

**ERRORS IN INDONESIAN TO ENGLISH TRANSLATION TEXT MADE
BY STUDENTS OF SMA NEGERI 13 PANGKEP**
(A Descriptive Research)



A Thesis

*Submitted to the faculty of teacher training and education
Makassar Muhammadiyah University in Partial Fulfillment of the Requirement
for the Degree of Sarjana Pendidikan*

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Yang Membuat Perjanjian

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Motto :

Something that has written for you will come to you.

It has own time. It has its own way to comes.

No matter what it will be yours. Just try your best and involve it.

Dedication :

I dedicate this to my beloved parents especially to My Dad and Mom, lecturers, friends, and also to myself who always give me support and advice without them it was almost impossible for me to complete my thesis.

ABSTRACT

Dwi Rizky Amalya. 2018. *Errors in Indonesian to English translation text made by the students of SMA Negeri 13 Pangkep.* (a descriptive research of the second grade students of SMA Negeri 13 Pangkep). Supervised by Ummi Khaerati Syam and Nunung Anugrawati.

The purpose of this research was to find out (1) The kinds of error in Indonesian to English translation text made by the students of SMA Negeri 13 Pangkep, and (2) The sources of error in Indonesian to English translation text made by students of SMA Negeri 13 Pangkep.

This research has descriptive quantitative research. The subject of this research was the second year students of SMA Negeri 13 Pangkep. The second year students consisted of five classes (105 students). The writer took 30 % as the sample, 30 students. The object of this research was errors in translating Indonesian to English text. The instrument of this research was test. The test was used to get data about the students' error in Indonesian to English translation text.

The result of this research showed that the students make error in Indonesian to English translation text, it found the kinds of error and the sources of error that made by students in translating a text Indonesian into English. The kinds of error were (1) Inversion of meaning students made about 65 error in text 1 and 68 error in text 2, (2) Omission of meaning made by students with 47 times occurrence and text 2 with 93 times occurrence, (3) Addition of meaning. The error made in text 1 with 78 times of occurrence and 62 error in text 2, (4) Deviation of meaning, students made error with 43 error in text 1 and 112 error in text 2. The sources of error made by students were (1) Morphological aspect, in translating a text students made errors. In text 1, students made error about 126 times of occurrence and 121 times of occurrence in text 2, (2) Lexical aspect, students made error with 424 error and then followed by text 2 with 350 error, and (3) Syntactic aspect, the error made by students about 425 error in text 1 and text 2 about 227 error. It can be concluded that second grade students who take Indonesian to English Translation at SMA Negeri 13 Pangkep were still making errors in translated texts and the dominant error that students made were lexical aspect.

Key words : Translation, Errors, Error in Translation, Kinds of Error, Sources of Error, Descriptive Research, Lexical Aspect.

ACKNOWLEDGEMENTS

In the name of Allah SWT, the most gracious and merciful, Praises belong to Allah SWT, the lord of universe, by his guidance and blessing the writer has completed this thesis entitled: “Errors in Indonesian to English Translation Text Made by The Students of SMA Negeri 13 Pangkep”, and Peace Be Upon Him to the greatest prophet Muhammad SAW.

This thesis is written and intended to fulfill of the requirement for the degree of Sarjana Pendidikan English Department of Faculty of Teacher Training and Education Makassar Muhammadiyah University.

The writer realizes that there are many weaknesses on this thesis. Therefore, constructions and suggestions are very needed to improve it. The writer would like to express her gratitude and sincere thanks to:

1. Dr. H. Abd. Rahman Rahim, S.E., M.M as a rector of Makassar Muhammadiyah University and all staffs who have dedicates their time to develop and increase this universitydevelopment.
2. Erwin Akib, M.Pd., Ph.D, the Dean of Teacher Training and Education Faculty and all staffs for their kindness and servicesduring my study.
3. Ummi Khaerati Syam, S.Pd.,M.Pd, the chairperson of English Education Departmentof Education and Teacher Training Faculty of Makassar Muhammadiyah University.
4. I am profoundly grateful to my supervisor or consultants, Ummi Khaerati Syam, S.Pd and Nunung AnugrawatiS.Pd., M.Pdas the researcher’s consultants who have give me their guidance, encouraged, motivated, and their patience for researcher to complete this thesis.
5. All of lectures of English Education Department who have give a suggestion and motivations. They have taught and transferred their knowledge during the researcher’s study.
6. My beloved Parents who have giving a meaning full and useful support, love, both material and spirits finishingthis thesis. You are the most amazing

persons anyone could ever know. My brother Farid and Wahyu thanks for your love and motivation.

