ANALYSIS OF STUDENTS ERROR IN TRANSLATING
INDONESIANS SENTENCES INTO ENGLISH
(A Descriptive Research At English Department
of Fifth Semester in Muhammadiyah
University of Makassar)

A THESIS

Submitted to the Faculty of Teacher Training and Education Makassar
Muhammadiyah University in Part Fulfillment of the Requirement for
the Degree of Education in English Department

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MOTTO AND DEDICATION

MOTTO

Your career in your hand

(Hary)

DEDICATION

This Thesis is sincerely dedicated for my dearest parents, my beloved brother and sisters, my family, and my beloved friends.

ABSTRACT

Hary. 2018. **Analysis of Students' Error in Translating Indonesian's sentences into English (A Descriptive at the Fifth Semester Students of English Department in Muhammadiyah University of Makassar in the Academic Year 2018/2019**). Thesis of English Department. The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Nur Qalbi and Awalia Azis.

This research aimed to know the students' error in translating Indonesian's sentences into English at the Fifth Semester Students of English Department in Muhammadiyah University of Makassar in the Academic Year 2018/2019 and also to find out common error in translating Indonesian sentences into English in the Academic Year 2018/2019. The researcher applied descriptive because it is referred to describe the students' ability. And giving a test to collecting the data. The sample of this research was D class English Department which consisted of 30 students. The sample was taken by using purposive sampling technique. The research findings showed that in average the students 44% Shows the level of the difficulty in translating Indonesian sentences into English of wrong terminology and grammatical error. It can concluded that the fifth semester students in English Department at Muhammadiyah University of Makassar was less.

Key words: Student's Error, Translation.

ABSTRAK

Hary. 2018. **Analisis Kesalahan Siswa dalam Menerjemahkan kalimat Bahasa Indonesia ke Bahasa Inggris (Penelitian Deskriptif Semester lima Mahasiswa Jurusan Bahasa Inggris di Universitas Muhammadiyah Makassar pada Tahun Akademik 2018/2019).** Tesis Jurusan Bahasa Inggris. Fakultas Keguruan dan ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Nur Qalbi dan Awalia Azis.

Penelitian ini bertujuan untuk mengetahui kesalahan siswa dalam menerjemahkan kalimat bahasa Indonesia ke bahasa Inggris di Semester Kelima Mahasiswa Jurusan Bahasa Inggris di Universitas Muhammadiyah Makassar pada Tahun Akademik 2018/2019 dan juga untuk mengetahui kesalahan umum dalam menerjemahkan kalimat bahasa Indonesia ke bahasa Inggris di Tahun Akademik 2018/2019. Peneliti menerapkan deskriptif karena disebut untuk menggambarkan kemampuan siswa. Dan memberikan tes untuk mengumpulkan data. Sampel penelitian ini adalah jurusan Bahasa Inggris kelas D yang terdiri dari 30 siswa. Sampel diambil dengan menggunakan teknik purposive sampling. Temuan penelitian menunjukkan bahwa rata-rata siswa 44% Menunjukkan tingkat kesulitan dalam menerjemahkan kalimat bahasa Indonesia ke bahasa Inggris dengan terminologi yang salah dan kesalahan tata bahasa. Dapat disimpulkan bahwa mahasiswa semester lima di Jurusan Bahasa Inggris di Universitas Muhammadiyah Makassar kurang.

Keywords: Kesalahan siswa, Terjemahan.

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Makassar ,   2018

Hary

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CHAPTER 1

INTRODUCTION

A. Background

Language is an arbitrary system of articulated sounds made use of or by a group of human as a means of carrying on the affairs of their /society (Francis, 1958:13). Language is a system of arbitrary vocal symbol used for human language communication. It is believed that if there is no language, there will be no communication and world seem to die. By using language, people are able to learn many things. Its started from simple things to most complex one.

Translation is an activity which almost everybody can do. However, there is also a problem due to the translation. Rangkuti-Hasibuan in Suryawinata (2003:15) argues that there is acute problem of seeing translation. As an activity, she said that the main problem faced by the student of same level is translating from Indonesia into English lies on poor knowledge on English sentence patterns. It is caused by the lack of grammar and vocabulary.

Translation typically has been used to transfer written or spoken source language texts to equivalent written or spoken target language text. In general the purpose of translation is to produce various kinds of texts including religiously, literary, and philosophical text in another language and thus making them available to readers. If language just a classification for a set of general or universal concepts, it would be easy to translate from source language to a target language. But we know that there are many languages used in the world such as Indonesia, English, Spanish, and etc. And each language has different system of

vocabulary, grammar and pronunciation. The differences of the system above bring difficulties in communication. Example, Indonesian who never recognized the system of English will be difficult in doing communication with the people from English speaking countries. On the contrary, English people will also find the difficulties in communicating with Indonesian. In this regard, culler (1976) believes.

The meaning of the translation can be ambiguous if there are so many ungrammatical sentences and in appropriate vocabularies also relate to word of choice or diction. As we know, most of the students still have difficulties in doing translation from Indonesia to English. Most problems faced because of the lack of grammar knowledge and vocabularies, for example: in Indonesia"saya pergi ke sekolah kemarin", it can be grammatically translated into English "I go to school yesterday". This problem happened because they had lack of grammar knowledge. The correct sentence should be "I went to school yesterday" (past form).

