



**TRANSLATION ERRORS IN STUDENTS' INDONESIAN-
ENGLISH TRANSLATION PRACTICE**

A Thesis

submitted in partial fulfillment of the requirements
for the degree of *Magister Pendidikan* of English Language Education

by

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**ENGLISH LANGUAGE EDUCATION
PASCASARJANA
UNIVERSITAS NEGERI SEMARANG
2019**

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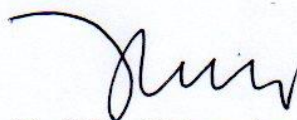
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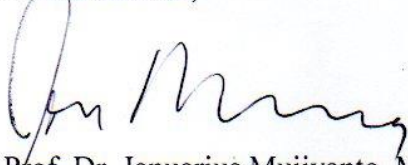
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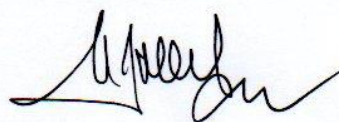
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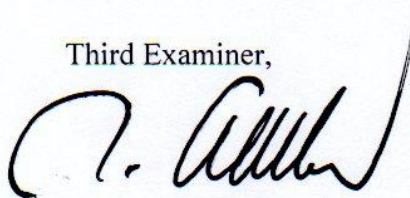
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Yang membuat pernyataan,




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MOTTO AND DEDICATION

Knowing the mistakes that we have made can make us better and improve our ability.

 *This thesis is dedicated with affection, love, and gratitude to:*

 *My beloved parents, Koman Wastito Edi Wibowo and Sri Suharni*

 *My beloved sisters, Wening Aisyah F.K. and Amrina Athaanisa S.K.*

 *My teachers, my lecturers, my friends, and all people who have given me support in my life.*

ACKNOWLEDGEMENT

First of all, I would like to praise to Allah SWT, for the blessing given to me during my study in Graduate Program of Universitas Negeri Semarang, especially in completing this thesis.

Then, I would like to express my sincerest thankfulness to Dr. Rudi Hartono, S.S., M.Pd. and Dr. Issy Yuliasri, M.Pd. as my advisers, for their patience, helpful corrections, and positive criticism during my consultations for making this thesis.

My honor also goes to all lecturers of the English Department of State University of Semarang for all the guidance and lectures during my study. I also would like to thank the students in Indonesian-English Translation Course of English Education Undergraduate Program, State University of Semarang for the cooperation during this research.

I would like to devote my deepest appreciation to my parents (Koman Wastito Edi Wibowo and Sri Suharni) and my sisters (Wening Aisyah Fauziana Koman and Amrina Athaanisa Sisotya Koman) for their endless love, supports, and prayers. Furthermore, I would like to express my thankfulness to my big families (Mbah Saein, Mbah Mus, Soebakir's family and Atmo's family).

Special thanks are also devoted to my best friends (Rifki Nurlaili Hidayat, A. Tenry Lawangen A.C., and Roni Wahyudi), all my friends at Rombel 2 of English Education Graduate Program 2016, and all of my friends who might not be mentioned individually here and all people for the encouragement, great support, and a greater sense of togetherness.

I do realize that there are still many shortcomings in this thesis. Therefore, I would be grateful for any criticisms and suggestions for its betterment.

Semarang, 2019

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ABSTRACT

Koman, Hanifah Nur Najibah. 2019. Translation Errors in Students' Indonesian-English Translation Practice. A Thesis. English Language Education, Graduate Program, State University of Semarang. First Adviser: Dr. Rudi Hartono, S.S., M.Pd., Second Adviser: Dr. Issy Yuliasri, M.Pd.

Keywords: Translation Errors, Student's Translation, Indonesian-English Translation, ATA's Standard Errors

Translation is needed since it is a crucial task in the process of exchanging information. Translating is not an easy task; it needs good mastery of both the source language and the target language. In making a good translation product which is easily understood by the readers, a translator must have a good mastery of the two languages. It can be concluded that it is not an easy task for the translator to make a good translation product. A translator faces many problems either linguistic or non-linguistic. Translation errors are possibly made by the translators. It is also possible to happen in the product of translation made by the students. Furthermore, error analysis is needed to find out the translation errors in Indonesian - English translation product. The focus of the analysis is based on the American Translators Association's category of translation errors.

This study used a descriptive qualitative method, specifically qualitative data analysis technique. The Subjects of this research were the students in Indonesian-English Translation Course of English Education Undergraduate Program, Universitas Negeri Semarang (UNNES), while the object of this research is translation product, produced by the students. The instrument for collecting data of this study consists of a test, questionnaires, and interviews. Moreover, the technique used in analyzing the data is qualitative data analysis. The steps are data reduction, data display, and conclusion drawing and verification.

