ERRORS MADE BY VOCATIONAL SCHOOL STUDENTS IN TRANSLATING ANALYTICAL EXPOSITION TEXT: THE CASE OF 11TH GRADERS OF SMK AL ASROR SEMARANG

a final project

submitted in partial fulfillment of requirements

for the degree of *Sarjana Pendidikan* in English Language Education
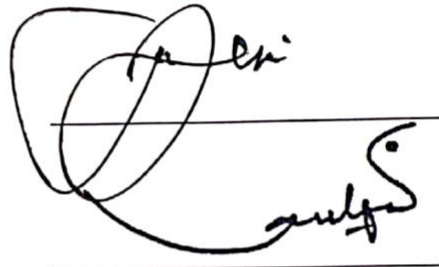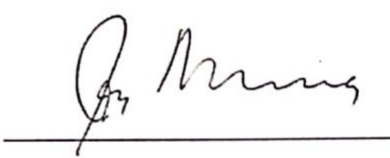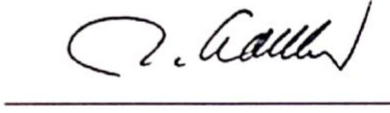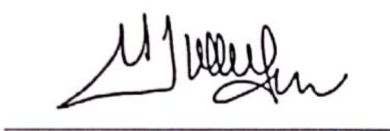
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APPROVAL

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Semarang, 21 April 2020

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MOTTO AND DEDICATION

"I Don't Need Confidence nor Motivation, I Just Need to DO IT."

-Permatasari-

In deep respect and with true love,

I would like to dedicate this final project to:

My beloved parents

Abah Slamet Hidayat and Ibu Nyai Masruroh Mahmudah

My sisters and brother

My beloved Al Asror

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

Ayu Permatasari

ABSTRACT

The need of translation nowadays is very important because not all information has been covered in Indonesian yet. Vocational school students need to get more information written in English. That is why translation needed. The research aims to describe the kinds of translation errors are made by vocational school students in translating analytical exposition text from English into Indonesian. The method used in the research was descriptive qualitative. The subject of the research was the eleventh graders of Fashion Program of *SMK Al Asror Semarang*. An analytical exposition text consisting of 5 paragraphs (source texts) and all of its' translations in Indonesian (the target texts) were used in the research to find out the translation errors. Then the researchers classified them into 5 kinds of translation errors according to Vilar et al. (2006: 698). The results of the research revealed that there were 232 translation errors found in students' translation. There were translation errors in the form of incorrect word (60.3%), punctuation (26.3%), missing word (6.0 %), word order (5.2%), and unknown words (2.2%). In conclusion, the three most prominent error categories made by the students were incorrect word, punctuation, and missing word errors.

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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, limitation of the study and outline of the study.

1.1   Background of Study

Language is a tool to communicate or interact with people. The development of language walk together with the development of people's lives, it means language and people have a close relatonship. Language is used by people in a society to express and receive thoughts, ideas, feelings, attitudes, and experiences. People must learn not only their mother tongue, which they have learned in their family or area where they live, but they also need to learn international languages used in international world such as English.

Indonesian students have already studied English since they are in Junior high schools (obligatory) or primary schools (optional, depending on the school policy) and they are expected to be able to communicate both spoken and written English upon completion of their Senior high school. In order to be able to use English, students should learn and understand four language skills and language elements. Language skills consist of listening, speaking, reading, and writing. Language elements consist of vocabulary, pronunciation, sound, meaning, and grammar.

In learning a new language, sometimes learners might be confused 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 (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.

As the error is part of learning, Lightown and Spada (2000) have argued that when an error has occured frequently, it has been useful for teachers to bring the problem to the students' attention. "Identified types and causes of errors might help the students and the teachers to overcome students' common errors" (Parvin, 2019).

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.

In this study the kinds and the way of resulting errors in translation from English into Indonesian will be discussed further. With reference to the title Translation Errors Made by Vocational School Students in Translating Analytical Exposition Text: The Case of the 11th Graders of Smk Al Asror Semarang.

1.2   Reasons for Choosing the Topic

Learning a new language is some ways easy yet difficult. Language is a tool to interact or communicate with people, to deliver thoughts, ideas, concepts,

feelings or experiences. It also can help people to solve any problem they have. For example Indonesian students, especially vocational school students need to master in English to deliver their ideas or experiences in reporting their work.

