



**AN ANALYSIS OF TRANSLATION ERRORS MADE BY THE
6th SEMESTER OF ENGLISH EDUCATION PROGRAM OF
ENGLISH DEPARTMENT
UNNES**

**a final project
submitted in partial fulfillment of requirements
for the degree of Sarjana Pendidikan
in English**

**by
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DECLARATION OF ORIGINALITY

I, Sabbihisma Arsyi hereby declare that this final project entitled "An Analysis of Translation Errors Made by the 6th Semester of English Education Program of English Department UJNES" is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and list of references is given in the bibliography.

Semarang, November 2018



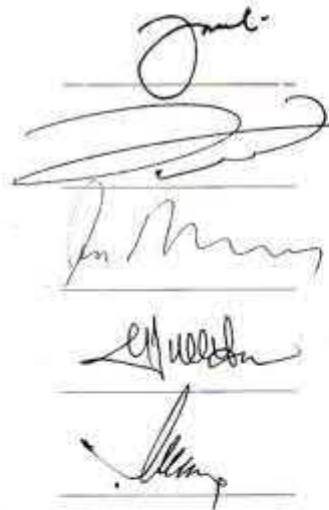
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MOTTO AND DEDICATION

“Work harder and harder until your nose is bleeding if you are not good enough than others.”

- Kim Han Bin

To

My beloved parents

My sister and brother

My grandfather and grandmother

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First and foremost, praise be to Allah SWT, the almighty and the most Beneficent. The great thankfulness is dedicated to Allah SWT for blessing and inspiration that lead me to reach the completion of this final project.

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I dedicate my sincerest and depest thanks to my beloved parents (Bapak Nur Faizin dan Ibu Sulastri), my sister Salwa Az-Zahra, my brother Muhammad Farhan Al-Fawwaz, and my grandfather and grandmother (Mbah Bek dan Mbah Timah) who always be my biggest support and my number one who always pray for me. My dearest friends who always be my spirit to finish this final project. All the thanks goes to Wahyuni Catur Pamungkas, Dian Ayunni Chintia Rani, Setyo Wisnu Wardhana, Dian Novita ningtyas, Wahyu Fajar Arfianta, and all the girls who have been known me for half of my life.

Hopefully, this study can give contribution and help for translation study, English Departments and the readers.

Sabbihisma Arsyi

ABSTRACT

Arsyi, Sabbihisma.2018. *An Analysis of Translation Errors Made by the 6th Semester of English Education Program of English Department UNNES*.Final Project,English Department, Faculty of Language and Arts, Universitas Negeri. Semarang. The Advisor: Drs. Suprpto, M.Hum.

Keywords : Errors, Translation, English Education Program

Learning a new language is some ways easy yet difficult. The differences of sentence structure, cultural background, and background knowledge of each individual may affect the learning process in acquiring the target language (TL). Besides, the knowledge of the mother tongue (MT) will affect the learning process as well. This process will cause errors especially in transferring the MT or the source language (SL) into TL in translating a text. To avoid those kinds of errors, this study was aimed to analyze the errors made by the 6th semester of English education program who took Indonesia-English translation class. There is 28 text consist of 4 paragraphs. Each paragraph has its own theme i.e health, education, and news item. The data were analyzed using six procedures consist of reading, identifying, classifying, calculating, tabulating, and drawing a conclusion. Then the data classified as a descriptive qualitative study.

There are five categories proposed by Vira et al. (2006:698) in defining errors. They are missing words, word order, Incorrect words, unknown word, and punctuation. The results showed that there were many errors made by the 6th semester of English education program of the English Department UNNES. It was 456 errors. The most common errors were in incorrect words (62.4%) with 29.1% of wrong lexical choice, 20.8% incorrect form, 6.1% for incorrect disambiguation and extra words and missing words (25.6%) with 18.4% of content word and 7.2% of filler word. The lack of knowledge related to English structure and vocabulary were the major caused of the error made by the students. Those percentages indicated that there is still many things should be done to improve the students' knowledge and skill in translation. The students need to study English grammar and structure faithfully. Other than that exploring more about vocabularies also very important for the students to improve their knowledge. The help, guidance and more various teaching technique in mastering English especially in the field of translation by the lecturer also needed.

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LIST OF ABBREVIATIONS AND ACRONYMS

MT Mother Tongue

SL Source Language

ST Source Text

TL Target Language

TT Target Text

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, reasons for choosing the topic, research problems, objective of the study, significance of the study and outline of the study.

1.1 Background of Study

Learning a new language is some ways easy yet difficult. Language itself is arbitrary. We do not know why a thing named by a certain word. For example, a thing named by chair, spoon, pen or etc. We only know those word named by a word without knowing the origin why those things called chair, spoon, pen, or etc. Things like this sometimes make learners of second or foreign language meet some difficulties while learning. It also affect for learners in acquiring or construcing the rules in sentences or produce a languages when it is different with their mother tounge.

If we took a deeper look, language is a tool to interact or communicate with people, to deliver thoughts, ideas, concepts or feelings. We need to translate or interpret what we are going to deliver to others from our mother tongue into the target language. As a result, language has the connection with how we make a good relationship with others. But sometimes learners might be confuse and influenced by their moher tongue rules. The system in their brain sometimes make an error facing the new rules in the second language they learned. An error is a form in learner language that is inaccurate, meaning it is different from the forms used by competent speakers of the target language.

Error that is made by learners are sometimes systematic (Rod Ellis, 1997). Linguists revealed that learners' errors are systematic and that they reflect the stage of development that a learner has reached. So, one learner and another might have different error in certain condition but the source of error might be the same. Moreover they are who share same language.

