



TRANSLATION ERRORS OF FLIGHT ATTENDANT STUDENTS OF PSPP YOGYAKARTA

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ABSTRACT

This research dealt with Translation Errors of Flight Attendant Students of PSPP Yogyakarta in translating flight attendant announcement. The aims of this study were (1) To investigate the kinds of error in translating flight attendant announcement made by flight attendant students, and (2) To explain the reasons of the students made the errors. The method used in this research is descriptive qualitative. The subjects are nineteen flight attendant students of PSPP Yogyakarta. The instruments for collecting data are translation test and interview. The translation test was used to obtain the kinds of error, and the interview was used to obtain the reasons of flight attendant students made the errors. The data were analyzed by Miles and Huberman and Saldana's data analysis. The result of this research showed that (1) there are five kinds of error made by flight attendant students, but they are not proportionally distributed. For example, semantic errors (43.69), and errors in the production of verb group (5.63). (2) there are three causes of error made by flight attendant students, but they are not proportionally distributed. For example, intralingual transfer (58.26), and translation (8.66).

Keywords: *Flight Attendant Student, Translation Errors*

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INTRODUCTION

English has become the language of international flying in the years after World War II a commercial aviation expanded worldwide. Since aviation needs as a lingua franca, a language as rich in vocabulary and nuance as English presents some challenges in aviation operations, where communication is supposed to be terse and unambiguous (Sharkey: 2012).

In Indonesia context, the growth of aviation services industry especially for scheduled commercial flights increasingly widespread, since the issuing deregulation governing air transport in 1999, in the series of deregulation packages, one of deregulation is the Minister of Transportation Number 81 Year 2004 on the Establishment of Airline in Indonesia. A large number of airlines operating in Indonesia directly create tight competition. Although they get pressure in fuel prices rising, airlines national industry grows rapidly. It forces airlines company to serve excellent service. The expansion of airline services from year to year getting the attention of wider community. It can be seen from the high competitive services, pricing and promotions offered various airline flight. The appeal is quite large and the aviation industry promising. It can be seen the number of aviation industry in the business, as well as the Airlines Express Airlines, national and domestic airline tries to maintain rates with adjusting the maximum service quality of Express Airlines which has been acknowledged by all users of aviation services facility.

However, the service quality of aviation does not depend only on the price and promotion of airlines companies but also on the hospitality of aviation personnels especially frontline aviation personnels namely flight attendants.

Flight attendants urgently need language proficiency particularly English, the English language proficiency of flight attendants who graduate from flight school guarantees the good output of flight attendants when they run the job.

Good flight attendants assure the smooth and safety of a flight as well as the convenience of passengers. Becoming flight attendants, the students must have language ability because they have to deliver correct and proper message and information. The flight attendants require to calm all passengers about flight troubles such as turbulence, bad weather, terror and hijacking. In such condition, they should master English language properly and correctly.

Beside those roles, flight attendants who have good ability in communication also convince and comfort the passengers in term of service. The excellent service of a flight includes food and beverage, good service, and hospitality in flight and those come from the excellent flight attendants. In short, the

good image or brand of airline company relies on the excellence of flight attendants especially in communication skill. Eventually, good flight attendants come from good students who get the skill in flight school.

On the other hand, flight attendant students who have bad or poor communication skill bring problems in flight safety and security. The bad communication of flight attendant causes misunderstanding to passenger and among flight personnel such as pilot and co-pilot. The communication between flight attendants and pilot needs to be explicit. The flight attendants must catch clear instruction to be immediately continued to passengers for example in bad weather condition. The message and information about flight troubles must be clear delivered to passengers. When it comes, flight attendants inform passengers to switch on and fasten the seatbelt, put the seat back in the upright position and lower arm rest. If passengers get unclear information it will harm passengers' safety. In addition, the flight attendants have to be able to fulfill the passengers' need. For example when they request food or beverage, the flight attendants must be able to provide properly. It is certainly that language proficiency of flight attendant students impact to safety, security and comfortability.