In the case of vocational school, not all information has been covered in Indonesian yet. Vocational school students need to get more information from books written in English. That is why translation is needed. Catford (1965, p.20) defines translation as "the replacement of a textual maerial in one language (source language) by equivalent textual material in another language (target language)". Translation is very crucial in the process of exchannging information. "Without translation, prospective scientists will be left behind in the following the development of science, moreover if they lack the ability to read the foreign language text" (Widyamartaya, 1989).

This study uses analytical exposition text English-Indonesian as the research material because it covers the whole discussion about material in eleventh grade in undestanding analytical exposition text for vocational students and to give chance for the students to do more practice in translating a text from English (source language) into Indonesian (target language). In addition, Indonesian 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 (1994), "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. Ironicaly,

mother tongue (L1) knowledge will influence the development of interlanguage in learning the target language. So that 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 problems that are discussed in this study comes up from these questions:

1. What kinds of translation errors are made by the 11th graders of SMK Al Asror Semarang in translating analytical exposition text?

2. How do the 11th graders of SMK Al Asror Semarang make errors in their translation?

1.4 Objective of the Study

Dealing with the research question above, the objectives of the study is:

1. To identify the kinds of translation errors made by the 11th graders of SMK Al Asror Semarang in translating analytical exposition text.

2. To describe the translation errors made by the 11th graders of SMK Al Asror Semarang in translating analytical exposition text.

1.5 Significane of the Study

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

1. Theoretically

   This study is going to analyze translation errors made by vocational school students in translating analytical exposition text from English into Indonesian. 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 for Vocational School.

2. Practically

This study is expected to help students, teachers, and translators to know what kind of errors that made by the vocational school students. Besides, by knowing the errors that they made, the students might have more oppurtunities to improved their skill in translation.

3. Pedagogically

This study is expected to give information to the students and teachers of vocational school in knowing the errors in translation. This study also expected that by knowing the errors made by the students, the teachers and the students can be more cooperatively to discover the errors, and also the students can have a chance to be a good translator.

1.6 Limitation of the Study

The study focused on analyzing translation errors made by vocational school students of eleventh grade of Smk Al Asror Semarang in translating Exposition Text. It is analyse the kinds of errors made by the students into five selected categories of translation errors by Vilar et al. Those are errors in missing words, words order, incorrect words, unknown words, and punctuation. This theory focuse on simple grammar that is in the level of phrase only.

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, objectives 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

LITERATURE REVIEW

This chapter consists of three sub-chapters. The first sub-chapter is review of the previous studies which explains about studies related to this research. The second is review of related theoretical studies which explains the main idea that underlies this research. Lastly, there is a theoretical framework analysis which describes the implementation of the research.

2.1 Review of Previous Studies

A number of researchers have been conducted a study which focuses on translation:

Dewi (2017) conducted research about the types of translation and language errors mostly found in the Indonesian-English translation. The data were obtained by conducting several projects in the translation classes of LBI (Lembaga Bahasa Internasional – International Language Institution). Based on the result of the projects, there are 14 types of errors occurred, seven errors are translation errors and seven are language errors. The translation errors found are incorrect terminology, mistranslation, literalness/faithfulness, ambiguity, omission, addition, and incorrect word order. The language errors that found are incorrect usage, incorrect syntax, incorrect capitalization, incorrect punctuation, incorrect spelling, grammatical errors, and incorrect word form.

Putri et al (2015) analyzed the errors found in google translate machine in translating Indonesia into English text. This research used descriptive qualitative research and evaluated through error analysis. The classification 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 o,78%. Followed by missing words error. It is 36,01% where content words are 3,37% and filler words are 32,64%. For unknown words, the unknown stem is 0,26% and unseen form is 0,78%.

Ismail (2016) analyzed translation error in google translate in translating Indonesian into English 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 errors was adopted from Dewi's Indonesia-English Translation Error Typology. In this research was found that translating a text using a machine translation could be very useful. But still, there are lacks of ability of the machine in analyzing the use of the tenses.

Utami (2017), this study was explained descriptively using descriptive analysis method and using Error Analysis procedures to identify and analyze the students' error. This research focused on the grammatical error. From the data analysis, it was found 3 main errors, namely global errors, local errors, and other errors. The most frequent error made by the students was local errors and the fewest error was other errors.

