlike previous researches that predominantly investigates English affixation errors in academic writing, this study explores the realm of translated short stories. Translated short stories encompass two languages: the source language and the target language, introducing distinct word structures that challenge students in their use of affixes. Consequently, the objectives of this study are twofold: to identify the types of English affixation errors within short stories translated by students in translation classes and to analyze the underlying causes of these errors.

2. Method

This research adopted a descriptive qualitative approach as its methodological framework for data observation and analysis. This method was selected to elucidate the manifestations associated with the prevailing linguistic context (Best, as cited in Kusumawardhani, 2018). The principal source of data for this investigation was drawn from the translated short stories submitted as the final projects of students enrolled in the English Education Study Program at Universitas Negeri Gorontalo during the academic year 2020/2021. To refine the scope of the data analysis, the study focused exclusively on short stories translated by 19 students from Class A of the Translation course. Each student was tasked with translating two short stories, resulting in a total of 38 short stories that underwent meticulous scrutiny by the researcher. All words within the translated stories that exhibited errors in the use of affixation in the English language were systematically documented and constituted the corpus of data for this research.

The researchers employed a three-step data collection process, comprising the following phases: First, the researchers solicited information from students in Translation Class A regarding their final projects, which involved the creation of translated short stories. Subsequently, the researchers diligently reviewed all short stories in both their source and target languages. Lastly, meticulous note-taking was conducted to identify words containing errors of inflectional or derivational affixes.

This research elucidated a three-fold approach to error analysis, as per Ellis (1997). These encompassed the identification, description, and explanation of errors. In the identification phase, errors were pinpointed by composing sentences containing errors and underlining the erroneous words. Once all error-containing words were identified, they were categorized based on a taxonomy from Dulay, Burt, & Krashen (2016), including omission, addition, misformation, and misordering. Additionally, specific attention was given to categorizing errors involving inflectional and derivational affixes.

The second research concern, pertaining to the causes of errors, was addressed through the lens of Brown's theory. This theory encompasses interlingual transfer, intralingual transfer, the context of learning, and communication strategies as explanatory factors. Finally, the analysis of the data culminated in the exposition of identified errors and the formulation of conclusions based on error types related to affixation usage.

3. Results and Discussion

3.1. Results

The study's findings reveal the identification of 141 affixation errors within the 38 short stories translated by students in Translation Class A. While Dulay's (2016) taxonomy encompasses four error types—omission, addition, misformation, and misordering—this study only obtains three: omission, misformation, and addition. The omission is characterized by the absence of necessary elements in 63 words, misformation involves inaccuracies in 29 words, and addition pertains to the inclusion of unnecessary items in 49 words. Detailed analyses for each category are explicated in the representative data provided below.

Table 1. English Affixation Errors in Students' Translated Short Stories

Error Type	Affix	Affix Category	Example	Number of Errors
Omission	-ed	Inflectional Suffix	past tense	10
	-'s	Inflectional Suffix	possessive	12
	-s	Inflectional Suffix	plural marker	10
	-s	Inflectional Suffix	3rd person singular	13
	-ing	Derivational Suffix	gerund	10
	-ly	Derivational Suffix	adjective to adverb	8
Misformation	-ed	Inflectional Suffix	past tense	15
	-ant	Derivational Suffix	noun to adjective	14
Addition	-ed	Inflectional Suffix	past tense	10

	-s	Inflectional Suffix	plural marker	19
	-s	Inflectional Suffix	3rd person singular	16
	-ity	Derivational Suffix	adjective to noun (nominal suffix)	4
Total	-	-	-	**141**

Omission

      Omission, within the context of learner errors, involves the intentional or unintentional exclusion or alteration of word structures. This phenomenon often arises from learners' confusion about linguistic structures. Dulay (1982, p.154) defines omission as the absence of an essential element necessary for a grammatically correct expression.

Inflectional Suffix -ed (Past Tense)

      Inflectional suffix -ed for past tense, -'s for possessive, -s as a plural marker, -s for 3rd person singular, and in derivational forms, the suffixes -ing for gerund and -ly for adverb formation.