7. The Headmaster of SMA Negeri 13 Pangkep Drs. Abdurrasyid, M.Pd thank you so much for your advice and support and all the students as sample in this research.
8. All of the teachers and the students in SMA Negeri 13 Pangkep especially for English teachers (Muh. Arif Yusuf, S.Pd., M.Pd and Sumarni, S.Pd) thank you so much for your help and participation in doing this thesis.
9. My academic advisor Drs. H. Nurdin, S.Pd, thanks for your advices.
10. My closed friends, Harmawati and Nurjannah thahir who is never bored to give me supports, advice, suggestions, and motivations in completing this thesis, thank you so much.
11. All of my classmates JETZ at BG J 2013, all friends cannot be mentioned one by one and all of my friends from A-J Class and also my friends in P2K for their remarkable helps and support. I always remember you all. Thank you so much.

Finally, the writer admits that this thesis is still far from being perfect. Therefore, comments, critics, and constructive suggestion are really needed and appreciated. My Allah Almighty the Lord of the Universe blessed them all.

Makassar, November 2018

Dwi Rizky Amalya

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CHAPTER I

INTRODUCTION

A. Background of Research

Translation is one of competences that is learned in English Language. Translation will help a student get many kinds of information which is available in English easily. Translation is a process to change a text in a language into another language which has equivalent meaning, so that the reader can catch the message from the source language in the form of target language.

Translation is one of the very important aspects in encouraging the foreign language in teaching and learning process. Translation are interrelated with other skills in English teaching and learning process, because it demands the translator to integrate the four skills, namely; listening, speaking, reading and writing.

Translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language (Newmark, 1987: 7). Bassnet (1991) explains that translation has a crucial role to play in aiding understanding of an increasingly fragmentary world. Without translation, people of across cultural background cannot build a communication well. Communication can be the daily communication, political communication, or trading communication. Without translation, the information available will not be known and used by the other people as it should be. As it is stated, translating is not translate the sentences

word by word, but get the idea of the text, often to analyze, or at least make some generalizations about the text before translate the idea into another language with the same idea.

Therefore, translation is important because it is a type of communication. We know translation is a communication activity that involves language. People who do not have the same language can be connected by translation, through translation they can understand any text that they read.

According to Ramelan (1994:4) that said, if someone wants to learn a foreign language, he will obviously meet all kinds of learning problems. It is true. One of the learning problems is making error in translate a text. The students faced many problem and get many errors in translating.

In translation, making error is a natural part of learning a language. It is clear that errors in translation are common in learning process. Errors arise because of the lack of knowledge of the norms of the target language (TL). Errors in translation are mostly resulted from the non-equivalence between the source and TLs.

According to the statement above, the student has to know and produce English fluently. As students that taught English, they not only can translate English into Indonesian, but also can translate Indonesian into English. Becoming a translator has to master both the source and target language. It feels difficult, but they have to do it for mastering English well. The process of translating is not as simple and easy as people think. Therefore, when translating a text as a student, firstly they must know the norm of process in

translating a text very well. They must know or master the set of rules in translation. When students translate the text they must concern with the set of rules in translation. The process of translating is not as simple and easy as people think. In other words, a translator should know things that the writer actually wants to get from his/her writing. The translation must similar or close to the target language, that can make the readers know the meaning of the translator's writing. It is important to make the translation as natural as possible between source language and target language. It makes the meaning of the original translation easily to understand. It is difficult for students to translate the text well, because student confused to translate like translate word by word or sentences or paragraph.

There is a problem of learning English especially translation that student faced. For example; *mereka selalu melewati jalan itu setiap hari* then student translates it into *they always passed that street everyday*. This is error in using verb phrase. The use of *always passed* in that sentence showed the error made by the student because they failed to transfer their native language to the target language. The words *always* and *everyday* mean that the event happens repeatedly in current time, so it must be in form of present tense. Therefore, the correct sentence must be *they always pass that street everyday* (Cahyani, Sari; Wijaya, Bambang; Arifin, Zainal, 2013).

Based on the example already stated by Cahyani, Wijaya, & Arifin, 2013, the writer realize students condition, and the writer assumed that the students' ability in translation is still low, especially the students' errors in translating

text from Indonesian into English. Therefore, it is very important to be analyzed the error that students made in translating a text and used written text as the instrument to find out errors that make by students. Consequently, the writer intends conducted a research entitled **Errors in Indonesia to English Translation Text Made by Students of SMA Negeri13 Pangkep.**

B. Problem Statement

Based on the problems above, the writer formulates the research problem that conducted, as follow;

1. What the kinds of error in Indonesian to English translation text are made by the students of SMA Negeri 13 Pangkep?
2. What the sources of error in Indonesian to English translation text are made by the students of SMA Negeri 13 Pangkep?