Setiawan (2017) this research aims to analyze translation errors on Semarang Catalogs 2016. Although the calendar already translated by the translator. Errors that found still in big number that is 331 errors. This research proposed Matzuki, Fujita, Todo, and Arai (2015:2772) to classify the error. The biggest error found

in the 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).

Setiawan (2014) this research classified the errors into two types, namely grammatical errors and content errors. In grammatical error type, the use of the verb group took 58% and in the content error type, the presentation of different sense took 38%. The dominant type of grammatical errors was caused by the confusion of verb groups in dealing with the English grammar systems. The dominant type of content errors was caused by the failure in choosing appropriate words. That is because of the lack of vocabulary mastery.

Krisetyawati (2010) in her thesis about the students' errors in translating English noun phrases into Indonesian in fifth-semester students of the English Departement of Teacher Training and Education Faculty, Sebelas Maret University. She took 30 students as the sample by lottery. There are 30 items of six types of English noun phrase are tested. From the computation of errors, there is 355 error (39.44%) of the possible errors 900 that are classified into four types. They are omission errors, misinformation errors, misordering errors, and addition errors. The highest number of errors is in omission errors that are 175 or 49.30% of the total number of errors.

Yastiawijaya (2018), this research aims to find out the kinds of error found in English-Indonesian president's speech text produced by students of the sixth semester of English Education Program at STKIP Kie Raha Ternate. In analyzing the data, the researcher identified and classified the errors based on their typed.

The result showed that the students committed errors in omission (1700 or 97.3%), misinformation (31 or 1.8%), and addition (16 or 0.9%).

Amalya et.al (2018), this study aims to found out the kinds of error and the sources of errors made by the students of SMA Negeri 13 Pangkep in translating Indonesian into English. The kinds of errors are inversion, omission, addition, and deviation of meaning. While the sources of the errors are morphological, lexical, and syntactic aspects. The most dominant errors made by the students is the lexical aspect.

Narulita (2016) in her study found that there are variations of the students' errors in narrative text raged from error types on English phrases in translating noun phrases, verb phrases, and prepositional phrases. Also errors in translating English sentences, such as: missing to substitute words, omitting the constituents of sentences, and failure choosing the equivalent words.

Laksana (2018) analyzed Youtube auto-translate in fourteen videos from "Kok Bisa?" channel. The result showed that the most frequent error types are the wrong lexical choice, bad word form, missing auxiliary word, short-range word, level word order, and extra word.

Hartono (2016) in their research, they used four samples of soft drink product labels, the classifier based on the error classification in the form of data tabulation. From the data analysis, they found had many errors. The dominant errors found in those labels were mistranslation into a target language, addition, word choice, too free translated, too literal, word-for-word, grammar, punctuation, and spelling.

Halimah (2018) conducted a research study focusing on the types of Google translation errors found the English translation of procedure text. The results of English-Indonesian machine translation, categorizing into three types: semantic errors, syntax errors, and morphology errors. The study revealed that the most frequently occurring errors were from the category of semantic (44 errors or 45.36%), syntax errors (34 errors or 35.05%), and morphology errors (19 errors or 19.59%).

Salam (2017), this study aims to find out the translation errors made by translators in crowdsourcing translation application. Then he classified them into 5 kinds of translation errors. The result showed that there were translation errors in invention of meaning 3 (0.85%), omission 11 (3.12%), addition 8 (2.27%), deviation 44 (12.46%) and modification 9 (2.55%). The most dominant kind of translation error was in deviation meaning (58.67%), it was more than half of the total translation errors.

Koman (2018) conducted research about translation errors in Indonesian-English translation product by the English Education Undergraduate Program, UNNES. The data were collected by using a translation test, questionnaires, and interviews. The result showed that there were 21 translation errors of 26 error categories according to ATA's framework. The most prominent error categories made by the students were grammar, syntax, and faithfulness error. The errors were mostly influenced by extra textual factors such as sender, intention, recipient, medium, time, motive, and text function.

Sinaga (2015) in his research, many students used adapted translation in translating the accounting text. The actors that caused the mistakes in students' translations were the linguistics factors (semantics, lexical, and grammar), beside the external factors, such as the culture factor and the personal factor of the students.