Based on the evidence above, the researcher attempts to do a translation research which is focus on the effective use of grammar and vocabularies. Hence, the writer used the effective use of English grammar in student's translation which is formulated in the following topic *"Analysis of Students Error in Translating Indonesians' Sentences into English at the Fifth Semester Students of English Department in Muhammadiyah University of Makassar"*

B. Problem of the Research

Based on the background stated above, the problem of this research is that of fifth Semester English Department students of Muhammadiyah University of

Makassar. The problems of this research are formulated in the following questions:

1. What are the errors made by the students in the translation Indonesian sentences into English?

2. What are the most common errors committed by the students?

C. Objective of the Research

Related to the problem statements above, the objectives of the research are:

1. To find out the errors made by the students in the translation Indonesian sentences into English.

2. To find out the most common errors committed by the students.

D. Significant of the Research

The significances of this research were expected to provide some advantages for English teaching and learning process. The significances of this research are:

1. For the teachers, to provide information for English teachers, about the ability of the students.

2. For the students the subjects of the research, to find out the errors of the students in translation from Indonesia.

3. This research can be use as a source or reference for further research.

E. Scope of the Research

In collecting the data for this research, the researcher limits the problem to the analysis of students' error in translating Indonesian's sentences into English at

the Fifth Semester Students of English Department in Muhammadiyah University of Makassar. The researcher focuses on these types of translation errors: Grammatical Errors. In this part, the researcher discussed about omission singular-plural noun and wrong terminology in this part,the researcher discussed in specific context.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Research Findings

There are some researches studies about the translation. The researchers are various, either in general or in specific one. This happens because translation is a part of the subject studying particularly.

Rini Febriyanti, (2007) the previous study entitles " The contribution of tenses mastery in translating Indonesian text to English at the third year students of English education department of education and teacher's training faculty of state Islamic University Sultan Syarif Kasim Riau ". She found that here is a significant contribution of tenses mastery in translating Indonesian text to English.

Karmina, (2008) the previous study "The ability of the third year students of English Education of State Islamic University Sultan Syarif Kasim Riau in translating English into Indonesian". She is concluding that the students' ability in translating English text into Indonesian at the third year students of English education department of state Islamic university SUSKA Riau is in good level. Her research finding shows that the factors that influence the students' ability in translating are internal factor and external factor. They are: students' motivation, students' attitude, friend's influence and lectures'method in teaching.

The literature review was the research done by Sudartini (2009) entitled "The Question of Grammatical Equivalence in Translation", this research was carried out to determine grammatical equivalence occur in English-Bahasa Indonesia translation. The research was focusing on three aspect of grammatical

equivalence namely person (pronoun), tense and voice. In doing research, Siti Sudartini used eight books of social sciences together with the translation to collect data sources. In the end of the research, the writer found a fact that in order to find the equivalence; translators used numerous ways to translate those categories. Some of them were translated word-for-word, another was translated into different form (literal), and even the translator use technical devices such adding or eliminating.

Based on the opinion above, translation is changing or replace from source language to target language. The researcher can conclude that translation is one of important thing that can improve ability in translating are internal factor and external factor, and also the students can get more knowledge about translation.

B. Some Pertinent Ideas

1. The Nature of Translation

A translation has produce as nearly as possible message or statements of source language into target language. In other words, a translator should be able to transmit messages of source language as clear as possible into target language.

To translate ideas or message of the author words and context must go hand in hand appropriately. The use of word has to be somehow in accordance with the target language context into which the source language is ordinarily being translated. Conversely, the different context will surely determine. To reach the goal of translation, one must be good at

comprehending source and target language, searching and precisely equivalent source for target language.

Translation is a craft consisting in attempt to replace a written and or statement in one language by the some messages and statements into another language. Translation is basically a change of form. When we speak the form of a language, we are referring to the actual words, phrases, clauses, sentences, paragraphs etc.., which are spoken or written. These forms are referred to the surface structure of a language.

Translating a resource language and looking for it's equivalencies in receptor language is not as easy as people often think. It needs a specific skill. Besides, every language has certainly particularities that must be different from others. To be good translator, one should know the fundamental principle of translation, So translation sends a message or news from a source language into target language. The meaning should be similar.

Based on the definition above, it can be concluded that the translation could be defined as an activity of replacing or changing the form.

In another language literally and culturally. It means that translation does not only change the form of the language but also the content or the meaning of it.

a) English into Indonesian Translation

Either Indonesian into English translation or English into Indonesian translation has the same roles in business activity. Those forms can be in spoken or written translation. In some companies, the

written translation is needed in book keeping such as writing letters, reports, etc. Mean while, spoken translation is needed in public speaking such as seminar, workshop etc, in the application, some Indonesians still translate the text or sentence viewing from the word meaning in the dictionary. Look at the sentence below "take the medicine after meal" one of them translate the word "take" by " mengambil" in Indonesian. Actually, the word "take" is closest in meaning "minum." Here is the importance of sociolinguistic competence. The language is however a part of culture and the norms come from the nation which has the language.Another example is :

English (Source Language)	Indonesian language (Target Language)
Jhon and Sam are playing tennis at the court.	Jhon dan Sam adalah bermain tenis dilapangan.