According to the result of the analysis, it can be concluded that there are 21 translation errors of 26 error categories based on the American Translators Association's Standard of Translation Error by the students. The errors are the addition, ambiguity, capitalization, cohesion, faithfulness, grammar, indecision, literalness, mistranslation, misunderstanding, omission, punctuation, register, spelling, style, syntax, terminology, unfinished, usage, verb tense, word form/part of speech, and other errors. The three most prominent error categories made by the students are grammar, syntax, and faithfulness. Moreover, related to the factors influencing translation errors, the factors that highly influence the errors making were the sender, intention, recipient, medium, time, motive, text function, and lexis. Then, the factors that quite highly influence the translation errors were the place, subject matter, content, presuppositions, text composition, sentence structure, and suprasegmental features. Last, the lowest influence factor among others was the non-verbal element.

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LIST OF ABBREVIATIONS

ATA = American Translators Association

LT = Literal Text

ST = Source Text

TT = Target text

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CHAPTER I

INTRODUCTION

In this following chapter, the writer would like to discuss the background of the study, reasons for choosing the topic, research problems, objectives of the study, significances of the study, scope of the study, definition of key terminologies, and outline of the thesis.

1.1 Background of the Study

Communication can be defined as a process of sending and receiving information among people. It is important since it facilitates the spread of knowledge and forms relationships among people. Communication is not only in form of verbal communication but also in form of written communication. Written communication can be realized in form of a text, for example, the text on the internet, books, newspapers, and others. In communication both verbal and written, people use language as the medium. However, knowing and understanding only one language is not sufficient in this globalization era. Nowadays, in the larger scope, people are expected to comprehend the language that is used in international communication. Therefore, English becomes an important foreign language for Indonesian people. In understanding the other language, translation becomes an important activity in communication.

Translation is needed since it is a crucial task in the process of exchanging information. Translating is not an easy task; it needs good mastery of both the

source language and the target language. It is not only translating the text literally from the source language into the target language. Newmark (1988) states that “translation is rendering the meaning of a text into another language in the way that the author intended the text” (as cited in Hartono, 2017, p.10). Furthermore, translation is the replacement of textual material in one language by equivalent textual material in another language (Catford, 1978). Bassnet and Guire (1991) say that translation is the substitution of target language meaning from source language meaning through linguistics studies and the target language culture, the essence of translation lies on meaning. A translator must have a good mastery of the two languages involved (Yuliasri, 2016).

In making a good translation product which is easily understood by the readers, a translator must have a good mastery of the two languages. As PACTE (2003) in Albir (2005) proposes, translation competence (TC) is made up of five sub-competencies and physiological components. The sub-competencies are bilingual sub-competence, extra-linguistic sub-competence, knowledge sub-competence, instrumental sub-competence, and strategic sub-competence. Moreover, Angelelli (2009) cited in Sundari & Febriyanti (2016) constructs the components of translation competence, such as grammatical competence including vocabulary, morphology, syntax, and grapheme; textual competence; pragmatic competence including illocutionary and sociolinguistic; and strategic competence.

As stated in the previous paragraphs, it can be concluded that it is not an easy task for the translator to make a good translation product. A translator faces many problems either linguistic or non-linguistic. Nord (2001) states that “for

pedagogical purposes, translation problems may be categorized as pragmatic, cultural, linguistic or text-specific” (p.64). Those problems may cause errors in translation. Errors arise because of a lack of knowledge about some elements in the source language or the target language.

Translation errors are possibly made by the translators. It is also possible to happen in the product of translation made by the students. As we know that the student is not a professional translator, they might make some errors in their translation practice. Furthermore, error analysis is needed to find out the translation errors in Indonesian - English translation product. Certain areas of difficulties can be known by this error analysis. According to the previous explanation, the researcher has carried out a descriptive study related to the translation error analysis on the students’ translation practice. The focus of the analysis is based on the category of translation errors. The translation product was gathered from the students’ translation at the English Department of UNNES in Indonesian-English Translation course.

1.2 Reasons for Choosing the Topic

Based on the explanation on the previous part, this study under the title of “Translation Errors in Students’ Indonesian-English Translation Practice” has some reasons as follows:

1. Translation is an important activity since it is the process of exchanging information in understanding other languages.

2. Translation is not an easy task. A good translation product needs a good translation competence of the translator.
3. English Department students need to have a good translation competence in translating the text since they learn a foreign language.

1.3 Research Problems

The writer attempts to answer the following questions:

1. What translation errors are found in the students' translation practice?
2. How are the errors made in Indonesian-English translation practice?
3. Why are errors made in Indonesian-English translation practice?

1.4 Objectives of the Study

The objectives of the study related to the research problems are:

1. To analyze the students' translation practice in order to describe the translation errors in Indonesian-English translation.
2. To analyze the students' translation practice in order to explain the errors in Indonesian-English translation.
3. To analyze the students' translation practice in order to justify the reasons for the translation errors in Indonesian-English translation.