Mother language is the first language that learned by the learner. Another language that learned after our mother language considered as a second language (Rod Ellis, 1997). In most theories of second language Acquisition (SLA), first language acquisition will influence the learner's second language developing system : interlanguage (Corder, 1967, 1981; Bailey, Madden, & Krashen, 1974; Arabski, 1979; Ellis, 1982,1985, among others : Xuexin Liu, 2015). The concept of language itself can be mixed when the new learners began to learn a new language. Sometimes, new learners still bring their mother language concept and do overgeneralization for the new language they learn.

English as a foreign language for Indonesian has already been studied both written and spoken as the tool of communication. However, influence by the mother tongue made them made a lot of mistakes in the process of learning english. For example, in translating a text, a translator needs to preserve the meanings of the source language text. If the translator doesn't aware of this, it may cause wrong translation's result and the message will not be delivered well. If one described comprehension in the following terms one would probably come a step nearer to a more adequate definition.

even the simplest, most basic requirement we make of translation cannot be met without difficulty: one cannot always match the content of a message in

language A by an expression with exactly the same content in language B, because what can be expressed and what must be expressed is a property of a specific language in much the same way as how it can be expressed. (Winter 1961:98 in Baker 1992:82)

There is always difficulty when translating a particular text because of the different culture of languages, but still a translator is always demanded to deliver the meanings and messages accurately from the source language into the target language. But there is always differences about cultures, interpretation, and etc. “Another speech act that may require some consideration in translation is that of apologizing, as the formulas used to repair a situation caused by the violation of social norms may also differ between languages”(Anderman 2007:59). This apologizing may caused more errors which can be missinterpret.

In this study the kinds and the way of resulting errors in translation from Indonesian into English will be discussed further.

With reference to the title of An Analysis of Translation Errors Made by The 6th Semester of English Education Program of English Department at UNNES.

1.2 Reasons for Choosing the Topic

Language is a tool of communication. It has many roles in life. It can help us with any problem we have. For example, English language which is the international language in this world could bring many advantages for us if we can use it properly. Unfortunately, as Indonesian we do not share english as our native and daily conversation language. Sometimes, we still found difficulties to represent english in our daily life. As state in the previous chapter error that we made will

affect our result in mastering the new language. This issue is important to discuss because in order to master the second language we learn, being aware of our errors could help us improve our knowledge.

Another reasons for choosing this topic is that a translator should understand theory of translation, material to be translated, culture, register, socio and cultural background of the readers, both the source and target reader. Besides transferring the message of source language (Dwi Haryati, Siti Fatimah; 2012). That's why from the errors that will analyzed in this final project, it will improve the quality of readability of the translation . Errors and mistakes in the translation errors are the key to help learners improve their knowledge in their target language. Without knowing the error that made, learners will find difficulties to improve their skill, ability and knowledge to practice the new language they learn.

This study use indonesia-english translation courses as the research material because it covers the whole discussion to be studied that is to know the error from Indonesia (mother tongue) to English (target language) translation. In addition, Indonesia language also has loan translation that may caused confussion for the learner. In recent years such form have poliferated. Some would problaby not be clearly understood by most people outside the educate elite. According to James Sneddon, Teachers' problem in teaching Indonesian language will affect their students as well. The claim was made in 1994 that 30 percent of teachers at primary and secondary levels were not qualified to teach Indonesian. Ironically, mother tongue (L1) knowledge will influence the development of interlanguage in learning the target language. So that this issue is important to discuss to find out

how we can overcome with the errors in translation to improve the knowledge of the students.

1.3 Research Problem

The problem that is discussed in this study comes up from these questions:

1. What kind of missing word errors that made by the students of Indonesia-English translation class academic year 2017/2018?
2. What kind of word order errors that made by the students of Indonesia-English translation class academic year 2017/2018?
3. What kind of Incorrect word errors that made by the students of Indonesia-English translation class academic year 2017/2018?
4. What kind of punctuation errors that made by the students of Indonesia-English translation class academic year 2017/2018?

1.4 Objective of The Study

Dealing with the research questions above, the followings are the objectives of the study :

1. To describe the missing words errors that commonly occurred by the students in translating Indonesia-English text.
2. To describe the word order errors that commonly occurred by the students in translating Indonesia-English text.
3. To describe the incorrect word errors that commonly occurred by the students in translating Indonesia-English text.

4. To describe the punctuation errors that commonly occurred by the students in translating Indonesia-English text.

1.5 Significance of the Study

The research study is expected to give contribution for the related English education practitioner, such as :

1. Theoritically

The writer hopes that this study could give more reference about the kind of errors proposed by Vilar et al. (2006: 698) that could be used during English learning-teaching process especially in Inonesia-English translation class.

2. Practically

The writer hopes that this study could help students, lecturer, and translator to know what kind of errors. Besides, by knowing the errors made, the students might have more oppurtunity to improved their skill in translation.

3. Pedagogically

The writer hopes that this study could give information to the students and lecturer in knowing the errors in translation. So, they can make more good translation product. Also, the researcher hopes that by knowing the errors made by the students lecturer and students can be more cooperatively discover the errors. So, students can have a chance to be a good translator in the future.

1.6 Limitation of the Study

The study focused on analyzing translation errors on the 6th semester students of English Department of UNNES who take Indonesia-Englis translation class. I did not analyze the relation between the errors occurred and the translation methods or technique used by the translator. I only analyzed the kinds of errors made by the students. Other than that, in classifying the errors, I did not use all categories of translations errors. I focused on some categories adjusting the whole texts.

1.7 Outline of the Report

This research is divided into five chapters.

Chapter I is the introduction of the study. It consists of background of the study, reasons for choosing the topic, research problems, objective of the study, significance of the study, limitation of the study and outline of the report.