For instance, when examining the use of the inflectional suffix -ed for past tense, consider the following example:

Source Text (ST): Ayahnya menyudahi pembicaraan mereka
Target Text (TT): His father end up their conversation

      The error in this example arises from the translation of the Indonesian word 'menyudahi' into the phrasal verb 'end up' in English. 'Menyudahi' is derived from the base adverbial 'sudah' and is modified with the suffix -i to become 'sudahi,' followed by the addition of the prefix 'meN,' involving a morphophonemic process. The morphophonemic process involves changes in morphemes based on the sounds associated with affixation.

      Since 'menyudahi' belongs to the verb class, it was translated into the phrasal verb 'end up' in English. However, this translation error occurred because it did not adhere to English structural rules. The translated text is a narrative segment that describes events in the story, necessitating the use of the simple past tense. Following English grammar rules, the base word 'end' should be modified with the suffix -ed to become 'ended up' as the past tense verb. Therefore, the corrected translation should read as 'His father ended up their conversation.'

Inflectional Suffix -'s (Possessive)

Source Text (ST): "Tidak sengaja, handphone Lina jatuh ke lantai akhirnya handphone tersebut menjadi rusak."
Target Text (TT): "Unintentionally, Lina cell phone fell to the floor and finally it was damaged."

      The error in English affixation becomes evident in the use of the noun phrase 'Lina cell phone' in the translation. This phrase requires the inflectional suffix -'s to correct its structure. In the source text, it is expressed as 'handphone Lina,' which does not employ any affixes. However, there is a distinction when using possessive noun phrases in English; they require the inflectional suffix -'s, which the student omitted. Consequently, the noun phrase in the translation text contains an error due to the omission of the -'s suffix. As a result, the translation text becomes grammatically incorrect.

      In the process of translating a text, it is not only essential to make the target text comprehensible but also imperative to consider structural correctness. Given that short stories serve as a medium for reading and language learning, adherence to grammar rules is vital. In this case, the noun phrase should include the suffix -'s to indicate possession, forming it as 'Lina's cell phone.' An alternative translation of the text could be 'Unintentionally, Lina's cell phone fell to the floor, and finally, it was damaged.'

Inflectional Suffix -s (Plural Marker)

Source Text (ST): "Dia memiliki tiga teman dekat."
Target Text (TT): "He has three close friend."

      An error in the use of the noun 'friend' is evident in the translated text, as it omits the suffix -s. This omission occurs because the source text includes the cardinal number 'three,' indicating the plural form of the noun. In English, the noun 'friend' is a base word, translated from the Indonesian word 'teman.' In Indonesian, 'teman' typically marks its plural form through reduplication, such as 'teman-teman,' or by using a numeral before the word 'teman,' as seen in the text with 'tiga teman.'

The use of 'tiga teman' in Indonesian does not require any affixes, unlike in English, where the suffix -s serves as a plural marker for nouns.

However, the student made an error by omitting the -s suffix in the word 'friend,' which should be 'friends' since it refers to more than one individual. Consequently, the translation text contains an error due to this omission of word form. To correct this, the student should add the inflectional suffix -s as a plural marker to the word 'friend.' The correct translation should read as 'He has three close friends,' aligning with the meaning of 'tiga teman' in Indonesian. Therefore, the translated text can be rectified as 'He has three close friends.'

Inflectional Suffix -s (3rd Person Singular)
Source Text (ST): "Sepertinya tidak ada apa-apa."
Target Text (TT): "Hm, it look like nothing."

In this example, an error is evident in the use of the verb 'look' in the translated text. The word 'look' does not carry the same literal meaning as in the source text, indicating that the student did not translate it word-for-word. However, the error arises because the chosen word is structurally incorrect in accordance with English rules for the target text. The student has translated it into a sentence with a different structure than that of the source text.

According to Joyce & Feez (2000), dialogues in narrative texts often employ saying verbs (verbal processes) which may change to the present or future tense. In such dialogues, the appropriate tense to use is the simple present tense due to the direct speech. It involves the use of the pronoun 'it' as the subject and 'look' as the verb in the sentence. Since the pronoun 'it' is used, the verb should be augmented with the inflectional suffix -s to indicate the 3rd person singular, as per the rules of simple present tense.

However, in the translation, the student omitted the suffix -s in the verb 'look,' which should be 'looks' to be grammatically correct. This structural error does not alter the meaning of the source text; it still conveys the sense of 'sepertinya tidak apa-apa' in Indonesian, as indicated in the short story. The error primarily pertains to grammatical issues in English. Thus, the English translation should be revised to "Hm, it looks like nothing" to ensure grammatical correctness.