1.5 Significance of the Study

Based on the research problems and the objectives of the study above, this study is expected to give significance as follows:

- a. The description of the translation errors theoretically provides information related to translation errors in translation product especially in Indonesian into English translation. Practically, it gives a review to the other researchers, so they know the translation errors that occur in the Indonesian-English translation product. Pedagogically, the students in English Education program know the errors that possibly occurred in the translation practice.
- b. The explanation of the translation errors in Indonesian-English translation theoretically provides detail information related to translation errors in translation product. Therefore, the translators of Indonesian-English translation get a better understanding of translation errors analysis. Practically, it provides the detail information of translation errors that occur in the Indonesian-English translation product. Furthermore, the other researchers could find other errors that occur in Indonesian-English translation. Pedagogically, it gives a contribution to the development of English learning, especially in translation course. By reviewing the translation errors, the students can minimize the occurrence of the errors in their translation products.
- c. The justification of the reasons for the translation errors in Indonesian-English translation theoretically provides information of the factors influencing the occurrence of the translation errors in Indonesian-English translation. Practically, it gives a review to other researchers about the factors influencing the occurrence of the translation errors. Pedagogically,

by knowing the factors of the occurrence of translation errors, the students can minimize that factors.

1.6 Scope of the Study

This research was limited to the translation errors analysis of translation which consists of some categories based on American Translators Association's standard. The translation products were made by the students of English Department UNNES in Indonesian-English translation course in the first meeting of the course. The students were on the sixth semester of the undergraduate program. There are two important key terminologies that are frequently used in this research as follows:

1. Translation

Translation is the replacement of textual material in one language by equivalent textual material in another language (Catford, 1978). According to Larson (1984, p.3) cited in Hartono (2017, p.9), translation is transferring the meaning of the source language into the receptor language. Furthermore, Newmark (1988) states that "translation is rendering the meaning of a text into another language in the way that the author intended the text" (as cited in Hartono, 2017, p.10). Based on those theories, it can be summarized that translation is changing the form of textual material from the source language into the target language which has the same meaning.

2. Translation Error

An error is a systematic deviation when a learner has not learned something and consistently gets it wrong; it is a systematic deviation from the norms of the target language being learned (Corder, 1987 cited in Nuril, 2014, p.10). According to Hartono (2017), an error is something that is unconsciously or unintentionally done wrong. An error can be linguistic or non-linguistic. Moreover, ATA (American Translators Association) categorized the translation errors in form of ATA's Framework for Standard Error Making, which consists of some translation error categories. Based on the explanation above, it can be inferred that translation error is a systematic deviation that is unconsciously or unintentionally done in translation which consists of some categories.

Moreover, this thesis is systematically arranged into five chapters. There are details of each chapter:

Chapter 1 is an introduction. It contains the background of the study, reasons for choosing the topic, research problems, objectives of the study, significances of the study, scope of the study, the definition of key terminologies, and outline of the thesis. The background of the study is that translation is not an easy task, a translator faces many problems which may cause errors in translation. Translation errors are possibly made by the students since they are not a professional translator. Therefore, it becomes the reason for choosing the topic to analyze the translation errors of the students' Indonesian-English translation. The significances of the study are seen theoretically, practically, and pedagogically.

Chapter 2 provides reviews of related literature. There are divided into three parts, namely review of previous studies, review of theoretical studies, and the theoretical framework of the present study. Review of previous studies consists of the review from 60 previous kinds of research that concern on the translation, translation errors, and Indonesian-English translation. Then, a review of theoretical studies covers the theories related to the topic of the study, such as translation and translation errors. The last part is a theoretical framework that is the summary of the two previous parts in this chapter.

Chapter 3 covers research methodology that consists of research assumptions as a qualitative study, subject of the study that is the students of English Education Undergraduate Program, the object of the study is the translation product that is produced by the students. Furthermore, the roles of the researcher who are as a data collector, data analyst, and data reporter. Then, type of data is a written data; a method for collecting the data is a test that is conducted by the lecturer in Indonesian-English Translation Course; method of analyzing the data is by using content analysis; and triangulation is by asking the other researchers and the expert.

Chapter 4 is findings and discussion. The findings contain the description of the translation errors that were found in the students' Indonesian-English translation, the explanation of the translation errors that were found in the students' Indonesian-English translation, and the factors of translation errors seen from the source text. The discussion elaborates the findings seen from some perspectives that are previous studies, theories, and the findings themselves.

Chapter 5 provides conclusions and suggestions. The researcher concludes the findings and discussion related to the translation errors and the reason for making prominent errors by the students. Furthermore, the researcher provides some suggestions for others.

CHAPTER II

REVIEW OF RELATED LITERATURE

In the following chapter, the writer shows the previous researches related to this study, the theoretical foundation to be the basis of this research, and the theoretical framework of this study.

2.1 Review of Previous Studies

This part discusses some of the previous studies that concern on the translation errors analysis on the students' Indonesian-English translation practice. It is divided into three groups of discussion namely Indonesian-English translation studies, translation studies, and translation errors studies.

The first discussion of the previous studies is about Indonesian-English translation. Damayanti (2012), Kuncoro and Sutopo (2015), Purwanti and Mujiyanto (2015), Rahmawatie et.al (2017) and Tiwiyanti and Retnomurti (2017) conducted the researches about Indonesian-English translation in different point of view, namely theme equivalence and theme shift, the ideology, the shift of functional words and the loss and gain in translation. One of the researchers did research on the thesis abstracts, while the others used cultural terms in a novel as the unit of analysis. Another researcher, Hilman (2015), also conducted research on a novel. However, he analyzed the cultural lexicons of the translation.