The need for better English communication skills is clear as more countries become major players in commercial aviation. The aviation personnels, including flight attendants require not only good vocabulary and grammar, but also adequate pronunciation, stress, rhythm and intonation to communicate clearly and quickly in English. Cutting (2011) states that the language used by flight attendants and other general aviation personnel, like many forms of English for specific purposes uses conventional English pronunciation, structure, vocabulary, and interactional patterns, but adapts them to the purposes of the particular domain and context.

In case of students of flight attendant school, there are some mistakes found in translating English for the aviation world in particular, Most of them fail in doing translations. They fail in grammatical and lexical errors; grammatical errors includes errors in the production of verb group, errors in the use of prepositions, miscellaneous errors in the distribution of verb groups, errors in the use of articles. Richards (1998). Furthermore, lexical errors include formal errors, and semantic errors. James (1998).

The followings are some examples of errors in translating flight attendant announcement found in researcher's preliminary study in PSPP (Pendidikan Staff Penerbangandan Pramugari) Yogyakarta:

Penumpang yang terhormat,

Barusa saja kami menerima informasi bahwa kita tidak dapat melanjutkan penerbangan dikarenakan adanya: Masalah teknik, cuaca, Masalah operasi. Kami mohon anda untuk menunggu di dalam gedung terminal dan membawa semua barang bawaan. Petugas darat kami

akan menginformasikan jadwal penerbangan selanjutnya. Kami mohon maaf atas ketidaknyamanan ini.

Some students translate:

Ladies and Gentlemen,

We just got the information that we cannot proceed due to the airlines: The technical problem, weather, operating problems. We ask you to wait inside the terminal building and carry all the luggage. Our clerk land will inform subsequent for your next flight. We apologize for this convience.

The example above contains grammatical and lexical errors. Firstly, in the phrase 'justgot' it should be inserted with the word "have" become 'we have just got' because it is a present perfect tense. Secondly, in this phrase the 'clerkland' should be written 'groundstaff' because in aviation English the proper term is ground staff. So the first error is classified as grammatical error (Error in the production of verb group -Error in the production of tense form) and the second error is classified as lexical error (semantic error).

Based on the preliminary data, it is needed to investigate the description of the students' translation errors in flight attendant announcement as well as to find out why the student so flight attendant make errors. Therefore this research will give new horizonan solution for the translation error done by students.

RESEARCH METHODOLOGY

This study applied descriptive qualitative, which was basically interpretative research to purposefully select subject either people, documents or visual materials that might be the best answer to the research problem.

This research were conducted at PSPP (Pendidikan Staf Penerbangan dan Pramugari), located in Jl. Saturn Raya No13B, Catur Tunggal, Depok, Kecamatan Sleman, daerah istimewa Yogyakarta. The researcher chose PSPP as the location of the research because PSPP is one of education institution majoring flight attendant in Indonesia, it has been accredited.

The data of this study are the students' errors in translating flight attendant announcement and students' responses of interview which are given to the flight attendant students. While the source of data was flight attendant students of PSPP Yogyakarta. There were one class and consists of nineteen flight attendant students. The data of this study were collected by applying translation test and interview

Trustworthiness is the corresponding term used in qualitative research as a measure of the quality of research. Trustworthiness is the extent to which the data and data analysis are believable and

trustworthy. Lincoln and Guba (1985) suggest that the trustworthiness of qualitative research can be established by using four strategies: credibility, transferability, dependability, and conformability.

FINDINGS AND DISCUSSIONS

Findings

Based on the data analysis the findings are;

1. The kinds of error found in translating flight attendant announcement made by flight attendant students of PSPP Yogyakarta are Semantic errors (43.69), formal errors (29.05), errors in the use of preposition (11.48), miscellaneous errors (11.03), errors in the production of verb group (5.63). Between five kinds of error, semantic errors were dominant (43.69) made by flight attendant students in translating flight attendant announcement.
2. There are three causes influencing the errors in translating flight attendant announcement made by flight attendant students of PSPP Yogyakarta, there were intralingual transfer, carelessness, translation. Intralingual transfer consist of false concept hypothesis (58,26), carelessness (33,07), translation (8,66). From the three causes of error intralingual transfer were the first dominant 58,26, carelessness were second 33,07 and the last 8,66 were caused by translation.