Chapter II discusses the review of related literature which consists of review of the previous studies, theoretical review, and theoretical framework.

Chapter III presents the methods of investigation. This chapter deals with research design, subject and object of the study, role of the researcher, procedures for collecting data, and procedures of data analysis.

Chapter IV is the results of the study which consists of general description, detail results, and discussion.

Chapter V the last chapter. It includes conclusion and the suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A research is valid when it is supported by literature. In this chapter, I quoted and explained some sources connected with the topic of the research. This section consists of three parts. The first part concerns with review of the previous studies that have been done by some researchers. The second part concerns with review of theoretical studies. It consists of definition of translation, definition of error, translation errors, methods of translation, process of translation, translation equivalence, and criteria of good translation. The third part concerns with theoretical framework.

2.1 Reviews of Previous Studies

There has been amount of research writtten about negative transfer. Among them are Krisetyawati (2010), Putri (2015), Ismail (2016), Utami (2017), Setiawan (2017). All of those discuss about translation and error.

The research conducted by Krisetyawati (2010) on her thesis entitled an Error Analysis on the Translation of English Noun Phrases into Indonesian of the Fifth Semester Students of the English Department of Teacher Training and Education Faculty,Sebelas Maret University in the Academic Year 2009/2010. It is found that omission is the major error that is 175 errors. Followed by missinformation (144 errors), misordering (27 errors) addition (9 errors). To be more specific, omission of errors happened in omission of article (87 errors), preposition (9 errors), possesive pronoun (27 errors), word (52 errors). Additions errors

happened in addition preposition (1), possessive pronoun (3), word (5). Misinformation errors happened in missinformation of form-based translation (12), meaning-based-translation (39), unduly free translation (93). This research used descriptive method to analyze the data made by the fifth semester of English Department of Teacher Training and Education Faculty, Sebelas Maret University in academic year 2009/2010.

Another researcher named Putri; et al. (2015) analyze the error found in google translate machine in translating Indonesia into English text. This research use descriptive qualitative research and evaluated through error analysis. The clasification of the error based on Vilar et al : 2006. It is found that incorrect words error was the biggest error. It was 54.14% where wrong lexical choice is 7.25%, incorrect disambiguation 10.36%, incorrect form 23.58 %, extra words 4.14%, style 8.03%, idiom 7.8%. Followed by missing words error. It is 36.01% where content wors are 3.37% and filler words are 32.64%. For unknown words, unknown stem is 0.26% anf unseen form is 0.78%.

Same as Putri who analyze the error of translation machine, Ismail (2016) analyzed translation error in google translate in translating Indonesia into english text entitled Errors Made in Google Translate in The Indonesian to English Translations of News Items Text. The text used as the data was news items text taken from many sources. Such as bbc.com, kompas.com, liputan6.com, tempo.com, and viva.co.id. the category of translation error's werre adopted from Dewi's Indonesia-English Translation Error Typology. It was Terminology Errors, usage errors, syntax errors, mistranslation0misunderstanding errors,

literalness/faithfulness errors, ambiguity errors, omission errors, addition errors, capitalization Errors, punctuation Errors, Spelling errors, grammatical errors, and word form errors. In this research was found that translating a text using a machine translation could be very usefull. But still, there are lack of ability of the machine in analyzing the use of the tenses.

Another research that used student as its subject conducted by Utami (2017). In her research entitled *The Source of Errors in Indonesian-English Translation*. The subject was 40 students OF English departments at UIN Sultan Syarif Kasim Riau Pekanbaru in academic year 2015/2016. The subject had to translate 20 sentences from Indonesia language into English. This research was explained descriptively using descriptive analysis method and using Error Analysis procedures to identify and analyze the students' error. This research was focuse on the grammatical error. From the data analysis it was found 3 main errors, namely global errors, local errors, ang other errors.

Setiawan (2017) on his research entitled *Analysis of Translation Errors on Semarang Catalogs 2016* also found many errors. Although the calender already translated by translator. Errors that found still in big number that is 331 errors. This research proposedd Matzuki, Fujita, Todo, and Arai (2015:2772) to clasify the error. There are six categories according those experts. They are missing words, error in word order, error in incorrrect word, error in incorrect dependency, error in gramatical property, and error in semantic. The biggest error found in grammatical property which showed the number of 164 then followed

by errors in incorrect words (107), errors in missing words (28), errors in word order (22), and errors in incorrect dependency (10).

Translation is a process of transferring a message from a source language into target language with the closest equivalence meaning. Producing the closest equivalence meaning is not easy at all. A translator has to use certain strategies or procedures to produce the closest meaning in their process of translating. Maharsi (2007), Zhang and Liu (2009), Ghaeni (2010), Fitri (2013), Wijayanti and Mirahayuni (2014), and Mulyono and Basari (2015) conducted researches about translation strategy. Strategy in translation is needed to help translators in dealing with problems in translating progress. Setiawan and Sutopo (2018) in *Translation Strategies Used by Donna Widjajantoin Rendering Culture – Specific Items in Diterlizzi's The Spiderwick Chronicles* found that 10 translation strategies used by the translators in rendering 724 culture-specific items data. Translation by repetition or pure borrowing is mostly used the translator as translation strategy containing ecology, concepts of belief and religion and anthroponyms. It is implemented while the culture-specific items in SL did not have equal meaning in TL. Dealing with equivalence of translation, this study found out 590 culture-specific items data were adopted formal by the translator in rendering culture-specific items into Indonesian.