Moreover, related to Indonesian-English text, there were some researches in Indonesian-English bilingual text. Hartati (2013) conducted research on bilingual

tourism brochures. Nuraeni et.al. (2016) conducted research on school signboards, while Sipayung (2018) conducted research on bilingual history textbook. Generally, the discussion of the researches was about the quality of the Indonesian-English translation product.

By looking at some studies above, they discussed translation research that is relevant to my present study especially in term of Indonesian-English translation product. However, my research is not the same as those above; it focuses more on the students' Indonesian-English translation product, especially English department students.

The second review of previous studies is about the translation scope. Akhiroh (2013), Yuliasri (2015), Ardi (2016) and Budiharjo and Minggus (2016) had conducted their researches about translation techniques. Specifically, they discussed the relation of translation techniques and the quality of the translation product. The other articles also discussed translation technique. Tinambunan and Lubis (2013), Yuliasri (2016), Novita (2017), and Afifah et.al (2018) wrote about the relation of translation techniques and equivalence in translation. The discussions of equivalence are different from one to another, such as pragmatic equivalence, equivalence of meaning, and grammatical equivalence.

On the other hand, there were many other researchers who conducted research about a particular unit of analysis related to the translation. Machali (2004) conducted a research about the translation of idioms and collocations. Morin (2005) and Ratnasari et.al (2016) delivered the study about translating proper names. Widiarti (2011) and Amelia et.al (2016) wrote about the translation techniques of

metaphors. Meanwhile, Natarina (2012) carried out research about the pun translation. Masduki (2016) and Permatahati and Rosyidi (2017) conducted their researches about the translation techniques in cultural terms, while Agung (2016) discussed religious terms.

Related to the previous paragraph, there is various unit of analysis in the study about translation such as words, phrases, and sentences. Noverino (2013) wrote about plural noun translation; Lovihandrie et. al. (2018) conducted research about the translation of taboo words; Candra (2016) carried out research about phrasal verb translation; while A'yun (2013), Suprato (2013) and Wiyatasari (2015) did their researches that analyze the sentence unit but in different kinds such as complex sentences, passive sentences, and directive speech. There was also a discussion about the translation technique on opting out of the maxim carried out by Purwaningsih (2017).

Research about translation had also been conducted in various genre of text such as an advertisement, tourism brochure, economics textbook, news item, and children story. Such researches were conducted by Hilma (2011), Geriansyah (2013), Lestyanawati et.al. (2014), Maisa (2014) and Karnedi (2015). Moreover, the translation of speech and the movie's subtitle became the object of the study that was discussed by some researchers as Sutopo (2012), Hastuti (2015), Nur'azizah (2015) and Nuraisiah (2017).

According to several studies about translation above, they are relevant to my present study. Therefore, they can be used as references or guidance for this study. However, from more than thirty studies above, the discussion about translation

produced by students only three studies. So, this study discussed more the translation product by the students.

The third discussion of previous studies is about translation errors. Simatupang and Galingling (2012), Gunawan and Rini (2013), Rahmatillah (2013), Burliani and Winiharti (2016), Hartono and Priyatmojo (2016), Ismail and Hartono (2016), Yuliasri (2016), Napitupulu (2017) and Salam et.al. (2017) conducted the research about translation errors. They classified the type of errors in various typologies. For examples, Hartono and Priyatmojo (2016) divided the type of errors, namely mistranslation into the target language, addition, word choice, too free translated, too literal, grammar, punctuation, and spelling. They discussed the errors in soft drink product labels. Yuliasri (2016) presented the common linguistic errors made by the students in translating from Indonesian to English. The linguistic errors include diction, technical terms, noun phrase, word class, gerund, number (singular/plural), collocation, parallelism, subject-verb agreement, wh-clause, double predicate, voice (active/passive), and fragment (no predicate). Napitupulu (2017) had also conducted research on translation errors. The result was that there are five types of error in the Indonesian-English translation of abstracts produced by Google Translate, namely lexicosemantic error, tense error, preposition error, word order error, distribution and use of verb group error, and active and passive voice error.

Besides, Ambawani (2014), Cahyani et.al. (2015), Tandikombong et.al (2015) and Kamil et.al. (2018) focused their studies only on the grammatical errors in translation. They also classified the type of grammatical errors in various

typologies. For example, Ambawani (2014) conducted a research on the grammatical errors of Indonesian-English translation of abstract by Google Translate. The grammatical errors are categorized based on surface strategy taxonomy by Dulay et.al.(1982) namely omission error, addition error, misformation error, and misordering error. Another research conducted by Tandikombong et.al (2015) was aimed at describing the grammatical errors made by the fourth-semester and the sixth-semester students in translating Indonesian into English. There are eight types of translation error; verb, noun, conjunction, pronoun, adjective, adverb, article, and preposition.

On the other hand, Aveling (2003) conducted a research on the mistakes in translation. Pelawi (2009) did research on the semantic and pragmatic aspect of translation. Priyono (2005), Hartono (2012) and Diati (2016) carried out their research on the lexical case of translation. While Utami (2017) identified types of translation errors and found out the sources of errors (interlingual and intralingual errors) in Indonesian-English translation by the students. The findings showed that the types of grammatical errors made by the students in their translation were three types, namely global errors, local errors, and other errors.