Based on the example, the writer gives the conclusion that in translating into Indonesian, even though the translation result is not appropriate with what the source language really means, but it is still closed to it. The meaning of the target language (TL) is still understandable even not perfect.

b) Indonesian into English Translation

Basically, Indonesian into English translation and English into Indonesian translation are similar in the level of difficulty but some students comment that Indonesian into English translation is more

difficult. The low of translation ability of Indonesian students specifically and Asian students in general is influenced by the lacking of cross culture understanding and sociolinguistic competence. In term of translation, some students still use word - by word translation. Further, it is also called a lexical translation. The example is follows:

Indonesian Language (Source Language)	English (Target Language)
Paman Ismail sedang memakai kemeja putih.	Uncle Ismail medium shirt white.

In fact, in translation, the students must look some aspects such as lexical aspect, cultural aspect, contextual aspect, and etc. Thus, the mastery of these aspects is needed by students especially to be a good translator.

From the statement above, the writer concludes that in translating Indonesian into English, the target language does not represent the source language and cannot understand at all. The message of the source language is not received. There are mistake concerning with grammatical order, word choice and meaning. In short, the target language is not appropriate with what the source language really means, and most of the students still use word for word translation.

c) **The Process of Translation**

The process of translation is summarized under three processes:

1) Analysis is urgently required for finding out message to be translated and it comprises of grammar.

2) Transfer is attributed to how analyzes outcomes of source language to be transferred into target language.

3) Restructuring is deals with kinds and styles of language and the possible applicable technique for an intended style in translation.

There are four levels of translation process, they are

1) The source language text level, the level of language, where we begin and which we continually (but not continuously).

2) The referential level. The level of object and events, real orimaginary, which we progressively have to visualize and build up, and which is an essential part, first of the comprehension, then of there production process.

3) The cohesive level, which is more general, and grammatical, which traces the train of thought, the feeling tone (positive or negative) and the various presupposition of the source language text. This level encompasses both comprehension and reproduction. It presents an overall picture, to which we may have to adjust the language level.

4) The level of naturalness, of common language appropriate to the writer or the speaker in a certain situation.

After understanding the message and the structure of the source language, the next step is transforming the content, meaning and the message of the source language into the target language on

this step. The translator should be able to find the equivalent words of the source language with the target language.

Finally, when we want to translate in appropriate way, we should have knowledge about translation, such as: method, procedure, and process of translation. These will help students for translation achievement.

d. The Kinds of Translation

There are two main kinds of translation, one is form based and the other is meaning based. Form based translations attempt to follow the form of the source language and are known as literal translations. Meaning based translations make every effort to communicate the meaning of the source language text in the natural forms of the receptor language. Such translations are called idiomatic translation.

There are three kinds of translation as follows: Firstly, word for word translation is literal translation. Word for word translation is usually used by the person who starts translating for the first time. The result of this translation is difficult to understand because the errors of the translator in managing the words. For example: "you can use it only". Translated;" kamu dapat menggunakannya saja". Secondly, structural translation is one of the translation kinds that stress on the result scope of the translation. The process of changing the message of text from active to passive or passive to active is called structural translation.

For example: "they have been teaching us English for many years". Translated; kami telah mendapatkan pelajaran bahasa inggris dari mereka selama bertahun tahun". Thirdly, free translation or non literal translation is the dynamic translation, which has the goal to produce dynamic equivalence in target language. Dynamic equivalencies changing the message in original text to make the response of the readers or the hearers read and listen the translation like the original text.

So, the writer assumes that translation is not an easy process because it needs to find out the equivalent meaning or message in this source language to be transferred into target language. In other words, the foreign communities have their own language structure, culture, way of thinking, and way of expressing, the choice of word that should be used, but all these can be explained, and as last resorts, the explanation is the translation.

2. The Nature of Error

Learning something needs a process in which success will come by profiting some errors. Error is systematic deviation, when a student has not mastered something and constantly got wrong. Concerning the theory of errors, many linguists have technical definitions to identify the errors. Error is caused by lack of competence. Error is an act or condition of ignorantor imprudent deviation from a code behavior. Errors are systematic that the iroccurrence is in some way regular. In order to analyze errors in proper

perspective, it is crucial to distinguish errors from mistake. A mistake refers to performance errors, thatare a failure to utilize a known system correctly, and an error is a noticeable deviation from the adult grammar of a native speaker reflecting the interlanguage competence of the learner.

In the learning process of the target language, it is quite difficult todecide that the learners are trying to acquire the language incorrectly, called errors or mistake. If the learners do something twice or more wrongly called errors. Meanwhile, if the learners do the thing once wrongly and for the next is right, called mistakes. The distinction is strengthened by stated that mistake occurs if the learner fails to use a system correctly which actually has been known by them, this failure is caused by in convenience performance of the learners, but the learner will be able to correct it automatically. As a result, for next time, the learner will use a correct one. On the other hand, error occurs if the learners do not master the system completed yet, so in using that system they will use wrongly even though it is used twice or more. That failure is not able to correct by them. There are two causes of error, they are:

a. Interlingua errors are the error made by the learners because the characteristic of their native language or mother tongue interferes the language being learned.

b. Intralingua and developmental errors are the errors which reflect general efforts tolearn the second language, which shows, the development of learning techniques.