Derivational Suffix -ing (Gerund)
Source Text (ST): "Semuanya tertawa terlihat menikmati keseruan mereka."
Target Text (TT): "All of them laughed due enjoy their activity."

This text contains an error in the use of the word 'enjoy,' which was translated from the Indonesian 'menikmati.' It is evident that 'enjoy' is an English base word, while 'menikmati' in the source text is derived from the Indonesian base word 'nikmat,' which is augmented with a combination of affixes 'me-' and '-i' to create a verb.

According to English structural rules, 'enjoy' in the text should also be complemented with an affix, specifically the derivational suffix -ing, to form the gerund. The use of the gerund is indicated by the conjunction 'due,' which should be followed by a noun. In the translation text, there is an affixation error since only the base word 'enjoy' is used instead of adding the suffix -ing to create 'enjoying their activity.' 'Enjoying their activity' does not alter the meaning of the source text, which still conveys 'menikmati keseruan mereka.' The error occurred due to a lack of consideration for word structure within the sentence. Consequently, the translated text becomes ungrammatical according to English rules.

Therefore, an alternative translation of the text could be 'All of them laughed due enjoying their activity.'

Derivational Suffix -Ly (Adjective-Adverb)
Source Text (ST): "Namun, sekarang dia terbaring lemah tak berdaya."
Target Text (TT): "But now he lay helpless."

This sentence contains an error in the translation of the word 'helpless' in the target text. The student only used the adjective 'helpless,' derived from the root 'help' as a verb, with the addition of the suffix '-less' to create an adjective. This choice of an adjective word results in an error because the word class that should have been used is an adverb to convey the meaning of 'lemah tak berdaya' in Indonesian.

In English, adjectives typically describe nouns or pronouns, whereas adverbs can be placed before or after a verb to provide additional information about the action. Moreover, the term 'helpless'

in the translated text is meant to describe a condition, so it should be used as an adverb. To transform the word into an adverb, the suffix '-ly' should be added as part of the derivational process in English affixation. However, the student omitted this suffix. By adding the suffix '-ly,' it becomes the adverb 'helplessly,' which aligns with the meaning of 'lemah tak berdaya' in the source text.

Using different word classes can impact the sentence's structure and meaning. Furthermore, the word 'helplessly' will clarify the condition of the clause 'he lay,' which should also be corrected to 'he laid' since it is in the past tense.

To rectify the English structure used in the translated text, the sentence should be revised to 'But now he laid helplessly.'

Misformation

Misformation, commonly identified in written expression, pertains to errors in sentence structure where students employ incorrect arrangements. It is distinguished by the use of inaccurate forms of morphemes or structures. This error occurs when learners incorporate unnecessary elements into sentences, even though such inclusions are incorrect. Dulay et al. (1982) classified misformation into three subtypes: archi-form, regularization, and alternating forms

Misformation errors were identified in the students' translated short stories. These errors encompassed both inflectional suffix -ed for past tense and the derivational suffix -ant, which transforms nouns into adjectives. These errors were the result of students applying incorrect affixes when translating words from the source text into the target text, leading to ungrammatical sentences in English.

Inflectional Suffix -ed (Past Tense)

Source Text (ST): "Ia berpura-pura baik kepada Rohaya."
Target Text (TT): "He pretends to be kind to Rohaya."

A misformation error is evident in the use of the verb 'pretends' in the translated text. The word 'pretends' is formed with the inflectional suffix -s, indicating the 3rd person singular in the present tense, rather than using the correct inflectional suffix -ed for the past tense. 'Pretends' was translated from the Indonesian word 'berpura-pura,' which contains Indonesian reduplication 'pura-pura' as an adjective and is prefixed with 'ber-' to become the verb 'berpura-pura.' In the context of the narrative in the short story, the English verb 'pretend' should have been modified with the inflectional suffix -ed for the past tense.

The student's use of the suffix -s, which is typically used for present tense verbs, results in a misformation error because it creates a different word form based on the tense used. Although this error does not alter the meaning of the word from the source text, it affects the structure of the English sentence in the target text.

Different inflections in English affixation do not change the meaning of the words; 'pretends' and 'pretended' both convey the same meaning as 'berpura-pura' in Indonesian, as found in the source text. To correct this misformation error in word structure, 'pretends' should be changed to 'pretended.' An alternative translation of the text could be corrected to 'He pretended to be kind to Rohaya.'