Napitupulu (2017) was conducted a research to investigate the frequency of errors in translation of abstracts produced by Google Translate concerning Keshavarz's (1999). There are five types of error classification is used as the parameter namely lexicosemantic error, tense error, preposition error, word order error, distribution and use of verb group error, and active and passive voice error.

Abdurrahman (2018), this research analyzed error categories on students' Indonesian-English noun phrase translation and the sources of the error. From the error analysis, it was concluded that 117 items (47%) were translated correctly, and 133 items (53%) were translated incorrectly. These 133 items incorrect were incorrect use of determiners, adjectives, and nouns. Based on these three categories of errors, there were classified into four types of errors, those were missordering, misinformation, omission, and addition.

Boonyakiat et al (2019) this study discussed translation error in Thai folklore texts into Indonesian language by Thai students which in the results of the translation are divided into two analyses as follows: the mistake of word selection and the mistake of composing the sentence. The mistakes mostly caused by the lack of comprehension from the target language.

Akbar (2011) was identified the difficulties that the students commonly make in translation, especially in translating verbal conjugation and identify the causes of the errors. The study stated that there are 269 cases of errors caused by Mother-Tongue interference, and there are 89 cases of errors caused by overgeneralization.

Komariah (2013) in her thesis, she analyzed the difficulties faced by students' in translating an English text in their worksheets, and to find out the teacher efforts to solve the problem. The result of the study is almost all the students still follow the shape of the source language but they have tried to translate it into language by modifying the target. Some kinds of errors were omissions, additions, misinformation, semantic, local, and other errors. To solve the problem, the researcher recommended the teacher to encourage the students' motivation towards translating, to conduct more varied methods, practices, and materials to the students in translating course.

Cuc (2017), this study was analyzed the translation errors committed by Vietnamese EFL students. Findings showed that translation errors related to lexical choice, syntax, and collocations are the most frequently committed by the students. The source of the errors could be attributed to inter-lingual, intra-lingual interference or errors can be the integration source.

Elmgrab (2013) in his research, he attempts on discuss the main criteria which borrowed mainly from the literature on foreign language teaching and translation quality assessment. In describing the error of translation, the instructor should try to see in what way the students have failed to communicate or transfer

the message using the target language. The researcher stated that errors are just part of the students' performance which does not involve error-making.

Sumaranama (2013), this study was conducted based on the goal of finding and analyzing the emergence of interference or integration in the English text arranged by Indonesian students. The interference was found in the field of syntax, semantics, and copula issue. From the analysis, it was found that interference was frequently found and unavoidably committed by the students in their English use.

Benfoughal (2010), this research showed that the students' level of translation is somewhat acceptable. Through the questionnaire and the translated text, they found some problems that are lexical nature. The students' solutions resort to some strategies like guessing the meaning from the context, using an approximate synonym, or just leaving it empty.

Hayubi (2011) was analyzed the errors made by the second-grade students in translating past tense (narrative text). The result of the research showed that the students mostly did not have good capability in translating narrative text. The higher of error frequency showed in past tenses pattern. Those kinds of errors mostly caused by the students' lack of vocabulary, overgeneralization the form of the word, the influence of their native language or interlanguages transfer.

Mu'minah (2017), this study was conducted based on the data analysis about translation errors found in the recount text made by the students, that found 59% omission errors, 18% addition errors, 9% misordering errors, and 14%

misinformation errors. The causes of error reflect the general characteristics of rules and failure to learn the condition under rules apply.

Al-Athwary (2014) was conducted a research to examine and categorize the translation errors of the shop signs in the streets of Sama'a, Yemen. In his research there found three categories of errors, classified by their degree of seriousness, there were spelling, grammatical, and lexical. The researcher in his research suggests to increase the awareness of translation errors in the public space, but also attracts attention to the importance of research on shop signs, which in any occasion.

Ardeshiri (2014) in his study about students' causes of error in translating pragmatic senses, he provides a new perspective for the objective assessment of some translation devices and instructions for the teacher in Iran universities by considering the linguistic aspect, he also discussed about the guidelines for teaching translation and training translator within the context of the Iranian educational system.

Silalahi (2018) based on his research findings of the analysis of errors in the translation of scientific text from English to Indonesian. There were five errors in translation: translation strategy, lexical error, morphological error, syntax error, and the factor causing errors in translation.