From the statement above, it can be concluded that there are two causes of the errors, the first, Interlingua error that is caused by learners' mother tongue on the production of the target language. Second, intralingua error that is caused over generalization, ignorance of the estriction and in complete application of rules.

3. The types of translation error

The type of errors made by the students in translating can be classified into some causes of errors. In analyzing the students' errors in translating English into Indonesian possible used ITR (International Translation Resources) Black jack classification, they are: wrong terminology, and grammatical error.

a. Wrong terminology

1) Definition of Terminology

Terminology is a word or compound word used in specific context. Terminology is the study of terms and their use. Terminology is also defined by context, the study of terms primarily concerned with organizing them by context in which they are used.

For example :   Budi and Ani are the best friend. Besides that, they also have strong chemistry.

Incorrect   :   Budi dan Ani adalah berteman baik. Disamping itu, mereka juga memiliki kimia yang kuat.

Correct : Budi dan Ani adalah berteman baik. Disamping itu, mereka juga memiliki hubungan perasaan yang kuat.

2) Terminology and translation

Besides specialists, translator and interpreters are also major users of terminology when they mediate communication between specialists.

Translation is a process aimed at facilitating communication between speakers of different language. Multilingual terminological activity Supports technical translation. Translation implies understanding the source and target language. This means, in turn, that technical translator must have some familiarity with the subject matter they are translating.

A good technical translation not only has to express the same content as the source text, but it also has to do so in the forms that anative reader of the target language would use. In the case of specialized translation, the reader will be a specialist in the field. As a result, good technical translators must choose the topic they want to work in and attain minimal competence in some specific field in order to certain the respect of the   content   and   form   of   two languages they work in.

To do their job translators depend on bilingual or multilingual vocabularies of the terms occurring in the text. This does not

mean,however, that translator does not prepare terminology themselves. On occasion they have to act as terminologists to find equivalents forthose terms that are not listed in the available vocabularies not in specialized data bank. Besides, the time constraints within which translator often have to work may not all them to hand the task over to a terminologist.

b. Grammatical Error

The translators make error in the structure of a sentence. Grammatical errors would be characterized as error dealing with grammar of the target language, including error of usage, collocation, syntax and tenses. Besides that, when translating English text or sentence the students omit singular to plural or plural to singular words.

For example : the students learn in the class every day.

Incorrect : murid belajar di kelas setiap hari.

Correct : para murid belajar di kelas setiap hari.

When a noun means one only, it is said to be singular. Example: boy, girl, book, church, box. When a noun means more than one, it is said to be plural. Example: boys, girls, books, churches.There are many rules to form singular to be plural they are:

1) The plural of nouns is usually formed by adding –s to a singular noun. Example: lamp - lamps, cat - cats, fork - forks, flower - flowers, pen - pens.

2) Noun ending in s, z, x, sh, and ch form the plural by adding es. Example: moss - mosses, dish - dishes, buzz - buzzes, church - churches, box - boxes.

3) Noun ending in y preceded by a consonant is formed into a plural by changing y to ies. Example: lady - ladies, city - cities, army – armies.

4) Noun en ng in y preceded by vowel form thei r plurals by adding s. example: boy - boys, day - days, toy - toys.

5) Most nouns ending in o preceded by a consonant is formed into a plural by adding es. Example: hero - heroes, motto - mottoes, buffalo.

6) May add s or es some nouns ending in f or ef are made plural by changing f or fe to ves. Example: beef - beeves, wife - wives.

English nouns can be classified as count (singular and plural) and non count. The singular form is used when considering the noun as a single item (count) or entity (non -count). The plural form is used when considering more than one of the same items. Non-counted nouns do not have a plural form.

In this research, the grammatical error used is focused on students make error to translate singular - plural form at the English sentences into Indonesian.

4. Factors that Influence the Students Errors in Translating English into Indonesian.

Factors that influence the student error in translating English into Indonesian cannot be separated with the factors that influence the

students in learning. There are two factors that influence the students in learning.

a. The internal factors that cover all one's selfness, and

b. The external factors that cover the outside of the one's selfness.

    1) Internal Factors

      a) Motivation

Students who have low motivation in learning will make their achievement low, because motivation is an essential factor to make teaching and learning more effective and efficient.

      b) Adequate time

By doing many discussions or exercises whether students are in the classroom or they are in their house. It will make them more able to master the materials.

      c) Attitudes

How good students' attitudes when they listen to the teachers' explanation about the material. It will influence their understanding and achievement in learning process.

      d) Intelligence

The success of students in their learning influenced by intelligence factor. By having good intelligence, it will make teaching and learning process more effective.

2) External Factors

a) Teacher

Teachers' factor and the way of teaching are important factor, which influence learning. Teacher's attitude, knowledge and also is teaching orientation also influence students' achievements.

b) Parents

The students who have support from their parents to study English will make them motivated in learning process. And students who have no support from their parents will make them have low motivation.

c) Peers

By having good peers, it will make a learning process more effective and efficient, so peer strategies will influence a success of the students in their learning process.