Derivational Suffix -Ant (Noun to Adjective)

Source Text (ST): "Pelajaran berharga dari dunia game membuatnya langsung memeluk ibunya dan meminta maaf atas segala sikap acuhnya selama ini."
Target Text (TT): "The important thing that he learns from game world made him immediately hug his mother while apologizing all his indifference to his mother during the time."

An error is present in the translated text in the use of the word 'importance,' which was derived from the word 'berharga' in the source text. 'Importance' is a noun formed from the morpheme 'import' as a noun, and it is further augmented with the suffix '-ance,' creating another noun. In contrast, the word 'berharga' in Indonesian originates from the root 'harga,' which is a noun and is prefixed with 'ber-' to transform it into an adjective used to describe the noun 'pelajaran' in the source text.

However, in the translated text, the student applied the suffix '-ance' instead of using the correct suffix '-ant' to derive the noun into an adjective, resulting in 'important.' The adjective 'important' is intended to describe the noun 'thing' in the English sentence, forming the phrase 'important thing' as a translation of the Indonesian 'pelajaran berharga.' Therefore, the appropriate

affixation should involve the derivational suffix '-ant' to rectify the error in word form in the student's translation.

Furthermore, there are additional tense-related errors in the translation that should be corrected to use the past tense, given the context. As a suggested correction, the text could be translated as: "The important thing that he learned from the gaming world made him immediately hug his mother while apologizing for all his indifference to his mother during that time."

Addition

Dulay (1982) asserts that addition represents the converse of omission, signifying an error involving the inclusion of a grammatical item that should not be present in well-formed expressions. This error commonly occurs when learners, despite knowing the grammar rules in the target language, transfer writing or translation from their native language. Additionally, the addition error encompasses categories such as double marking, regularization, and simple addition.

Addition errors were identified in the students' English affixation usage. These addition errors were categorized based on the type of English affixation, which, in this study, consisted of inflectional suffixes -ed for past tense, -s as a plural marker, -s for the 3rd person singular, and derivational suffix -ity for the transformation of adjectives into nouns (nominal suffix).

These errors occurred when students applied these affixes incorrectly, resulting in ungrammatical sentences or words. Learners must grasp the correct usage of affixes in English to ensure grammatical accuracy and appropriate word formation.

Inflectional Suffix -ed (Past Tense)

Source Text (ST): "Pantas saja. Kamu kan cantik. Kalau itu aku, mungkin tidak ada yang mau mengejarku."

Target Text (TT): "Of course, because you are beautiful. If it was me, no one would chased me."

The English translation contains an error in the word 'chased' within the phrasal verb 'would chased' in the sentence. This phrasal verb consists of the auxiliary verb 'would,' which corresponds to 'mau' in the source text, and 'chased,' translated from the Indonesian 'mengejar' (which undergoes a morphophonemic process, changing the prefix 'me-' into 'men-' and attaching it to the base verb 'kejar' to become 'mengejar').

Both 'would' and 'chased' are used in their past forms, which results in an error according to English grammar rules. In the main verb 'chased,' the suffix '-ed' should not be added, as it should remain the base verb 'chase.' While 'chase' and 'chased' convey the same meaning in Indonesian, in English, 'would,' representing the past form, should be followed by the base verb 'chase.' Consequently, the appropriate use of the phrasal verb is 'would chase,' and the sentence should be corrected to: "Of course, because you are beautiful. If it were me, no one would chase me."

Inflectional Suffix -s (Plural Marker)

Source Text (ST): "Ada seekor singa yang buas tinggal dalam hutan."

Target Text (TT): "There is a wild lions that live in the forest."

The English translation contains an affixation error in the use of the noun phrase 'a wild lions.' The word 'lions' in the sentence indicates a plural form, while it was translated from 'seekor singa,' which refers to a single lion. The student also used the article 'a,' which implies the presence of only one 'lion,' similar to the source text's use of 'seekor singa.'

Due to the addition error involving the inflectional suffix '-s' as a plural marker in the morpheme 'lion,' the sentence becomes structurally incorrect. The student added the '-s' plural marker, which is unnecessary for the base word 'lion.' This structural error can lead to reader confusion and hinder comprehension of the story.