Mulyono (2017) there are three types of errors occurred in the students' writing namely lexical error, syntactical error, and discourse error. Then the errors can be categorized into twenty-four subcategories : wrong spelling word, wrong selection word, omission verb, omission v-ing after preposition for, addition

unnecessary verb, using simple present tense refers to simple past, use simple future instead of past future, using irregular past verb tense after to-infinitive, addition final ed after ti infinitive, addition v-ing after to-infinitive, addition double marking verb, omission to be, addition to be, omission s/es in plural noun, addition s in singular article, wrong subject pronoun, wrong object pronoun, wrong possessive pronoun, generic structure, reference, and wrong selecting conjunction. The most dominant error is in syntactical error.

Limuria (2016) the researcher has conducted an error analysis in the learners' translation work that caused by learners' L1 negative transfer. A large number of errors produced showed that the leaners had not possessed a high level of acquisition in L2 structural and functional grammar.

Sandra (2018) , in this study found that the translation problems mostly are about lexical, grammatical, and semantic elements. This research tried to emphasize and to convince why findings problems and strategies of EFL students teachers in translating a text is very prominent to help the mapping of which elements in English that are still hard to be transmitted back to Indonesian language.

Stankeviciute (2017) the result of the analysis showed that more than two third of all the sentences were translated incorrectly, even after almost 70 years of machine translation research and improvement, researchers still cannot offer a system that would be able to translate with at least fifty percent correctness.

Andesta (2017) was dealt with translation errors of flight attendant student of PSPP Yogyakarta in translating flight attendant announcement. The result of the

study showed that there were five kinds of errors made by flight attendant student: semantic errors (43.69), formal errors (2.05), preposition errors (11.48), miscellaneous errors (11.03), and verb group errors (5.63).

2.2 Theoretical Review

In this subchapter describes some theories supporting this current study. Those are theories about translation, error, translation errors, process of translation, translation equivalence, criteria of good translation, text types, and analytical exposition text.

2.2.1 Definition of Translation

According to Larson (1984:3) translation is a transferring activity of the meaning of source language into the target language by changing the structure of the language without changing the meaning. It relates to her statement that translation as a changed form from SL to TL. Larson furthermore stated that there are many steps of getting meaning in the process of translation. The translator should study about lexicon, grammatical structure, communication situation, and cultural context both of SL and TL. Then analyze it to determine the meaning. So, the translator must understand the context of SL and TL.

Another researcher, Catford (1965:20), stated that "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)".

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 make 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."

From the definitions 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 from SL text.

2.2.2   Definition of Error

The error arises when the learner has a lack of knowledge in learning target language. According to Brown (2004), "An error is a noticeable deviation from the adult grammar of native speaker, reflects the competence of the learner." It means error come from the learners" competence in learning the language.

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 constructive analysis to help learners

find their errors and get feedback. The feedback also will determine the researcher to determine the learning strategies to overcome this issue.

Error is different from mistake. Mistake is seen as an inconsistent deviation (Norrish,1987:8) and may be caused by lack of attention, 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

According to 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 a 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 accidentaly 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 missing words which are important to express the meaning and filler word and 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 the 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 to produce well-ordered words in doing translation.

(3) Incorrect words

As previously stated, words play an 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 its own meaning. It has their own interpretations in some actions. One word might have more than one meaning or one word could not represent the meaning from the source language. There are two types of an unknown word. The first one is in the unknown stem. It happens when MT

(mother tongue) cannot find the right translation due to the source lexeme. The second one is unknown form. It happens when MT cannot recognize the morphological complex words of SL.

(5) Punctuation

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

Based on Matsuzaki, Fujita, Todo and Arai (2015:2772), there are 6 categories of translation errors. They are errors in:

(1) Missing words

Words are important in translation. Every single word has its vital role in delivering messages and meanings.

(2) Word order

Word order is important in translation since the order of words in phrase and sentence indicates the order of meanings.

(3) Incorrect words

As previously stated, words play important role in translation. If translators translated the words incorrectly, it will cause misunderstanding on readers.

(4) Incorrect dependency

Sentence is also very important in translation. It is a group of words, usually containing a verb, which express a thought or idea.

(5) Grammatical property

Grammar is very important in translation. According to Valeika and Buitkienė (2003:7) grammar is a systematic description of the structure of a language.

(6) Semantic

Semantic is one of the main branches in linguistics. It deals with the meaning of linguistic expressions.