C. Conceptual Framework

```
                    ┌─────────────────────────┐
                    │       Translation       │
                    └─────────────────────────┘
                                 │
                                 ▼
                    ┌─────────────────────────┐
                    │ Analyzing the source text│
                    └─────────────────────────┘
                          ╱           ╲
                         ▼             ▼
          ┌─────────────────┐   ┌─────────────────────┐
          │   Grammatical   │   │  Wrong Terminology  │
          └─────────────────┘   └─────────────────────┘
                         │             │
                         └──────┬──────┘
                                ▼
                    ┌─────────────────────────┐
                    │          Error          │
                    └─────────────────────────┘
                                 │
                                 ▼
                    ┌─────────────────────────┐
                    │      Reconstructing     │
                    └─────────────────────────┘
```
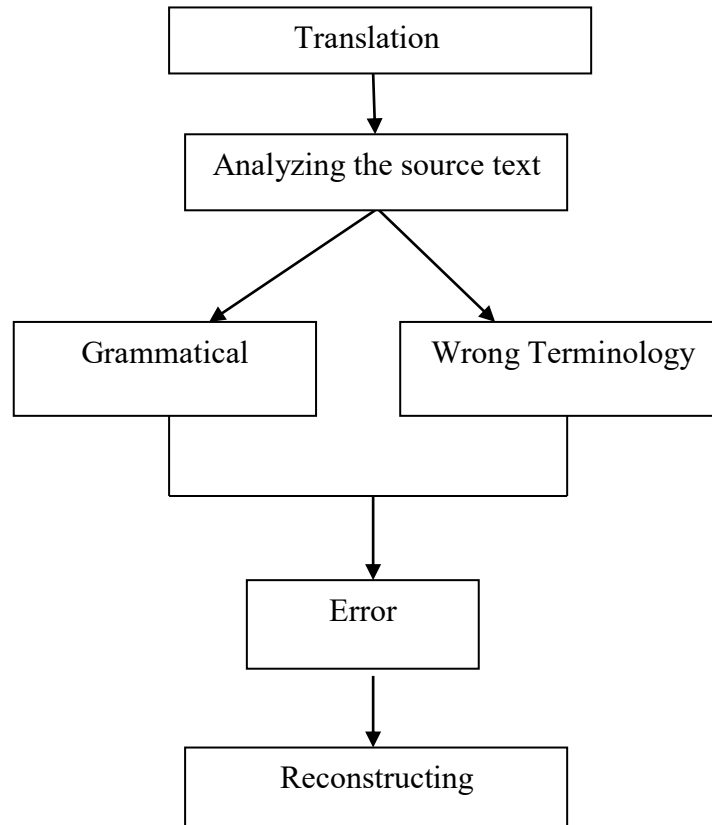
Figure 2.1 Translation Process

a. Analyzing the source text

Translation is always started by analyzing the text will be translated. To gain the meaning, the comprehension of linguistics and ekstralinguistiks elements of the text is needed. Linguistics elements deal with language element, while ekstralinguistiks relate to the element beyond language such as the culture and social context of the text. Analysis of linguistics element must cover at all level such as sentence, clause, phrase and word. By doing this, translators are expected to obtaining a complete understanding of meaning in the source text.

b. Transferring the meaning

It is about how to transfer the ST (Source Target) meaning into target form. In this level, translator must be able to find the equivalent of the source text. Nababan called this step as proses batin, because it only happens on the mind.

c. Reconstructing

The last is reconstructing. It is a process to reconstruct the ST Source Target) into a target language form. This new arrangement must be easily understood by the target language reader. The use of language style must be conformed to kind of translated text as well.

CHAPTER III

RESEARCH METHOD

In this part, the researcher explains about research design, population and sample, instrument of the research, data collection method, and technique of data analysis.

A. Research Design

In this study the researcher wants to get the information about "Analysis of Students Error In Translating Indonesians' Sentences Into English at Fifth Semester of Universitas Muhammadiyah of Makassar ". This research design belongs to descriptive study.

In this case the researcher will use the design descriptive qualitative. Descriptive research is studies are designed to obtain information concerning the current status phenomena. In qualitative research, there is little or no statistic.

This research includes the type of case study using descriptive qualitative method. Case study has the characteristics as stated by the experts as a study that is conducted intensively, detail and depth toward an organization, institution or certain phenomenon. Case can be an individual, an institution or a group considered as a unit in the research. Correlating to the explanation, this research was a case study because of its characteristics. This study attempts to explore certain information about a phenomenon or case of a subject. The case of this research is the Analysis of Students Error In Translating Indonesians' Sentences Into English at Fifth Semester of Universitas Muhammadiyah of Makassar.

B. Population and Sample

   1. Population

      Population is a set (or collection) of all elements possessing one or more attribute of interest. It means population is a number of individuals which have at least one characteristic in common.

The population of this study is the fourth semester students of the English Department of Teacher Training and Education Faculty, in Muhammadiyah University of Makassar. The number of students are 327 students Academic year 2018/2019.

   2. Sample

      Sample is part of the whole population from which the researcher takes the data. That sample is the reflection of the population so that it should reflect all characteristics of the population.

In this research, the researcher uses 30 out of the 327 students of the fifth semester of English Department of Teacher Training and Education Faculty, in Muhammadiyah University of Makassar Academic year 2018/2019 as the sample of the research.

C. Instrument of the Research

      In this study, the researcher uses a test as the instrument of collecting data. A test is a systematic procedure of observing one's behavior and describing it with the aid of numerical device and category system.