Translators usually use some procedures in the process of translation in order to solve the specific translation problems. There have been some studies discussed about translation procedures, such as Dewi (2014), Hadithya (2014), Walinski (2015), Fedora (2015), Siregar (2016), Hanif (2017), and Nurlaila

(2017). The writer uses some previous studies to support this study. One of related studies about translation procedures conducted by Sari and Yuliasri (2017) in their study entitled *Translation Procedures of Physics Terms in The Physics Bilingual Book for Senior High School Year XI*. Their study attempted to analyze the use translation procedures and their accuracy. They found out that there were 119 data of Physics terms and three translation procedures found in this study. The translation procedure mostly used was equivalence, followed by calque and transposition. In terms of accuracy, three raters found that around 99.15% of the data were translated accurately, whereas the rest 0.84% of the data were inaccurately translated. The translation procedure with the highest accuracy was equivalence, followed by calque and transposition. Thus, the equivalence procedure was mostly used and had the highest accuracy rating in this research, followed by calque and transposition.

In the scope of translation studies some researchers also wrote about translation accuracy such as Balduin and Tanaka (2001), Aiken and Balan (2011), Sari and Refaldi (2013), Darissurayya (2015), and Amanati (2016). Furthermore, Latif (2017) wrote about *Translation Techniques in and Accuracy of The English-Indonesian Translation of Dialog Subtitles in The Movie Philomena*. He found out that 16 translation techniques were applied in the Indonesian subtitle of the movie *Philomena*. Literal translation was the most frequent translation technique with the percentage of 37.57%. The other translation techniques were reduction (17.30%), amplification (11.26%), established equivalent (8.45%), borrowing (6.60%), linguistic compression (5.39%), transposition (4.51%),

modulation (2.57%), particularization (1.93%), calque (1.69%), generalization (1.21%), discursive creation (0.64%), compensation (0.40%), linguistic amplification (0.24%), substitution (0.16%) and description (0.08%). The Indonesian subtitle got the score of 3 are 97.89%. Meanwhile, the translations that got the score of 2 were 1.67% followed by the inaccurate that got 0.44%. The English – Indonesian found in the subtitle of the movie *Philomena* was accurate due to the high level of accurate translation. The other translation techniques that got very high level of accuracy with the percentage of accurate translation above 90 were amplification (96.89%), borrowing (97.06%), calque (94.87%), established equivalent (99.42%), generalization (93.75%), particularization (97.22%), linguistic compression (96.71%), literal translation (98.22%), modulation (98.96%), reduction (97.02%), and transposition (97.44%). There were only two translation techniques which got the level of accuracy below 90%. Those techniques were discursive creation (79.17%) and substitution (83.33%).

Yuri Azirovi and friends (2016) in their research entitled *An Analysis of English Departments Students' Accuracy in Translating Natural Science Text from English into Bahasa Indonesia* found that most of the students' translation were in less accurate category. The result shows that in Biology text, 78,95% students were categorized as having less accurate translation. For about 31.58% students were categorized as having less accurate translation in translating physics text, and 81.58% students were classified into less accurate translation in translating chemistry test. Among five classification of accuracy problems, there were only four meaning problems were occurred including lexical meaning problems,

grammatical meaning problems, contextual meaning problems, and textual meaning problems. In a journal written by Yanzhen Len entitled *Accuracy and Precision of Polysemous Judgment Terms in Legal Translation: A Corpus-based Method and Discussion*, concludes that as the foundation of legal translation, accuracy and precision are the dominant factors to decide the quality of legal translations. However, not all translators are so competent to translate legal documents and texts precisely, which are resulted from different knowledge and culture background. The above mentioned two examples are taken to discuss, how translators can correctly use the corpus to choose the accurate word in the translation process. We could get the impression that through the correct use of the retrieval results from the corpus, the accuracy and the precision of polysemous judgment terms in legal translation could be verified and improved. It could be also foreseen that the corpus is exerting more influences on translation in legal and other fields.

2.2 Theoretical Review

In this subchapter consist of three parts; ther are talking about translation, error, translation errors, methods of translation, process of translation, translation equivalence, and criteria of good translation. I would like to review those parts.

2.2.1 Definition of Translation

Translation is very important for us in facing the globalization in this era. Since, many informations provided in english. As the students who study English as the major, translation has become extremely important. There are lots of advantages

can be take from this opportunity. One of them is become a transaltor which will give many benefits if we can be one who is qualified in this field.

According to Larson (1984: 3). He proporses definition of translation. He states that translation is transferring the meaning of the source language into the receptor language. This is done by going from the form of the first language to the form of a second language by way of semantic structure. It is meaning which is being transferred and must be held constant.

Other researcher, Catford (1965:20), translation is the process of replacing the textual material in a particular language (Source Language/SL) by equivalent textual material in another language (Target Language/TL).

Translation is a process of transfer meaning from one language into another language. There are some definitions about translation. Tatiana Volkova (2014:1) in a journal entitled *Translation Model, Translation Analysis, Translation Strategy: An Intregated Methodology* states that translation is a process that ultimately aims to achieve equivalence between the source text and the target text.

According to Fitria (2015:3), translation is a written medium and useful connection to communicate with other people in different language, culture and background.

Fadaee (2011:174), states that translating figures of speech deals with finding secondary meaning in the source language (SL), and finding cultural meaning and appropriate equivalence in the target language (TL).

The definition of translation also arises from linguistic point of view. According to House (2015:2), translation can be defined as the result of a linguistic-textual operation in which a text in one language is re-contextualized in another language. As a linguistic-textual operation, translation is, however, subject to, and substantially influenced by, a variety of extra-linguistic factors and conditions. It is this interaction between ‘inner’ linguistic-textual and ‘outer’ extra-linguistic, contextual factors that makes translation such a complex phenomenon.

Based on Cambridge Advanced Learner’s Dictionary (3rd edition), translation means: ”Something which is translated, or the process of translating something, from one language to another.”