Translation is very difficult for some people because they have to master the target language that they want to use. If they don't master it, it will result translation errors. Still 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.

2.2.4   Problem of Translation

In previous research about students' common errors in translation conducted by Yuliasri (2016) showed that students had problems with vocabulary as well as grammar in translating Indonesian-English text. The common errors they made include: diction, those are including technical terms, noun phrase, word class, gerund after preposition, number (singular/plural), collocation, parallelism,

subject-verb agreement, Wh-clause, double predicate (run-on), voice (active/passive), and fragment (no predicate).

Based on the ATA's Standard of Translation Error, there are twenty six categories; addition, ambiguity, capitalization, cohesion, diacritical marks/ accents, faithfulness, faux ami, grammar, illegibility, indecision, literalness, mistranslation, misunderstanding, omission, punctuation, register, spelling, style, syntax, terminology, text type, unfinished, usage, verb tense, word form / part of speech, other errors. Koman et.al (2019) stated that the three most prominant error categories based on the ATA's Standard of Translation Errors by the students are grammar, syntax, and faithfulness.

2.2.5 Translation Equivalence

Equivalence is one of the important parts in translation. It is something that one language can have the same value (the same worth or function) when it is translated into another language. 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 Nida (1982), there are two basic types of equivalence: (1) formal equivalence and (2) dynamic equivalence. In particular, Nida argues that in formal equivalence the TT resembles very much the ST in both form and content whereas in dynamic equivalence an effort is made to convey the ST message in the TT as naturally as possible.

More specifically, Newmark (1988) replaces Nida's terms of textual and dynamic equivalence with semantic and communicative translation respectively. The major difference between the two types of translation proposed by Newmark is that semantic translation focuses on meaning whereas communicative translation concentrates on effect.

2.2.6 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 (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, (2) Clarity, it can also call this criterion as readability. That is a translation is categorized as a good translation if the translation result can be understood easily by the target reader, (3) 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.

2.2.7 Text Types

According to Gerot and Wignell (1995, p.192), there are 13 types of text. Those are spoof, recount, report, analytical exposition, news item, anecdote, narrative, procedure, descriptive, hortatory exposition, explanation, discussion, and review text. However, in this study, the researcher only focuses on analytical exposition text.

2.2.8 Analytical Exposition

There are several explanations about analytical expositions text. According to Sudarwati and Grace (2007), analytical exposition text is a type of written text which is intended to persuade the readers about a case or an issue. In making the persuasion stronger, the writer gives some arguments as the fundamental reasons why something is the case. This is supported by Gerot and Wignell (1995, p. 197) stating that the social function of analytical exposition is to persuade the readers or listeners that something is the important case.

Anderson and Anderson (1997, p.122) define an exposition as a piece of text presenting one side of an issue. Similarly, Oshima and Hogue (2006, p. 142) argue that 'analytical exposition' referred to 'argumentative' is a text presenting an issue in which the writers agree or disagree. In addition, Hartono and Purwanto (2017) explain that analytical exposition text is a kind of text that belongs to the type of argumentation text which contains detailed author's thinking about a phenomenon that is around. In other words, analytical exposition text can be defined as a type of text which presents the writers' view or opinion for a controversial topic.

The social function of analytical exposition text as said by Gerot and Wignell (1995, p. 197) is to persuade the readers or listeners that something is is an important case.

Gerot and Wignell (1995,p.197-198) also mentioned the schematic structures of analytical exposition text are:

(1) Thesis   : it consists of a position or a preview.

    A. Position   : introducing the topic and indicates the writer's position.

    B. Preview   : outlining the main argument to be presented.

(2) Arguments   : it consists of points and elaboration.

    A. Point   : restating main arguments outlined in the preview.

    B. Elaboration   : developing and supporting each point/argument.

(3) Reiteration   : it restates the writer's opinion.

The language features of analytical exposition text are stated below:

(1) Focus on the generic human and non-human participants.

(2) Use simple present tense

(3) Use of relational processes

(4) Use of internal conjunction to stage argument

(5) Reasoning through causal conjunction or nominalization.

2.3 Theoretical Framework

Translation is not an easy thing to do. It does not just translate one word, sentence, or a whole text into another language. It also conveys meanings that

represent the source language. The process also includes analyzing, transferring, and reconstructing.