The data will be collected through written test (translation test). In this research the students will be asked to translate some of simple sentences from

Indonesian into English based on types of translation error. There were two types of translation errors that should be translated by the students, they were "wrong terminology", "grammatical error especially omission singular - plural". Each type consisted of five items. Therefore, the total number is 10 items. The test was also aimed to find out and analyze what types of translation errors the students tend to make errors in translating Indonesian into English. The results of the test are taken as the data of this research.

In order to measure the appropriateness of the test instrument, the writer uses validity test. A test is considered a good test if it has validity. A test is valid if the items of the test can be used to measure what must be measured. In this research, the writer uses content validity. Nana Sujana (1998: 23) says that a test constructed with content validity does not need be tried out. So, the writer does not need try the test out to measure the validity and the item analysis of the test. The results of test is analyzed by using the following percentage system:

$$P = \frac{f}{n} x \ 100\%$$

Which:

P : Percentage

F : Frequency

N : Number of sample

100 % : Constant value

Rushansah (2013) classified the level of students' ability in translation, she divided it into four level, namely:

Table 3.1
Level Mastery

Scale	Categories
80% - 100%	Excellent
60% - 79%	Very Good
55 - 59%	Good
0% - 49%	Less

D. Data Collection Method

For data collection, the researcher used test as instrument method. The researcher give test for the sample that consist of 10 closed-ended questions, the researcher give 60 minutes for the students to answer the question based on their own think. In gathering the data, the researcher uses the following procedures:

1. The researcher gives test to the sample of the research.

2. The researcher collects the paper.

3. The researcher analyzes the data.

4. The researcher classifies the answers based on the questions.

5. The researcher does the data and make conclusion.

E. Techniques of Data Analysis

After collecting the data do separation selectively adapt to problem raise in the study. After the processing is done with the editing process, by recheck the data obtained the data, whether the data is good enough and can be quickly

prepared for the next process. A systematic and consistent that the data obtain, contain in a draft concept was made into a primary basis in providing analysis.

The data from interview are analyzed in three steps :

1. collect the data which to be analyze

2. classify the answer based on the test

3. the transcript is condensed into briefer statements in which the main sense of what is said is rephrased in a few words

4. the data would be percentage and categorized by using data analysis with regard to the research questions. The problems faced by the students, the possible causes of problems based on their work. From the data of test, the researcher use likert scale as a measure of data.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the results of the study are presented. The chapter was divided into two main sections, they are findings of the research and the discussion of the research. The findings presented the result of data analysis collected through a test about Analysis of Students Error In Translating Indonesians' Sentences Into English at Fifth Semester of Universitas Muhammadiyah of Makassar based on terminology and grammatical error. The discussion deals with the interpretation of the findings in the research.

A. The Findings

After conducting the research, the researcher obtained the data; the result of the test. The result present the interpretation as follow:

and make some calculation, the researcher shows the errors made by the students in translating Indonesian into English as follows:

1. The Students' Error in Translation

The research finding of error made by the students in translating Indonesian into English are interpreted by the table below:

Table 4.1

Errors made by the students in translating Indonesian into English

NO.	Students Name/inisial	Wrong Terminology	Grammatical
1.	W	2	2
2.	U	2	2
3.	E	3	2
4.	A	3	3
5.	K	3	2
6.	N	2	2
7.	J	5	3
8.	S	3	3
9.	A	4	3
10.	S	4	3
11.	A	5	4
12.	N	3	3
13.	A	4	4
14.	S	3	3
15.	I	2	3
16.	I	3	3
17.	M	3	4
18.	H	4	3

19.	Y	4	2
20.	J	4	3
Total		**66**	**57**

The table above present the score of the students error translating Indonesian sentence into English. The students in translation based on the students personal total score.

2. **The Percentage of Errors Made by Students in Translating English Sentences into Indonesian.**

Table 4.2

The percentage of the errors made by the students to translate . English sentences in wrong terminology.

Wrong Terminology			
No.	**Number of test Items (I)**	**Number of students Error (E)**	**Percentage (D)**
1	1	14	46 %
2	2	13	43 %
3	3	13	43 %
4	4	12	40 %
5	5	14	46 %
Total	**5**	**66**	**∑D = 44 %**

The average level of the students' errors in wrong terminology from the data of the table above is:

$$D = \frac{E \times 100\%}{N \times I}$$

$$= \frac{66 \times 100\%}{30 \times 5}$$

$$= \frac{66 \times 100\%}{150}$$

$$= 44\%.$$

From the table above, it is found that the level of difficulty in translating English sentences into Indonesian in "wrong terminology" was 44%. It means that the students find it difficult to translate it because it was lower than 50%. In other words, they always make errors in translating this type.

Table 4.3

The percentage of the errors made by the students to translate English Sentences based on grammatical error (omission singular><plural)

Grammatical error (omission singular><plural)			
No.	Number of test Items (I)	Number of students Error (E)	Percentage (D)
1	6	9	30 %
2	7	17	56 %
3	8	10	33 %
4	9	9	30 %
5	10	12	40 %
Total	5	57	∑D = 38 %

The average level of the students' errors in grammatical error from the data of the table above is:

$$D \quad = \quad \frac{E}{N \times I} \times 100\%$$

$$= \quad \frac{57}{30 \times 5} \times 100\%$$

$$= \quad \frac{57}{150} \times 100\%$$

$$= \quad 38\%.$$

From the table above, it was found that the level of difficulty in translating English sentences into Indonesian based on grammatical error was 38%. It means that the students find it easy, because it was less than 40%. In other words, they seldom make errors in translating this type.