In conclusion, from the discussion of previous studies above, the study which discusses the translation errors on the students' Indonesian-English translation product seen from ATA's Framework for Standard Error Making has not been done before. Therefore, this study is important to be implemented. Thus, the researcher conducted research about the translation errors seen from ATA's Framework for Standard Error Making.

2.2 Theoretical Review

1. Translation

There are some experts who define translation. Bell says that translation is the expression in another language (target language) of what has been expressed in another source language, preserving semantics and stylistics equivalences (1997). In line with the definition, Catford, as quoted by Widyamartaya (1993), gives a definition of translation as follows: “translation is the replacement of textual material in one language (the source language) by equivalent textual material in another language (the target language). We can see that the equivalent is the essential thing in translation. The content, meaning, message of both source language and target language must be equivalent.

Furthermore, Newmark (1991) states that translation is a craft consisting of the attempt to replace a written message or in one language by the same message or statement in another language. He focuses on a replacement process of a message or material from the source language into the same message or material in the target language. He also distinguished some essential characteristics that any good translator should have: reading comprehension ability in the foreign language, knowledge of the subject, sensitivity to language (both mother tongue and foreign language) and competence to write the target language dexterously, clearly, economically and resourcefully. Since translation is a highly complicated process, it requires rapid multi-layered analyses of semantic field, syntactic structure, the

sociology and psychology of reader or listener responses, and cultural difference. The translator should have reading comprehension ability in one foreign language and good formation of reading habit in one foreign language. A translator also should have not only intelligence, sensitivity, and intuition but also knowledge. Newmark (1988) states that “translation is rendering the meaning of a text into another language in the way that the author intended the text” (as cited in Hartono, 2017, p.10).

The other definition is stated by Bassnet and Guire (1991). They say that translation is the substitution of target language meaning from source language meaning through linguistics studies and the target language culture, the essence of translation lies on meaning.

Hatim and Munday (as cited in Munday, 2009) define translation as the process of transferring a written text from source language to target language, conducted by the translator(s) in a specific socio-cultural context. It is cognitive, linguistic, visual, cultural and ideological phenomena.

To sum up, translation can be explained as the process of analyzing a source language text to find the target language meaning; reproducing equivalent message from the source language into the target language.

2. Translation competences

In making a good translation product, a translator must have some competences. Pym (2011) defines translator competence as the knowledge, skills, and attitudes that are needed to become a translator such as declarative knowledge (knowing that) and operational knowledge (knowing how).

Meanwhile, as PACTE (2003) cited in Albir (2005), translation competence is considered to be the underlying knowledge system needed to translate and has four distinctive characteristics namely: it is expert knowledge and not possessed by all bilinguals; it is basically procedural knowledge (and not declarative); it is made up of variously interrelated sub-competencies; and the strategic component is very important. Translation competence (TC) is made up of five sub-competencies and physiological components. The sub-competencies are bilingual sub-competence, extra-linguistic sub-competence, knowledge sub-competence, instrumental sub-competence, and strategic sub-competence. Moreover, Angelelli (2009) cited in Sundari & Febriyanti (2016) constructs the components of translation competence, such as grammatical competence including vocabulary, morphology, syntax, and grapheme; textual competence; pragmatic competence including illocutionary and sociolinguistic; and strategic competence.

3. The Comparison of Professional and Student Translators' Competences

Carl and Buch-Kromann (2010) have conducted research that compares the translation behavior of student and professional translators, then correlates it with the translation quality. Based on the research, some of the conclusions are as follows:

- a. Student translators use more time for skimming than professional translators.
- b. Professional translators use more time for post-editing than student translators.

- c. Students and professionals produce equally accurate translations.
- d. Professional translators produce more fluent texts more quickly than students

Furthermore, their study shows that for the texts in the experiments, non-professional translators (bilingual students and translation students) can reproduce the source text meaning in their native target language just as well as professionals. They need approximately 15% more time than professional translators but do not reach the same degree of fluency. Professionals work in a more structured manner, postponing revisions to a post-editing phase, while student translators revise their translations during the drafting phase.

Meanwhile, Rosa et.al (2018) compare student translators and professional translators in term of pauses in the translation process. A pause in the translation process is the indicator of cognitive processing, and the heavier the cognitive load was, the more pauses would be taken. Any break in the writing process during the translation process is categorized as pauses. In addition, studying pauses also reveals the characteristics of the student and professional translators in doing revisions while translating the text. Based on the research finding, it is concluded that the student translators preferred to do revisions simultaneously with drafting, while the professional translators allocated a special time duration for revisions.