C. The Objective of Research

Based on the problem statements formulated above, the objectives of this research are;

1. To find out the kind of errors in Indonesian to English translation text made by the students of SMA Negeri 13 Pangkep.
2. To find out the source of errors in Indonesian to English translation text made by the students of SMA Negeri 13 Pangkep.

D. Significances of Research

This study expected to provide benefits such as;

1. Benefits for the Students

The result of this research expected to improve the students' ability in translating a text Indonesian to English, especially can provide information and insight to the students about the kind and the source of errors that actually they faced in translating a text.

2. Benefits for the Teacher

The writer expected that the research can give information to the teachers about many kinds and sources of error in translation a text. And it will become useful input to the teacher who teach translation, thus the teacher can make the result of this research as one their references to improve their strategy to teach translation.

3. Benefits for the Next Researcher

This research can be used as reference by the next researcher especially of the matter which related to this research.

E. The Scope of Research

In this research, the writer tried to find out the kinds and the sources of error in translation a text Indonesian into English. The kinds of error in translation divide into four categories namely inversion, omission, addition, and deviation. Sources of translation error divided into three terms name morphological, lexical, and syntactic. Both the kinds and sources of errors, and see the most common errors that students made.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

There are many researcher investigated about translation. The researchers are various, either in general or in specific one. This happens because translation is a part of the subject studying particularly, as the following:

Kurniawati (2015) in her study found that the thirty students' compositional works produce 326 errors which are grouped into two main categories, namely: lexical errors and grammatical errors. The two categories are then elaborated into components which have their own types those are misselection and misordering.

Krisetyawati (2010) in her thesis, we can see the result of this study indicates that there were a number of errors made in translating. After counting of errors, the writer found 355 errors made by the students or 39.44 % out of the possible errors (900). In this thesis we can see, there are four types of errors made by the students in translating English noun phrases into Indonesian. They are omission errors, addition errors, misformation errors, and misordering errors.

Safitri (2014) in her study found that the correlation between the students' past tense mastery and their ability in translating narrative texts. Therefore, the result showed that there was a significant correlation between the students' past tense mastery and their ability in translating narrative texts. And it is important

both for the English teachers and the students to realize one of the factors that give positive contribution to the students' ability in translating narrative text that is their past tense mastery.

Metha (2010) in his research on found that translation is a useful tool to learn grammar, syntax, and lexis in both source language (SL) and target language (TL). A word-for-word back-translation enables to highlight and understand the relationship between the two languages.

Navqy (2006) in his research propose to categorize the errors made into four broad types, namely (i) grammatical errors, (ii) mistranslations, (iii) localizations, and (iv) errors of inconsistency. Errors concerning grammar, mistranslation, and localization errors should be completely avoidable in any translation as they will render a translation unusable. Error of inconsistency should also be normally avoidable but it is possible that the novice may make them.

Based on the research above, the writer concludes that error in translation is possible happen when students translating a text. Therefore, the writer takes research to find out the errors in translation text made by students. The writer want analyze what the kinds of error that students make, the sources of the error and what are the common error that the students make in translating a text. So, the writer hopes with the research. It can help students in translate and to help teacher see error that makes by the student and they don't make a errors again in translate.

B. The Theoretical Framework

1. The Concept of Translation

The English word translation has been derived from the Latin word translation, which itself comes from trans-and-latum together meaning "a carrying across" or "a bringing across. In other words, it is the business of carrying across a message/written content from one text to another, from one person to another and from one language (source language) to a different language (target language). It can happen within the same language (from one dialect to another dialect or from one form to another) or between languages. It is best seen as a communication process where the transfer of a message/written content from one language into a new language takes place.

Translation consists of reproducing in the receptor language the closest natural equivalence of the source language message, first in terms of meaning and secondly in terms of style. (Nida and Taber, 1982;12)

In another, A translation is a text that is considered to be different from the original (the source text) but it is also a fact that the source text and the translated text are the same in terms of the sense they convey. It is often said that translation gives new clothes to a piece of writing by putting it in a different form. This interactive relationship between source and translation goes on in the hands of mature translators.