Based on Oxford Advanced Learner’s Dictionary, Hornby (as cited in Sari, Sofwan, & Kalisa, 2017) states that “translation is the process of changing something that is written or spoken into another language.”

<http://www.merriem-Webster.com/dictionary/translation> Merriem Webster in (accessed on March 13, 2018) “1 : an act, process, or instance of translating : such as a : a rendering from one language into another; also : the product of such a rendering b : a change to a different substance, form, or appearance : conversion c (1) : a transformation of coordinates in which the new axes are parallel to the old ones (2) : uniform motion of a body in a straight line. 2 : the process of forming a protein molecule at ribosomal site of protein synthesis from information contained in messenger RNA – compare transcription.

Meanwhile, according to Nida and Taber (1982:12), translation consists of reproducing in the target language the closest natural equivalence of the source language message, first in terms of meaning and secondly in terms of style. However, Hartono (2009:1) comments that this definition tends to be free in interpreting the concept of translation. In this case, the most important thing is that the message of the SL text is delivered flexibly.

<https://www.collinsdictionary.com/dictionary/english/translation> (accessed on March 13, 2018) In other definition is proposed by Collins “ a translation is a piece of writing or speech that has been translated from different language.

Kevin Hendzel in <http://www.kevinhendzel.com/translation-is-not-about-words-what-words-are-about/> (accessed on March 13, 2018) “subject-matter knowledge is not just “important” to translation. It’s the very essence of translation. The process involves learning highly complex concepts in science, technology, philosophy, law, finance, business, music and dozens of other fields through immersion in the lab, lecture hall, classroom, production line, fabrication plant. Trading floor or boardroom. This prolonged effort is crucial to our ability to precisely convey all these concepts across language barriers.”

Bassnett-McGuire (as cited in Hartono, 2009) states that “translating is not just rendering the explicit notion in the sentences but understanding the implicit purpose beyond the sentences or statements, so translators should do translating process carefully. Many novel translators do carelessness when they translate novels, for examples, they do mistakes in transferring information; add their own

interpretation that is out of the original text; do narrow interpretation toward worth messages stated in the novel and finally they produce a bias translation that is not matched between the source text and the target one.”

Other definition from Taryadi (as cited in Hartono, 2012) suggests that “translator should follow the following rules in order to produce good translation products. The rules that the translators should keep are: 1) Translators ought to depend on their language feeling in translating novels; 2) They must have a good mastery of source language; 3) They should be able to master the target language and culture; 4) They should be familiar with the culture of source language; 5) They also should be familiar with the culture of target language; and 6) They must have a broad knowledge and science of literary works.”

From the definitions of translation above, it can be inferred that translation is an activity of transferring a text of a particular language to another language by still preserving the meanings and messages of the SL text.

2.2.2 Definition of Error

Error arises when the learner has a lack of knowledge in learning target language. According to Brown, “an error is a noticeable deviation from the adult grammar of native speaker, reflects the competence of the learner.”¹ It means, error come from the learners’ competence in learning the language. Vacide Erdogan quotes Ellis on his journal said that an error is when the learner always use the incorrect form, and when the learner is unable to try to correct his own deviant utterance.² The learners’ error can be known from their consistency in making error. The

learner will make the error over and over again because they don't know what is correct or incorrect, and if the teacher asks the learner to self-correct his/her error, they will not be able to do it.

According to Corder (1967), errors should be eradicated as soon as possible but errors are now regarded as a tool which could help understand the learning process. To bring the realization into reality, an analysis will help to find errors that made by learners. Error analysis is defined as the analysis of the errors made by second language learners and examined errors made by L2 learners (Cagla Atmaca, 2016). It is an alternative to constractive analysis to help learners find their errors and get a feedback. The feedback also will determine the researcher to determine the leraning strategies to overcome this issue.

Errors is different with mistakes. Mistakes is a seen as an inconsistent deviation (Norish, 1897:8) and may be caused by lack attetntion, fatigue, or carelessness. Learners do not repeat the mistakes times by times they will directly know where is the mistake but when learners producing the incorrect language piece constantly is regarded to be error (Cagla Atmaca, 2016).

2.2.3 Translation errors

Some people may say that translation is very difficult because we have to master the target language that we want to use. If we don't master it, it will result translation errors. According to Hansen (2010:385), a translation error comes from the existence of a relationship between two texts. There are many different reasons in doing translation. The inter-lingual "real-life" translations are created in

communicative situations which are defined by cultural backgrounds and norms that may differ for Source Language (SL) and Target Language (TL). This kind of translation error happens because something has gone wrong during the transfer and the movement from the SL to the TL. They also can be caused by misunderstandings of the content of the SL by not transferring the meaning of the SL accurately.

Based on Vilar et al (2006:698), there are five categories of translation errors. The errors as follows :

(1) Missing words

Words are important in translation. Every single word has its vital role in delivering messages and meanings. In some cases, eliminating words in translation is okay as long as it does not reduce the accuracy of the messages and meanings. However, in other cases, some translators accidentally miss some important words in translating a particular text. This, of course, will affect the delivery of the message of the source language itself. Therefore, translators should pay attention to this matter.

There are two kinds of missing words. There are content word, missing words which are important to express the meaning and filler word, missing words which are merely needed to form a grammatically correct sentence.

(2) Word order

Word order is important in translation since the order of words in phrase and sentence indicates the order of meanings. Languages differ in many areas. In this aspect, some languages have relatively restricted word order.

According to Battat (2004:12), in languages of relatively restricted word order, the relationship between the components of the sentence (words) relies on the situation of each word in the sentence. Each language has its own share of flexibility in word order. The flexibility is not arbitrary, there are some restrictions on word order of each language.