4. Translation errors

An error is a deviant structure from the standard language reflecting the language ability of the learner (Brown, 1980). It is a systematic deviation when

a learner has not learned something and consistently gets it wrong; it is a systematic deviation from the norms of the target language being learned (Corder, 1987 cited in Nuril, 2014, p. 10). Funder (1987) states that an error is a judgment of an experimental stimulus that departs from a model of the judicial process. If this model is normative, then the error can be said to represent an incorrect judgment (as cited in Hartono and Priyatmojo, 2016). Hatim and Mason (1997, p. 203) define translation errors as significant (unmotivated) mismatches of denotational meaning between source and target text (subdivided into omissions, additions and substitutions); and (2) breaches of the target-language system (e.g. orthography, grammar). Hansen (2010) concluded that translation errors occurred because something has done wrong during the transfer and movement from the source text to the target text. According to Hartono (2017), an error is something that is unconsciously or unintentionally done wrong. Based on the explanation above, it can be inferred that translation error is a systematic deviation that is unconsciously or unintentionally done in translation.

A more specific classification of errors is proposed by Selinker in Richard (1974) by which errors can be categorized into five types: language transfer, transfer of training, strategy of second language learning, strategy of second language communication, and overgeneralization. In translation error classification, however, Melis & Albir (2001, p. 208) suggest that the main questions that need to be considered are the following:

- (1) The difference between errors relating to the source text (opposite sense, wrong sense, nonsense, addition and suppression) and errors relating to the target text (spelling, vocabulary, syntax, coherence and cohesion);
- (2) The difference between functional errors and absolute errors;
- (3) The difference in individual translators between systematic errors (recurrent) and random errors (isolated); and
- (4) The difference between errors in the product and errors in the process.

The types of translation errors used in this research are based on ATA's Framework for Standard Error Making (ATA, 2017). There is the explanation of error categories:

1. Addition: (A): An addition error occurs when the translator introduces superfluous information or stylistic effects. Translators should generally resist the tendency to insert "clarifying" material.
2. Ambiguity: (AMB): An ambiguity error occurs when either the source or target text segment allows for more than one semantic interpretation, where its counterpart in the other language does not.
3. Capitalization: (C): A capitalization error occurs when the conventions of the target language concerning upper and lower case usage are not followed.

4. Cohesion: (COH): A cohesion error occurs when a text is hard to follow because of inconsistent use of terminology, misuse of pronouns, inappropriate conjunctions, or other structural errors.
5. Diacritical marks / Accents: (D): A diacritical marks error occurs when the target-language conventions of accents and diacritical marks are not followed. If incorrect or missing diacritical marks obscure meaning (sense), the error is more serious.
6. Faithfulness: (F): A faithfulness error occurs when the target text does not respect the meaning of the source text as much as possible.
7. *Faux ami*: (FA): A *faux ami* error occurs when words of similar form but dissimilar meaning across the language pair are confused. *Faux amis*, also known as false friends, are words in two or more languages that probably are derived from similar roots and that have very similar or identical forms, but that have different meanings, at least in some contexts.
8. Grammar: (G): A grammar error occurs when a sentence in the translation violates the grammatical rules of the target language. Grammar errors include lack of agreement between subject and verb, incorrect verb inflections, and incorrect declension of nouns, pronouns, or adjectives.
9. Illegibility: (ILL): An illegibility error occurs when graders cannot read what the translator has written.

10. Indecision: (IND): An indecision error occurs when the translator gives more than one option for a given translation unit.
11. Literalness: (L): A literalness error occurs when a translation that follows the source text word for word results in awkward, unidiomatic, or incorrect renditions.
12. Mistranslation: (MT): A mistranslation error occurs when the meaning of a segment of the original text is not conveyed properly in the target language.
13. Misunderstanding: (MU): A misunderstanding error occurs when the grader can see that the error arises from misreading a word, for example, or misinterpreting the syntax of a sentence.
14. Omission: (O): An omission error occurs when an element of information in the source text is left out of the target text. This covers not only textual information but also the author's intention (irony, outrage).
15. Punctuation: (P): A punctuation error occurs when the conventions of the target language regarding punctuation are not followed, including those governing the use of quotation marks, commas, semicolons, and colons. Incorrect or unclear paragraphing is also counted as a punctuation error.
16. Register: (R): A register error occurs when the language level or degree of formality produced in the target text is not appropriate for the target audience or medium specified in the Translation Instructions

17. Spelling: (SP) / (Character (CH) for non-alphabetic languages): A spelling/character error occurs when a word or character in the translation is spelled/used incorrectly according to target-language conventions.
18. Style: (ST): A style error occurs when the style of the translation is inappropriate for publication or professional use as specified by the Translation Instructions.
19. Syntax: (SYN): A syntax error occurs when the arrangement of words or other elements of a sentence does not conform to the syntactic rules of the target language. Errors in this category include improper modification, lack of parallelism, unnatural word order, and run-on structure.
20. Terminology: (T): A terminology error occurs when a term appropriate to a specific subject field is not used when the corresponding term is used in the source text.
21. Text Type: (TT): A text type error occurs when some component of the translation fails to meet specifications listed or implied in the Translation Instructions.
22. Unfinished: (UNF): A substantially unfinished passage is not graded. Missing titles, headings, or sentences within a passage may be marked as one or more errors of omission, depending on how much is omitted.