Table 4. 4

The total number of the errors made by the students in translating English sentences into Indonesian of wrong terminology, grammatical error (omission singular><plural).

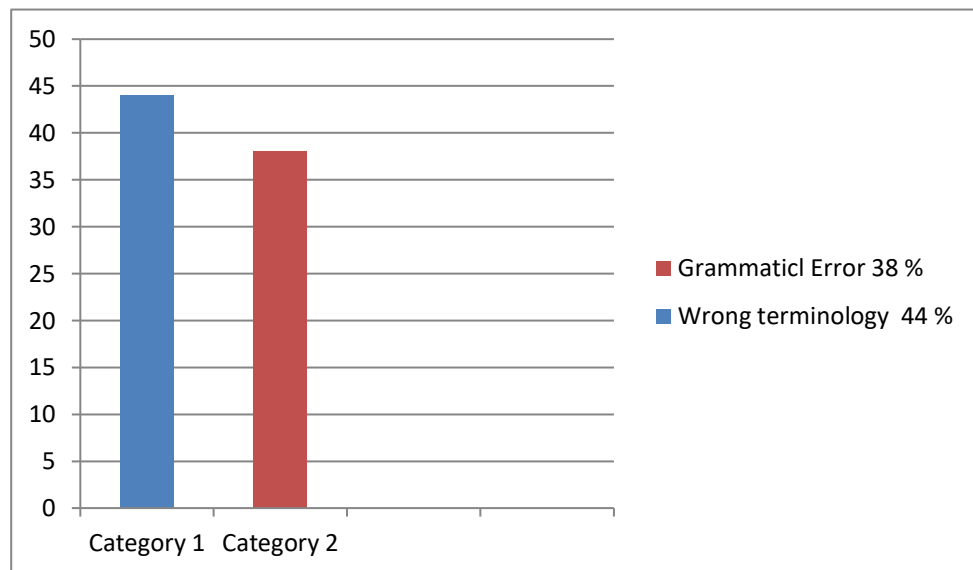| No.	Types of translation	Frequency	Percentage
1.	Wrong Terminology	66	44%
2.	Grammatical error (omission singular-plural)	57	38%

Table 4.4 above shows the level of the difficulty in translating Indonesian sentences into English of wrong terminology, grammatical error. The students translate the sentence in wrong terminology was smaller than 40%. It should be noticed that some students get difficult to translate in this type. It means that the students often make errors to translate in this type. In other word, the common errors do by the students in translating Indonesian sentences into English was at incorrect terminology type. The students translate the sentence in grammatical error was smaller than 40%. It shows that the majority of the students find it easy to translate in this type. It means that the students rarely make errors to translate in this type.

B. Discussion

From the research finding, it could be discussed that students can not avoid the error when translating the text especially in indonesians into English. There were stiil confused in using kinds of the right grammar and wrong terminology in their translation.

Based on data analysis, it found about 123 errors in student's translation. There are 66 (44%) wrong terminology, 57 (38%) grammatical error. The biggest number of errors made by students is wrong terminology. It meant that the students still get confused in using the right grammar.

These are example:

1. Error in using singular to plural or plural to singular words.

   For example   : the students learn in the class every day.

   Incorrect   : murid belajar di kelas setiap hari.

   Correct   : para murid belajar di kelas setiap hari.

   Based on the students translation above, the word was right, When a noun means one only, it is said to be singular. Example: boy, girl, book, church, box.

2. Error in using Terminology specific context.

   For example :   Budi and Ani are the best friend. Besides that, they also   have strong chemistry.

Incorrect   :   Budi dan Ani adalah berteman baik. Disamping itu, mereka juga memiliki kimia yang kuat.

Correct   :   Budi dan Ani adalah berteman baik. Disamping itu, mereka juga memiliki hubungan perasaan yang kuat.

Based on the students translation above, the word was right but the word strong chemistry that mean was specific context.

Based on the test above, it can be concluded that many factors in fluencing students' errors in translating Indonesians sentences into English . Those factors are coming from internal factors and external.

The factors are described below:

1. Internal factors

a. Some of the students have limited time and vocabulary.

b. Some of the students do not have variety of dictionary.

c. Some of the students get difficult to use appropriate word based on the context.

d. Some of the students do not motivate in learning English, and do not interest to translate English text or sentence.

e. Some of the students do not master about the English material

f. Some of the students do not pay attention to the teacher's explanation.

2. External factors

a. Some of the students do not enjoy the class because the teacher's method is not interesting and monotonous.

b. The class condition does not support the teaching and learning process, because some of the students in the classroom make a noise.

c. Some of their parents do not help the students in learning English.

From the explanation above, the researcher makes conclusion that collaboration among parents, teachers, environments and students are absolutely important. If it runs well, the purpose of teaching and learning is going to be reached.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to draw conclusion from what have been discussed in the preceding chapters, and to recommend some suggestions concerning with students error In Translating Indonesians' Sentences Into English at Fifth Semester of Universitas Muhammadiyah of Makassar.