Word order can be included as a product of grammar. For that reason, translators need to pay attention to this matter in order to produce well-ordered words in doing translation.

(3) Incorrect words

As previously stated, words play important role in translation. If translators translated the words incorrectly, it will cause misunderstanding on readers. According to Matsuzaki, Fujita, Todo and Arai (2015:2772), words are said to be incorrect in translation if they contain one of these categories; wrong lexical choice, disambiguation, extra words, incorrect idiom translations and incorrect forms. For that reason, translators should pay attention to this matter.

(4) Unknown words

One language to another has their own meaning. It has their own interpretation in some actions. It might happen that one word has more than one meaning or one word could not represent the meaning from the source language. There are two types of unknown word. The first one is unknown stem stem. It is happen when MT (mother tongue) can not find the right translation due to the source lexeme. The second one is unknown

form. It is happen when MT can not recognize the morphological complex words of SL.

(5) Punctuation

According to Vira et al (2006:698) this errors refers to the errors related to marks used in writing.

2.2.4 Method of Translation

From the explanation above, it can be seen that every language has its patterns or rules. Many translators who don't master the patterns or rules of a particular 14 language may produce different level of translation result. This distinction raises from different methods of translation.

According to Newmark (1988:45-47), translation methods can be divided into eight. They are word-for-word, literal, faithful, semantic, adaptation, free, idiomatic and communicative translation.

2.2.4.1 Word-for-word translation

This method is done by translating per word and preserving the SL word-order. The words are translated singly by their most common meanings. This translation method is used in pre-translation level or to understand the mechanics of the SL. Here is an example given by Hartono (2009:18)

SL: I like that clever student.

TL: Saya menyukai itu pintar anak.

The result of the translation above is might be understood by Indonesian but is not accepted in Indonesian because it has different structure with the source language. The correct translation should be “*Saya menyukai anak pintar itu.*”

However, there is an example showing that this translation method is accepted because the ST and the TT accidentally have the same structure.

SL: I will go to New York tomorrow.

TL: Saya akan pergi ke New York besok.

This translation is “often demonstrated as interlinear translation, with The TL immediately below the SL words. The SL word-order is preserved and the words translated singly by their most common meanings, out of context. Cultural words are translated literally. The main use of word-for-word translation is either to understand the mechanics of the source language or construe a difficult text as a pre translation process” (Newmark 1988:45-46). Here is another example given by Nugraha et al. (2017:90) :

SL: I can run.

TL: Saya bisa lari.

2.2.4.2 Literal translation

In this method, translators convert the SL grammatical structures to the nearest TL grammatical structures. However, the words and language style of the SL are still

preserved. This method is commonly used in the first translation level. Hartono (2009:20) states that this translation method still results unnatural result in some cases although the structure is correct. Here is an example:

SL: The sooner or the later the weather will change.

TL: Lebih cepat atau lebih lambat cuaca akan berubah.

The appropriate method for the translation above is free translation which is should be “*Cepat atau lambat cuacanya akan berubah.*”

Newmark (1988:46) states that in “literal translation, the SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context. It means that when the translator translates, the words are translated literally from SL into TL.” Here is another example Nugraha et al. (2017:90) :

SL: Jangan bawa hatiku.

TL: Don't bring my heart.

2.2.4.3 Faithful translation

In this method, the translation is carried out by preserving the precise contextual meaning of the original within constraints of the TL grammatical structures. This method is freer compared to literal translation, but still, it tends to be unnatural because it attempts to be completely faithful to the intentions and the text-realization of the SL writer. Here are some examples given by Hartono (2009:21):

SL: Ben is too well aware that he is naughty.

TL: Ben menyadari terlalu baik bahwa ia nakal.

SL: I have quite a few friends.

TL: Saya menyadari sama sekali tidak banyak teman.

Newmark (1988:46) says that a “faithful translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It means that in faithful translation, the translator translates the meaning from SL to convey the researcher's intention.” Here is another example given by Nugraha et al. (2017:90):

SL: *Raden Ajeng Kartini adalah orang Jawa.*

TL: Raden Ajeng Kartini is a Javanese.

2.2.4.4 Semantic translation

This method really emphasizes on the use of terminology, key words, or any expressions presented in the translation. This method is more flexible than the previous method, faithful translation. Here is an example given by Hartono (2009:21):

SL: *He is a book-worm.*

TL: *Dia adalah seorang yang suka sekali membaca buku.*

The phrase “book-worm” is translated flexibly as in the culture context and functional border that is accepted in the TL. However, the translation above is not really accurate and should be translated as “*Dia seorang kutu buku.*”

Newmark (1988:46) states that “semantic translation may translate less important cultural words by culturally neutral third or functional terms but not by cultural equivalents and it may make other small concessions to the readership.”

Here is another example given by Nugraha et al. (2017:90) :

SL: Dia adalah orang yang gemar belanja.

TL: She is a shopaholic.

2.2.4.5 Adaptation

This method is the freest and closest form of translation to the TL. Adaptation method emphasizes on the content of the text, while the form is adapted to the need of the TL readers. Basically, the characters, background, and social context are adjusted to the culture of the TL. Here is an example given by Hartono (2009:22):

SL: Hey Jude, don't make it bad

Take a sad song and make it better

Remember to let her into your heart

Then you can start to make it better (Hey Jude–The Beatles)

TL: Kasih, di manakah

Mengapa kau tinggalkan aku

Ingat-ingatlah kau padaku

Janji setiamu tak kan kulupa

Newmark (1988:46) says that “this is the freest form translation. It is used to translate literary works (comedies, poetry, short story, narrative, etc.) and the SL culture is converted to the TL culture and the text rewritten.”