23. Usage: (U): A usage error occurs when conventions of wording in the target language are not followed. Correct and idiomatic usage of the target language is expected.
 24. Verb Tense: (VT): A verb tense error occurs when the translation includes a verb in the grammatically correct form (person, number, gender, etc.) but conjugated in a tense (and/or mood, aspect, etc.) that conveys a different meaning from the source text.
 25. Word form / Part of speech: (WF/PS): A word form error occurs when the root of the word is correct, but the form of the word is incorrect or nonexistent in the target language.
 26. Other Errors: For errors that do not clearly fit the descriptions above, use the Framework categories OTH-MT (for meaning transfer errors that change or distort the content of the source text) and OTH-ME (for mechanical errors).
5. Common Errors in EFL Students' Writing

Translation errors in Indonesian-English translation by EFL students of Indonesia are also influenced by their writing competences in English as the target language. In English writing, they are possible to make some errors that can be the errors in translation. According to Dulay, Burt and Krashen (1982), errors are categorized into four, namely linguistic category, surface category, comparative analysis, and communicative effect. Haryanto (2007) states that from the most frequent to the least, grammatical errors occur in verb patterns, the passives, concord or agreement, nouns,

tenses, and articles. The statement is based on his study to the EFL learners at Makassar State University. In addition, the study reveals that most grammatical errors were caused by two sources: first language interference and overgeneralization.

Furthermore, Hariri (2012) stated types of morpho-syntactical errors in students writing. The results of his study showed that the use of prepositions is the most frequent part of the students' errors and after that the use of articles. It is noticeable that the minimum frequency is related to errors in the use of relative clauses and relative pronouns and wrong use of verbs. More recently, Silalahi (2014) states that the top ten most common writing errors committed by the students were article, preposition, spelling, word choice, subject-verb agreement, auxiliary verb, plural form, verb form, capital letter, and meaningless sentences. According to some theories above, it can be inferred that grammatical category of writing errors is the most frequent errors made by EFL students.

6. Common Errors in EFL Students' Translation

Tandikombong et.al (2015) was aimed at describing the grammatical errors made by the fourth-semester and the sixth-semester students in translating Indonesian into English. There are eight types of translation error; verb, noun, conjunction, pronoun, adjective, adverb, article, and preposition. Another research conducted by Yuliasri (2016) presented the common linguistic errors made by the students in translating from Indonesian to English. The linguistic errors include diction, technical terms,

noun phrase, word class, gerund, number (singular/plural), collocation, parallelism, subject-verb agreement, wh-clause, double predicate, voice (active/passive), and fragment (no predicate).

7. Factors in the Translation Errors Making

In translation, the source text is also influencing the quality of translation product or translated text. There are some factors surround the source text and inside the source text which influences the translation quality and also the translation errors' making. According to Nord (1991) cited in Karnedi (2014), source text can be analyzed based on the two main aspects namely extratextual factor and intratextual factor. Extratextual factor consists of sender, intention, recipient, medium, place, time, motive, and text function. Intratextual factor including subject matter, content, presuppositions, text composition, non-verbal elements, lexis, sentence structure, and suprasegmental features. The following explanations according to Nord (1991) in Pobocikova (2012) are the elaboration of each factor.

a. Extratextual factors

1. Sender

The sender of a text is the person or institution who uses the text in order to convey a certain message to somebody else and/or to produce a certain effect.

2. Intention

Intention determines structuring of a text (what to mention and what to omit) and its form (e.g. the choice of a translated text type, non-verbal elements, etc.).

3. Recipient

A text recipient will particularly be the source text recipient followed by the translated text recipient. These two are different from each other at least in two aspects, cultural background, and linguistic community.

4. Medium

Medium can be defined as a vehicle which conveys the text to the reader. For examples, a film dubbing or even in subtitles and in a textbook.

5. Place

The dimension of place can be ambiguous because not everyone shares the same image when thinking about the term. The place stands not only for the place of production but also for the place of reception.

6. Time

The time dimension is important for the text analysis performed before every translation for two reasons, the first of which is generally applicable to literary texts rather than technical ones. Certain text types are linked to a particular period. Secondly, the

translator should consider, whether the information given in the source text is still valid.

7. Motive

The category of motive represents the reasons why a sender decided to establish communication with a recipient/s. This also includes the occasion for which the text was produced. The motive may signal conventions that will “guide the recipient’s expectations”.

8. Text Function

The text function can be described as the communicative function which a text fulfills in its concrete situation of production/reception. Two different types of translation are documentary and instrumental, may serve as an example of the connection between the text function and a translation.

b. Intratextual factors

1. Subject Matter

Subject matter is vital for the text analysis, in other words, the main topic of a text.

2. Content

Content is defined as the reference of the text to objects and phenomena in an extralinguistic reality and adds that such reference is generally expressed by the semantics of the lexical and grammatical structures.

3. Presuppositions

Pragmatic presuppositions are those implicitly assumed by the speaker, who takes it for granted that this will also be the case with the listener; such presuppositions usually refer to objects and phenomena of the source culture.

4. Text Composition

Text composition is the structuring of a text; whether it consists of several shorter texts or whether it is a part of a bigger text, etc.