A. The Conclusion

Research findings aboutcommon errors in translating English into Indonesian that the students still confuse and difficult to use the word that suitable the meaning with the context. In other words, the students still error intranslanting the terminology.

1. The result shows that the score of error in terminology type higher than the grammatical. It was because that the internal factors like the students did not have enough vocabulary to translate, the students were not have interested in translating Indonesian into English, and the limited time that have given by their teacher.

2. Besides that, the students affected by external factors like, the students did not feel comfortable and enjoy in the class because of noise and method used by the teacher were not interest, and also the students were not supported by their parents and family in learning english.

B. Suggestion

1. **Suggestion for the Teacher**

    The writer hopes to English teacher to choose the effective method to increasestudents' translation ability. Related to the result of theresearch, the researcher offers some suggestions as follow:

    a. Based on the result of the research, translation can give the students chance to apply their understanding the meaning of the words. Therefore, the students are able to show their ideas or opinions intranslating.

    b. It suggested that English teacher can adopt and apply this method in order to improve the students translating ability. The English teacher should explain clearly about the material. Then the students must be trained to apply the material through translation method.

    c. The teacher should explain the lesson in different ways, such as grammar translation method, give a translation task, and by using some media like picture, card an etc. So that the students are not bored in studying English. The teacher need to give correction on their errors in translating Indonesian sentences into English, so that they know the correct ones.

2. **Suggestions for the Students**

    a. In order to improve the students ability in translation, the students firstly must understand and comprehend the context of the written text overall. This ability is also supported by the student's ability in using

various dictionaries and in searching the appropriate term that was suitable to the word, which would be translated.

b. The students should be encourage themselves to learn the vocabulary as much as possible because the vocabulary is the most important aspect in improving the translation skill and also in language skills such as speaking, reading, listening, writing.

c. The students should have to improve their skill in grammatical and comprehensive reading. The researcher also suggest to students that to be aware of kind of errors commonly committed by them in translating the English written text to English language, so in other chance, the errors will not happen anymore.

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Appendix 1

RESEARCH INSTRUMENT

Name :
Nim :
Class :
Semester :

Please translate sentences below into English !

1. Saya memiliki prinsip yang luar biasa.

2. Cuaca bisa mempengaruhi suasana hati kita.

3. Aku tau bahwa mereka bosan dengan film ini.

4. Dia disarankan untuk menurunkan setidaknya 20 persen.

5. Cuaca bisa mempengaruhi suasana hati kita

6. Para murid belajar di kelas setiap hari.

7. Ibuku memetik banyak tomat di kebun.

8. Pak Joan membeli banyak jeruk dan apel yang manis untuk keluargaku.

9. Istri-istri mereka memasak di dapurku.

10. Para supir mengendarai angkot dengan hati-hati.

Wrong Terminology

NO.	Indonesia (Source Language)	English (Target Language)
1.	Saya memiliki prinsip yang luar biasa	I have an amazing principal
2.	aku tau bahwa mereka bosan dengan film ini.	I know that they are boring with this movie
3.	Dia disarankan untuk menurunkan setidaknya 20 persen.	He was advice to lose at least 20 percen.
4.	Cuaca bisa mempengaruhi suasana hati kita.	The weather can effect our mood.
5.	Anggur putih melengkapi makanan laut untuk makan malam saya.	White wine compliment a seafood my dinner.

Singular to Plural

NO.	Indonesia (Source Language)	English (Target Language)
6.	Para murid belajar di kelas setiap hari.	The student learn in the class every day.
7.	Ibuku memetik banyak tomat di kebun.	My mother picks tomato in the garden.
8.	Pak Joan membeli banyak jeruk dan apel yang manis untuk keluargaku.	Mr Joan buy sweet orange and apple for my family.
9.	Istri-istri mereka memasak di dapurku.	Their wife cook in my kitchen.

| 10. | Para supir mengendarai angkot dengan hati-hati. | The driver drive the public transportation carefully. |

Appendix 2

Answer Key

1. I have an amazing principle

2. I know that They are bored with this movie

3. He was advised to lose at least 20

4. The weather can affect our mood

5. White wine complements a seafood my dinner.

6.The student learn in the class every day.

7.My mother picks tomatoes in the garden.

8.Mr Joan buys sweet oranges and apples for my family

9. Their wifes cook in my kitchen.

10.The drivers drive the public transportation carefully.

Appendix 3

Appendix 4

CURRICULUM VITAE

Hary is a student of English Department of Muhammadiyah University of Makassar. He was born on October 12th, 1995 in Ujung Pandang. He is the third child of marriage between Herman and Hasni. He has 2 brothers (Hasrul and Hasril). In 2002, He started in Elementary School at SD Inpres Banta Bantaeng 1 Makassar, graduated in 2008. Then, he continued his study at SMPI Darul Hikmah Makassar and graduated in 2011. After that, he continued his Senior High School at SMK Tunas Bangsa Makassar and graduated in 2014. The same year, he was accepted as English Department Student of Faculty of Teacher Training and Education of Muhammadiyah university of Makassar. At the end of his study, he could finished his thesis in 2018 entitle *"Analysis of Students Error in Translating Indonesians' Sentences into English at the Fifth Semester Students of English Department in Muhammadiyah University of Makassar"*