Discussion

After analyzing the data, there were some points that considered as the important things to be discussed:

The researcher was found two findings. First, the researcher found five kinds of error made by flight attendant students in translating flight attendant announcement namely semantic errors, formal errors, errors in the use of preposition, miscellaneous errors, errors in the production of verb group. Semantic Errors consist of collocation errors (Semantically determined word selection), formal errors consist of distortions (omission, overinclusion, misselection, misordering), errors in the use of preposition, miscellaneous errors consist of (errors in the use of pronouns, plural, errors in the position of words), and errors in the production of verb group consist of (errors in the production of tense form, verb form). In this study, the dominant kinds of error made by flight attendant students were lexical errors (semantic errors), it prove that there are many specific terms in English of flight attendant.

In this discussion, the writer will elaborate appropriateness and a deviation between theory, previous research and findings of translation errors made by flight attendant students in translating flight attendant announcement. There is a appropriateness and deviation between Richard theory (1980) and this research. Richard classified five kinds of error namely errors in the production of verb group, errors in the distribution of verb group, miscellaneous errors, errors in the use of prepositions, errors in the use

of articles. Meanwhile, in this study, the research findings show that only three kinds of error in grammatical errors namely errors in the use of preposition, miscellaneous errors, errors in the production of verb group.

Then, James (1998) classified lexical errors into formal errors and semantic errors. There is an appropriateness in this research because research findings showed that there are two kinds of error made by flight attendant students namely formal errors and semantic errors.

While the previous study was done by Togatorop (2015). The result showed that there were five errors namely errors in the use production of verb group, errors in the distribution of verb group, miscellaneous errors, errors in the use of preposition and errors in the use of articles.

Then, conducted by puspita (2012). The research findings showed that there are seven errors namely wrongterminology, syntactic error, omission, wrong structure or egreement error, misspelling, punctual error and miscellaneous error. And the last Suprih (2014). The research findings showed that there are omission error, addition error, misformation error, and misordering error.

And the second, the researcher found three causes of error made by flight attendant students in translating flight attendant announcement. There are intralingual transfer, carelessness, translation.

In this case, the writer will elaborate an appropriateness and a deviation between theory and findings of this research. There is an appropriateness and daviation between Brown (2004: 263) and this research. Brown proposed two source of errors namely interliingual transfer and intralingual transfer (over-generalization, ignorance of rule restrictions, incomplete application of rules, false concept hypothesis. Meanwhile, in this study, the research findings showed that the cause of error stated by flight attendant students is intralingual transfer (false concept hypothesis). And interlingual transfer were not included in causes of eror.

Intralingual transfer, it is abvious that errors are caused by the influence of the target language than language transfer. Some specific rules in the target language may be rather confusing and may have some exeptions in which the writers need to understand, memorize and practice in order to acquire them. In short, intralingual errors occur as a result of learners' attempt to build up concepts and hypotheses about the target language from their limited experience with it.

Then, Norrish (1983) classifies the source of errors into two types namely carelessness and translation. It also suitable with findings of this research because the reseaecher found the causes of error stated by flight atendant students namely carelessness and translation. Carelessness, it is often closely related to lack of motivation. One way of reducing the number of carelessness errors in written work is to get students to check others' works. While, translation which is because of the students blindly translating a sentence, phrase or an idiomatic expression from their first language into the language they are learning.

CONCLUSIONS

Having analyzed the data, the conclusion are drawn as the follow.

1. There were five kinds of error made by flight attendant students of PSPP (Pendidikan Staff Penerbangan dan pramugari) Yogyakarta in translating flight attendant announcement namely semantic errors, formal errors, errors in the use of preposition, miscellaneous errors, errors in the production of verb group.
2. There were three causes of error made by flight attendant students of PSPP (Pendidikan Staff Penerbangan dan pramugari) Yogyakarta in translating flight attendant announcement namely intralingual transfer (false concept hypothesis), carelessness, translation.

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