5. Non-verbal Element

Non-verbal elements are various signs which do not belong to any linguistic code and which are used as supplements to them.

6. Lexis

It refers to the affiliation of a word to stylistic levels and registers, word formation, connotations, rhetorical figures, parts of speech, morphological aspects, collocations, idioms, addressing, selection of words, degree of originality, etc.

7. Sentence Structure

The following questions should be asked and answered related to the sentence structure. Is the sentence structure mainly paratactic or hypotactic? Are the sentences simple or complex? Are there any deviations from a functional sentence perspective? Does the text flow with syntactic figures of speech

such as aposiopesis (which may indicate certain presuppositions), parallelism, chiasm, rhetorical question, parenthesis, ellipsis, etc.

8. Suprasegmental Features

The suprasegmental features are those which do not fall into any of the previous categories of lexical or syntactical segments, sentences, paragraphs, etc. In writing, they are signaled by italics, spaced or bold type, quotation marks, dashes, parentheses, underlining, affirmative words (actually, in fact), emphatic evaluations (fantastic, great), clefts (It was John who...), ellipsis, aposiopesis, asyndetic enumerations (higher tempo), theme-rheme structures, selection of words, word order, onomatopoeia, and so forth.

2.3 Theoretical Framework

This research investigated translation errors which focus on the error's categories based on ATA Framework for Standardized Error Marking.

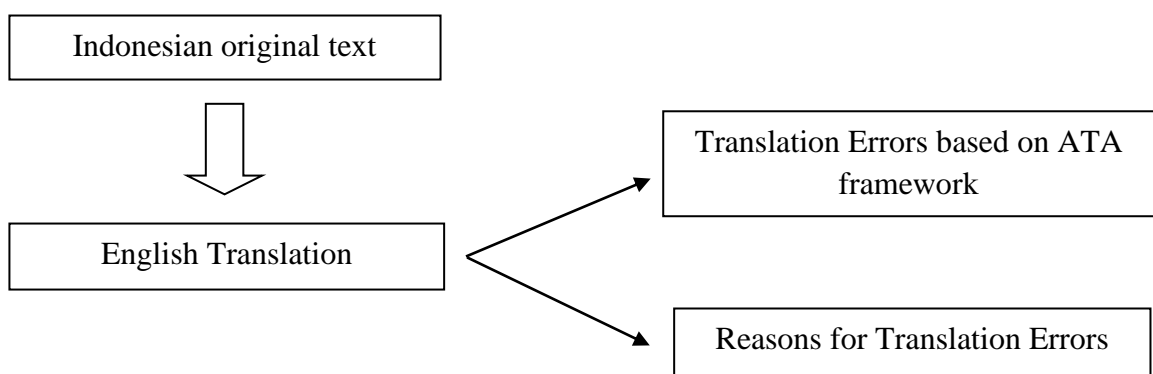


Figure 2.1 Theoretical Framework

CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter discussed the conclusions for this present study and suggestions for the future researcher and for English Education students.

5.1 Conclusions

There are 21 translation errors of 26 error categories based on the ATA's Framework for Standard Error Making by the students. The errors are addition, ambiguity, capitalization, cohesion, faithfulness, grammar, indecision, literalness, mistranslation, misunderstanding, omission, punctuation, register, spelling, style, syntax, terminology, unfinished, usage, verb tense, word form/part of speech, and other errors.

Furthermore, the three most prominent error categories made by the students are grammar, syntax, and faithfulness. Grammar becomes the highest category of translation errors which appeared 141 times found in the analysis. It is followed by syntax and faithfulness. Moreover, related to the factors influencing translation errors, the factors that highly influence the errors making were sender, intention, recipient, medium, time, motive, text function, and lexis. Then, the factors that quite highly influence the translation errors were place, subject matter, content, presuppositions, text composition, sentence structure, and suprasegmental features. Last, the lowest influence factor among others was non-verbal element.

The sixth-semester of English Education Department had learnt about grammar and syntax, but they have not expert yet about those materials. It can be said that their lack of knowledge became the factor of their errors making. Moreover, from the result of the questionnaire, mostly the factors influencing the errors were extratextual factors such as sender, intention, recipient, medium, time, motive, and text function. It indicates that they will seriously translate the text if the extratextual factors are suitable, but actually the extratextual factors when they translated the text being analyzed in this study is not suitable at all. One more factor that mostly influenced the translation errors based on the questionnaire was lexis. It means that their lack of vocabularies in English was also influencing the translation errors.

5.2 Suggestion

From the result of the study that the researcher has done, there are some suggestions that the researcher wants to offer especially to the students of English Education Undergraduate Program and the next researchers. They are as follows:

1. For the students of English Education Undergraduate Program

As the English Education students, they should be realized of their translation errors making. In this case, they can realize by doing more practice, peer correcting, and re-read the translation text. Moreover, they must understand the rules and culture of the target language to minimize the errors.

2. For the next researchers

The results of this study are expected to be used as a reference for developing similar research, especially on the English Education students' translation errors. The other researcher can develop the research using different categories of errors and the factors of making the errors.

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