This research focuses on analyzing the kinds of errors made by the students into five selected categories of translation errors by Vilar et al. Those are errors in missing words, words order, incorrect words, unknown words, and punctuation. That's this study classified as descriptive qualitative. The process of this study will be explained in the diagram below:
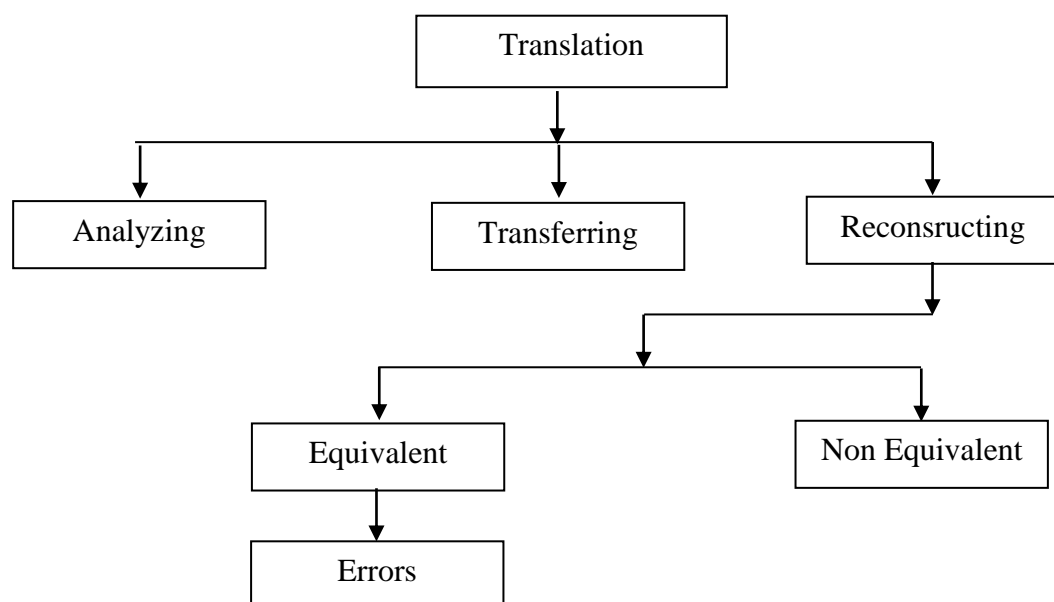
Figure 2.1 Theoretical Framework

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 to the students, teachers, and the next researchers.

5.1   Conclusions

Based on the analysis and discussion of the translation errors made by vocational school students in translating analytical exposition text as presented in chapter IV, there are some conclusions that can be drawn as follows: The findings showed that there were found translation errors made by the students of SMK Al Asror Semarang in translating exposition text from English into Indonesian. It was found 232 errors in students' translation and mostly caused by incorrect word (140 errors), punctuation (61 errors), missing word (14 errors), word order (12 errors), and unknown words (5 errors). In conclusion, the three most prominent error categories made by the students were incorrect word, punctuation, and missing word errors. The errors were mostly caused by the minim knowledge of vocabularies and mastering the correct pattern in constructing English-Indonesian sentences.

The result of this study was the same with the study from Putri, et al (2015) that was analyze the error found in google translate machine in translating Indonesia into English text. The clasification of the error based on Vilar et al : 2006 and the result of the study showed the same that incorrect words error was the biggest error.

From the research findings of this study also proved that there are still many things should be done to improve the students' knowledge and skill in translation. The number of errors which are 232 errors indicated that the students' ability in translating a text should be improved.

5.2   Suggestions

The conclusions of this study shows the number of errors was excessively found, the researcher would like to give some suggestions as follows:

(1) The students should be equipped with good mastery of English grammar for better comprehension of the source texts (English). It should be studied carefully because the grammatical rules of Indonesian language and English are very different. The students also need to enhance their vocabulary to avoid errors in incorrect word, especially errors in the form of lexical choice and incorrect form.

(2) For English teachers, it is suggested to find more teaching techniques to help students master in English grammar. Also in the teaching-learning process of translation, there should be modeling and practice of using not only word-for-word translation technique but also the other translation techniques.

(3) For the next researchers who would like to conduct research concerning translation errors it is suggested that they associate students' translation errors with students' choice of translation techniques.

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