For another example given by Nugraha et al. (2017:91):

SL :The rising sun is found not to be rising sun. It is the world
which goes around.

TL : Matahari terbit ternyata bukan matahari terbit. Dunialah yang
sebenarnya mengorbit.

2.2.4.6 Free translation

This method produces the content without the form of the original text. The content is adjusted to the need of the TL readers. It is usually a paraphrase that is much longer than the original. In this method, translators do not do the culture adjustment. Soemarno in Hartono (2009:23) gives examples as follows:

SL: The flowers in the garden.

TL: *Bunga-bunga yang tumbuh di kebun.*

SL: Tatik is growing with happiness.

TL : Tatik, hatinya berbunga-bunga.

Newmark (1988:46) states that “free translation is part of in TL Emphasis which reproduces the matter without the manner, or the content without the form of the original.” Here is another example given by Nugraha et al. (2017:91) :

ST : Sambil menyelam minum air.

TL : Killing two birds with one stones.

2.2.4.7 Idiomatic translation

This method attempts to reproduce the 'message' of the ST but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the ST. Choliludin in Hartono (2009:24) states that the result of the translation is as if it is the result of a native speaker's writing. He also gives some examples:

SL: You're cheery mood.

TL: Kamu kelihatan ceria.

SL: Excuse me?

TL: Maaf, apa maksud Anda?

SL: I can relate to that.

TL: Aku mengerti maksudnya.

Idiomatic translation reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original. Here is another example given by Nugraha et al. (2017:91):

SL: *Ini sangat mudah.*

TL : It's a piece of cake.

2.2.4.8 Communicative translation

This method emphasizes on the message by not translating it freely. Communicative translation focuses on both content and language that are readily acceptable and comprehensible by the readers. Here is an example given by Hartono (2009:25-26):

ST: Beware of the dog!

TT: *Awas Anjing Galak!*

In this method, the text in source language will be translated as logic as possible to the target language. Furthermore, it is also pay attention to the effectiveness of target language.

According to Newmark (1988:47) “communicative translation tries to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.”

Here is another example given by Maryati (2016:15) :

ST : Be the good girl you always have to be

TT : Jadilah seperti yang diharapkan

2.2.5 Process of Translation

Translation process is an effort model that is intended to explain the process of thinking (internal) done by a translator when doing translation. Newmark (1988:19) states that the process of translation begins with determining a method of approach. The method used may differ depending on the difficulties of the text.

Meanwhile, according to Nida and Taber (1982:33), translation process is divided into three stages. The first stage is analysis. The surface structure is analyzed in terms of the grammatical relationships and the meanings of the words and combination of words. The second stage is transfer in which the analyzed text is transferred in the mind of the translator from the SL to TL. The last stage is restructuring in which the transferred text is restructured in order to make the final message fully acceptable in the TL.

Nida (1964:145) add that, to produce an acceptable translation, a translator must have an excellent background in the source language and at the same time must have control over the resources of the language into which he or she is translating. He or she cannot simply match words from a dictionary, but he or she must create, in real sense, a new linguistic form to carry the concept expressed in the source language.

A translator will analyse the message of the source language into its simple forms, transfers it at this level, and then restructures it to the level in the receptor language, which is most appropriate for the language audience. Such a set of related procedures can be represented diagrammatically as follows.

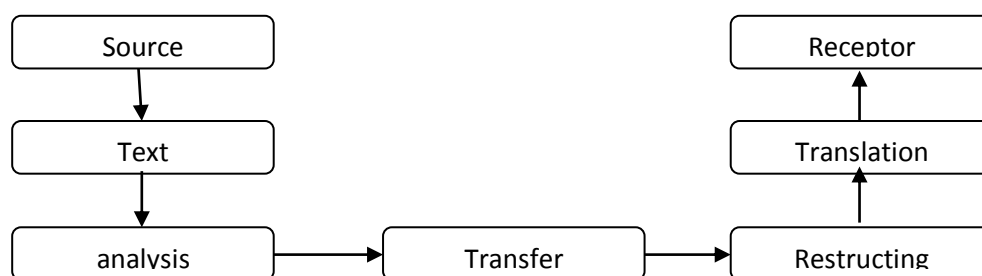


Figure 2.1 Nida and Taber (1969 in Mujiyanto, 2013)

The diagram above explains that there are 3 stages of translation process according to Nida and Taher (1969). The 3 stages are : (1) analysis of the source text including the gramatical relation, the meaning and the combination of words. (2) transfer in which the text is transfered from SL into TL and it occurs in translation's mind. (3) restructure in which the text is restructured into TL so the translation product will be accepted in the receptor language.

Finally, by paying attention to the text, it would be easier for the translator to determent the degree of the translation result without reducing the messages and the meanings of the ST. The steps above hopefully will lead the translator to produce a good translation.

2.2.6 Translation Equivalence

Equivalence is one of important parts in translation. To be more specific, it is believed to be one of the most significant considerations of professional translators and freelance translation experts. Translators must discover a balance between language and culture in order to fully achieve translation equivalence.

According to Catford (1965:27), there are two kinds of equivalence; textual equivalence and formal correspondence. A textual equivalent is any TL text that is observed on a particular occasion to be the equivalent of a given SL text. On the other hand, a formal correspondent is any TL category (unit, class, structure, element of structure, etc.) that can be said to occupy, as nearly as possible, the 'same' place in the 'economy' of the TL as the given SL category occupies in the SL. In this case, formal correspondence is nearly approximate.

2.2.7 Criteria of Good Translation

A good translation must consist of some criteria. We can call these criteria as translation quality assessment. According to House (2015:12), a theory of translation is not possibly acceptable without a reflection on the role of one of its core concepts: equivalence in translation. By looking at the equivalence, it leads directly into a discussion of how one would go about assessing the quality of a translation. Thus, translation assessment can be said to be at the heart of any theory of translation.