As Napu & Hasan (2019) explained, translators should strive to adapt the grammatical structure of the source text to convey its intended meaning accurately. While this short story provides both the source and target languages, the translator should consider the structure used to ensure the text remains readable.

To rectify this addition error involving the inflectional suffix '-s' as a plural marker, the sentence should be corrected to 'a wild lion.' An alternative translation of the text could be: "There is a wild lion that lives in the forest."

Inflectional Suffix -s (3rd Person Singular)

Source Text (ST): "Sepertinya ada yang aneh denganmu harimau…"

Target Text (TT): "You looks so weird...."

A translation error is evident in the use of the word 'looks' in the sentence. The student used the English word 'looks,' derived from the root 'look,' and added the suffix '-s' to indicate the 3rd person singular. This choice does not align with the literal translation of the source text, as there is no mention of 'looks' in the original version of the short story. The use of 'looks' appears to correspond to the Indonesian word 'sepertinya,' which also contains the Indonesian suffix '-nya.'

However, using the word 'look' and adding the suffix '-s' for the 3rd person singular constitutes an error since this suffix should not be used after the pronoun 'you,' which is not in the 3rd person singular form. This addition error impacts the English sentence's structure, particularly in cases where no affixes are needed. To correct this error, the appropriate word to use is 'look,' resulting in the sentence: "You look so weird…."

Derivational Suffix -ity (Adjective to Noun)

Source Text (ST): "Kita bisa kabur, dibanding kita penasaran terus."
Target Text (TT): "We can run away from this house, instead of being curiosity, right?"

The translated text contains an error in the word 'curiosity,' which is formed by taking the adjective 'curious' and adding the derivational suffix '-ity' to change it into a noun. In the context of the Indonesian sentence "Kita bisa kabur, dibanding kita penasaran terus," the term 'curiosity' is meant to represent 'penasaran,' which is an Indonesian adjective. The student intended to use a word that functions as an adjective, but the addition of the suffix '-ity' is unnecessary and converts the adjective into a noun.

Furthermore, the meaning changes when 'curiosity' is used with affixation, becoming 'keingin-tahuan' or 'rasa penasaran' in Indonesian, which are noun forms. Therefore, instead of using 'curiosity' with affixation, it should be corrected by using the base morpheme 'curious' as an adjective without adding the derivational suffix '-ity.' 'Curious' is a suitable translation for the Indonesian 'penasaran' in the source text. This correction maintains the sentence structure in the target text and retains the intended meaning from the source text. As a result, the translation of this text could be revised to: "We can run away from this house, instead of being curious, right?"

Factors Contributing to Errors in English Affixation Usage
Interlingual Transfer

Errors stemming from interlingual factors are a result of negative transfer influenced by the translator's mother tongue. In some translated texts, errors occur when students transfer words from the source language to the target language while adhering to the structure of the source language. This type of translation leads to errors because the word structures in both languages are different. One example of an error in using English affixation caused by interlingual factors is as follows:

Source Text (ST): "Hewan yang lewat situ akan jatuh terpeleset."
Target Text (TT): "So that animals that pass there will fall slipping…."

In this example, an interlingual factor leads to an error in the omission of the suffix '-ed' in the word 'pass,' which corresponds to 'lewat' in the source language. The use of the '-ed' suffix in this word is crucial as it serves as a past tense marker. This error has been previously classified as an omission.

When translating the text, the student did not consider the difference in tense usage between the source and target languages. The absence of tenses in the source language compared to their necessity in the target language can lead to mistakes like this. Students who still rely on their mother tongue often make tense-related errors.

Additionally, when writing a story in their native language and then translating it, such errors become more likely to occur. Thus, students may struggle to avoid errors in their translation results due to these interlingual factors.

Intralingual Transfer

Errors in the use of a second or foreign language often stem from the general lack of knowledge among language learners, a phenomenon referred to as intralingual factors. In this study, affixation errors were identified in students' translation results, where several words contained errors due to their ignorance of the correct rules in accordance with the target language. Presented below is a representative sample of the data that illustrates this type of error.

ST: *Seiring bergantinya waktu, hari berganti hari, bulan berganti bulan dan tahun berganti tahun hingga pada suatu hari kerajaan hewan mengalami bencana diseluruh kerajaan yang dilanda oleh kemarau berkepanjangan*

TT: *As time went by, **days by day months by months, and years by years** until one day, the kingdom of animals suffered a scourge throughout the country beset by prolonged drought.*

The identification of intralingual transfer factors causing errors in the translation process was primarily guided by the source language provided. The example mentioned above illustrates an addition error involving the inflectional suffix '-s,' which ultimately affects the sentence structure and renders it ungrammatical. Specifically, the error pertains to the incorrect usage of the collocation 'day by day, month by month, and year by year' in the English translation.

When translating such English collocations, it is essential for the translator to select the correct form for use. In this case, the error occurred due to a lack of understanding of English collocations. Students tend to overgeneralize the use of the suffix '-s' as the 3rd person singular, leading to an impact on the sentence structure in their translations.

Context of Learning

The context of learning is another contributing factor to errors, particularly in the category of misformation, where students incorrectly apply appropriate affixes to words within sentences. In the short stories translated by students, errors stemming from the context of learning can often be identified by examining the overall narrative structure and how the story is presented. An illustrative example of an error influenced by this factor is as follows:

Source Text (ST): Dia rindu semuanya
Target Text (TT): She misses everything

Errors resulting from the context of learning, especially when English is a foreign language, frequently involve word usage that can impact sentence structure. In the example above, the verb 'misses' is an error because the structure used does not align with the context of the sentence, which is part of the narrative. According to the rules applied in narrating the short story, past tense is typically used (Joyce & Feez, 2000). Therefore, the word 'misses' is incompatible and should be replaced by 'missed' to convey the past form within the narrative sentence.

This relates to the learning process undertaken by students, as the context applied in translating stories may not cover all aspects, leading to some grammatical issues persisting in students' translated stories. While it may seem like a minor issue of incorrect affixation with tense implications, grammatical structures also need to be considered alongside the translation results to ensure accuracy.

Communication Strategies

Communication strategies also play a role in causing errors in the use of affixation in students' translated short stories. It has been observed that students who translate stories multiple times tend to choose words based on their familiarity to convey meaning more easily in the target language. An example of an error attributed to this factor is as follows:

Source Text (ST): .....sekarang dia seperti tidak bisa bertahan
Target Text (TT): ..... now she was likes she could not survive

The data sample above can be identified as the result of a communication strategy employed by the student during the translation process. The error in the sentence lies in the use of the verb 'was' followed by 'like' with the addition of the suffix -s as a present verb in the third person singular. This addition constitutes an error because the word 'like' functions as a conjunction and should only use the base 'like'. Additionally, the verb 'was' is imprecise in conveying the context present in the original version of the short story. It would be more accurate to replace it with 'seemed like'.

This error type arises from the restricted vocabulary available for translation. It can lead to deviations from grammatical rules and potentially result in ambiguity in the target language. Students employ communication strategies that may generate such errors as they endeavor to convey meaning as proficiently as their language skills permit.

3.2.   Discussion

Translation class students have undergone a comprehensive learning process, covering linguistic and cultural aspects. The class combines theoretical understanding with practical application, focusing on final projects like translating short stories. These stories, presented bilingually, serve as effective tools for studying language transfer and comprehension.

In the context of student-translated short stories, English affixation errors become apparent when comparing them to the original Indonesian versions. This allows for an assessment of the students' proficiency in conveying the stories in both languages. Given the significant differences in affix usage between Indonesian and English, adherence to the rules of both source and target languages is crucial. Translated words with English affixes may either originate from Indonesian words or lack affixes entirely. While prioritizing comprehensibility in the target language, it remains essential to respect the structural rules of both English and Indonesian.

This research uncovered 141 affixation errors in 38 short stories translated by students in Translation Class A. While Dulay's (2016) classification comprises four error types—omission, addition, misformation, and misordering—this study only obtains three: omission, misformation, and addition. Notably, there are no instances of misordering errors detected in the students' translations. Omission entails the absence of essential elements in 63 words, misformation relates to inaccuracies in 29 words, and addition involves the inclusion of unnecessary items in 49 words. Additionally, the identified error types are categorized based on types of English affixation.

Affixation plays a pivotal role in language structure. In English, affixation is classified into four categories: prefixes, suffixes, infixes, and circumfixes. However, according to Crowley, as cited in Aryati (2014), prefixes and suffixes are the most common types of affixes. In the context of error analysis, students primarily encountered issues related to the use of suffixes, both in inflection and derivation. Specifically, the inflectional suffix "-ed" for past tense is the most frequently omitted affix, surpassing misformation and addition errors.