Meanwhile, based on Larson (1984:532), there are three criteria in assessing translation quality. They are accuracy, clarity, and naturalness.

(1) Accuracy

This criterion means that whether the translation has transferred the meanings and the messages of the SL text accurately to the TL text.

(1) Clarity

We can also call this criterion as readability. This criterion refers to a condition which is easy and enjoyable to read. This means that the translated text is understandable and comprehensible. In this case, the words chosen in the TL text should be elegant, simple, and understandable.

(2) Naturalness

This criterion means that whether the TL text has the same meaning as the SL text. The purpose of this criterion is to know if the translation result is natural and the same as the style of the TL.

2.3 Theoretical Framework

Reviewing the explanation above, it can be conclude that translation is not an easy thing to do. It is not just translate one word, sentence or a whole text into another language. It also convey meanings that represent the source language. The process also include analysis, transfer, and restructuring. That's this study clasified as descriptive qualitative. The process of this study will be explained in the diagram below :

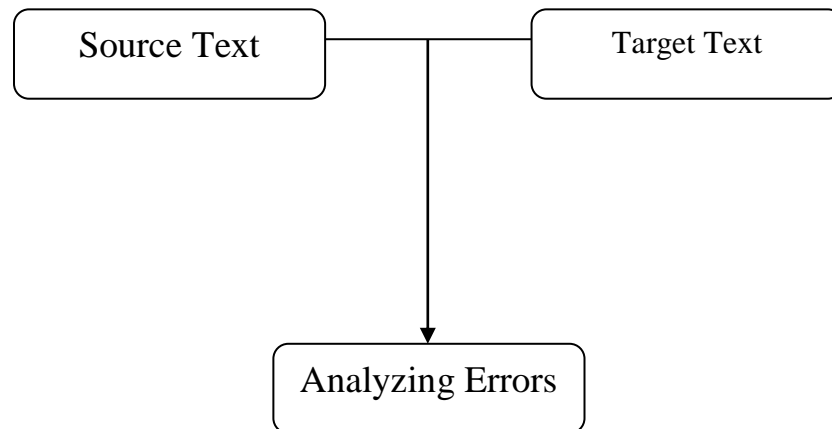


Figure 2.2 Theoretical Framework

In addition, translator's knowledge about TL's culture is also very necessary in order to produce a good translation. by doing so, the meaning that convey from the SL into the TL will be well-understood by the readers.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is the result of the study which consists of conclusions and suggestions. The conclusions are drawn based on the finding of the research. Some suggestions also added for the students, lecturers, and further researchers.

5.1 Conclusions

Based on the results of the data analysis and interpretation in the previous chapter, finally, I can draw several conclusions as follows :

Firstly, this research found out that four of five translation errors proposed by Vilar et. Al was found. From 728 sentences as the unit of analysis, it was found 456 errors in the data. The most frequent errors made by the students are incorrect words with the total percentage 62.4%. It mostly occurred in the wrong lexical choice (29.1%), incorrect form (20.8%), and incorrect disambiguation and extra words are each 6.1%. The following errors after incorrect words were missing words with the total percentage is 25.6%, with content word 18.4% and filler word 7.2%. Followed by word order with the percentage 7.7% and the least errors made by the students were punctuation errors that only found 4.3% out of the total data.

Secondly, according to the data students have already understand the characteristic features of the text such as the cultural terms, contents and structures brought in each text. Although there still quite lot number of missing words in content word which is 84 errors. Most of the translated text by the

students are understandable and already achieve the goal in transferring the meaning from the source language into the target language.

Thirdly, referring from the collected findings of the analysis which identified the number of errors possibly made by the 6th semester of English education program of English department at UNNES who take Indonesia-English translation class. From 728 sentences as the unit of analysis, 456 errors was found. It showed that students are still weak in mastering terms of english grammar. Moreover, knowledge about vocabularies of the students also has to be a concern. Indonesia and English have different structure in constructing a text, this might be one of the reasons students have lots of mistake in grammar. English has an absolute order in arranging a sentence (S=NP.VP) whereas Indonesian has a variety ways in constructing a sentence (Putri:2014). Hence, students are influence and have difficulties in mastering the english structure.

The errors in translating from Indonesia into English made by the 6th semester of English education program of English department at UNNES who take Indonesia-English translation class were mostly caused by incorrect words error specifically in the wrong lexical choice (29.1%) and incorrect form (20.8%) out of 100%. The errors were mostly caused by the minim knowledge of vocabularies and mastering the correct pattern in constructing English sentences.

5.2 Suggestions

The result of the research finds out the errors made by students in Indonesia-English Translation class. This study has been conducted is not to criticize the students nor the lecturers. It is expected that the result would be taken positively by the students, lecturers, and the further researcher. This study has been conducted in order to share suggestions for people who would related with this study.

The students, as the number of the result shown in this research, it is better to give more concern in learning, understanding and mastering English language. This should be studied faithfully considering that Bahasa Indonesia and English have very different concept. Particulary, errors that made by the students are in terms of grammar and vocabulary. Students should pay more attention in differenciate the part of speech hence they have to deepen their knowledge in lexical studies. So they can differenciate the use of the words.

For the lecturer, as the lecture of the class. Lecturers should pay more attention on the students' errors particulary in terms of vocabularies and grammar. Because these was the most errors made by the students. It is hoped that by the concern of the lecturer, students will have more knowledge to develop.

Toward the further researcher who might develop the same research, I suggests discovering in detail about this field which were not yet in this research. It would be better to relate the technique and method of the translation to explore and analyze more about the kind of error that students made in detail.

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