Omission errors in affixation encompass various inflectional and derivational suffixes, including "-ed" for past tense, "-'s" for possessive, "-s" for plural marking, "-s" as the 3rd person singular marker, and "-ing" for gerunds, as well as "-ly" to convert adjectives to adverbs. Given that omission is the most prevalent error type among students, it signifies that affixes are often omitted in translated words, which should adhere to English grammar rules as the target text for translation. This underscores the importance of students following the grammatical rules of the target language to enhance their translation skills. As observed by Wahyono & Yuliasri (2019), a strong grasp of grammatical rules is fundamental to students' comprehension and effective use of translation techniques.

The short stories translated by students encompass elements of narrative, characterized by distinct linguistic features such as the pervasive use of past tense to narrate events. As Joyce and Feez (2000) elucidate, narratives predominantly employ action verbs and typically employ past tense. Consequently, the omission of the suffix "-ed" for past tense disrupts the word structure and violates grammatical rules, introducing errors in the translation. While this omission does not alter word meanings or categories, it does result in grammatical errors. In students' translations, it is imperative to consider linguistic features to convey intended meanings effectively. Moreover, an understanding of tenses is fundamental in English language learning, and issues in this area should not be as prevalent as observed in this study.

The errors identified in the use of English affixation in students' translated short stories are rooted in various factors, as proposed by Brown's theory, categorized as interlingual, intralingual, context of learning, and communication strategies. Each of these factors contributes to errors in affixation in students' translations.

Interlingual factors stem from the influence of the students' native language, which often manifests as errors related to tense usage. Unlike English, Indonesian lacks time markers in its affixes, particularly inflectional ones that indicate tense based on word function within a sentence. Consequently, students frequently omit the "-ed" suffix for past tense or use alternative forms that do not align with tense usage rules in English. This influence from their native language's usage, observed by Afthoniyah (2012), reflects the interlingual factor.

Intralingual factors arise from students' lack of comprehension regarding the appropriate use of affixes in English words, leading to the use of incorrect affixes based on misconceptions about the rules. This often results in errors in translation. To mitigate such errors, students must gain a solid understanding of word structures to construct coherent sentences that conform to grammatical norms.

The context of learning, encompassing translation concepts and fundamental linguistic principles, also contributes to errors. Some errors originate from the inappropriate use of affixes, reflecting discrepancies in the expected word structure within sentences. In the learning process, students are sometimes required to explore unexplained aspects on their own, adapting them to the context. However, this can pose challenges for foreign language learners, especially when their native language differs significantly.

Lastly, communication strategies play a role in shaping translation results. In certain cases, translations prioritize conveying meaning over linguistic forms, leading to simplified grammar usage as a strategic choice. This aligns with Nemser's perspective, as cited in Richard (2015), which suggests that learners may prioritize content over linguistic form, resulting in simplified grammar when communicating. While this may yield acceptable translations, it may not adhere strictly to English language rules.

In conclusion, despite the seemingly minor nature of affixation in word structure, it holds significant importance in shaping sentence structures and ensuring the readability of content. This is especially crucial in translation, where effective message delivery hinges on linguistic accuracy. Short stories, often employed for both entertainment and educational purposes, exemplify the need for precise translation that adheres to linguistic norms. The errors identified underscore the multifaceted factors contributing to issues in affixation usage, highlighting the importance of addressing these factors to enhance students' translation skills.

4. Conclusion

In analyzing students' translated short stories, numerous errors related to English affixes were found, including omission, addition, and misformation, with no instances of misordering. These errors were influenced by interlingual and intralingual factors, learning context, and communication strategies. Predominantly, students struggled with inflectional suffixes, particularly the "-ed" suffix for past tense. Structural disparities between Indonesian and English, especially in word and sentence structure, posed challenges. Beyond past tense issues, omission errors occurred in various suffixes like "-'s," "-s," and "-ing." Misformation errors involved the misuse of suffixes like "-ed" and "-ant," leading to noun-to-adjective errors. Additionally, addition errors were identified in various suffixes. Overall, this study underscores the complexities students face in mastering English affixation nuances in their translated short stories.

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