Therefore, translation is an interpretative process. The nature of translation depends upon the nature of the document. Translation of a technical or promotional document is easier and requires less skill and

expertise than the translation of a text of literature. The vocabulary, grammatical rules and the sentence structures would match with the nature of the document, the source language and the target audience. A successful translation satisfies the needs of the target audience, either in terms of suitable structures or forms or in terms of the appropriate transfer of meaning from the source text to the target text.

From explanation 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. The Kind 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. (Larson, 1984:5)

Based on Newmark: 1987, There are kinds of translation as follows:

a. Word-for-word translation

This is often demonstrated as interlinear translation, with the TL immediately below the SL words. The SL word-order is preserved and the words translated singly by their most common meanings, out of context. Cultural words are translated literally. The main use of word-for-word translation is either to understand the mechanics of the source language or construe a difficult text as a pre-translation process.

b. Literal translation

The SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problems to be solved

c. Faithful translation

A faithful Translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It 'transfers' cultural words and preserves the degree of grammatical and lexical 'abnormality' (deviation from SL norms) in the translation. It attempts to be completely faithful to the intentions and the text-realisation of the SL writer.

d. Semantic translation

Semantic translation differs from 'faithful translation' only in as far as it must take more account of the aesthetic value (that is, the beautiful and natural sounds of the SL text, compromising on

'meaning' where appropriate so that no assonance, word-play or repetition jars in the finished version. Further, it may translate less important cultural words by culturally neutral third or functional terms but not by cultural equivalents and it may make other small concessions to the readership. The distinction between 'faithful' and 'semantic' translation is that the first is uncompromising and dogmatic, while the second is more flexible, admits the creative exception to 100% fidelity and allows for the translator's intuitive empathy with the original.

e. Adaptation

This is the 'freest' form of translation. It is used mainly for plays comedies and poetry; the themes, characters, plots are usually preserved, the SL culture converted to the TL culture and the text rewritten. The deplorable practice of having a play or poem literally translated and then rewritten by an established dramatist or poet has produced many poor adaptations, but other adaptations have 'rescued' period plays.

f. Free translation

Free translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original, so called intralingual translation, often prolix and pretentious, and not translation at all.

g. Idiomatic translation

Idiomatic translation reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.

h. Communicative translation

Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

So, the writer assumed 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.

b. The Process of Translation

The process of translation can be defined as the activity of translation. The translation process usually is used by a translator as a guide in translating text from the source language into the target language. The process of translation is summarized under three processes (Nida, 1982):

- 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) go back to;
- 2) The referential level. The level of object and events, real or imaginary, which we progressively have to visualize and build up, and which is an essential part, first of the comprehension, then of the reproduction 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. (Newmark, 1987; 19)

So that, from statement above we can take a conclusion; after we 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.

c. Indonesia 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 those aspects is need by students especially to be a good translator.

From the statement above, the writer concluded about translating Indonesian into English text, 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.

2. The Concept of Error

The word “error” entails different meanings and usage relative to how it is conceptually applied. The concrete meaning of the Latin word “error” is “wandering” or “staying” unlike an illusion, an error or a mistake can sometimes be dispelled through knowledge (knowing that one is looking at a mirage and not at real water does not make the mirage (disappear). Also, an “error” is a deviation from accuracy or correctness, a mistake, as in action / speech. His speech contained several factual errors. Also, error is a moral offense wrong doing. Error is the condition at believing what is not true; in error about date (Yuliyanti, Rini; 2014)

Errors in learning is often to do, it is a normally thing to do in learning. It is commonly that make errors in learning foreign language. It will be help the learner to improving themselves with make some mistake or errors in learning.

In the learning process of the target language, it is quite difficult to decide 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 inconvenience 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 completely 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.

From the statement above, the writer can concluded the errors is the failures that use of foreign language ways in correctly which are caused by the lack of student knowledge in used language ways correctly. So that in learning, we must pay attention when give material and we must seriously in learnt something.

3. Errors in Translation

Error in translation can be caused by misunderstandings of translation brief or of content of the source target, by not rendering the meaning of the ST accurately, by factual mistakes, terminological or stylistic flaws, and by different kinds of interferences between ST and TT. Interferences are projections of unwanted features from one language to the other and from ST to TT. They occur because of an assumption of symmetry between the language and/or culture which may appear in same case (Hansen in Benjamins, 2010). Therefore, there is some the perception of constitutes a translation error as follow;

James (1998) states that there are four causes of errors: interlingual errors, intralingual errors, communication strategy-based errors, and induced errors.

1. **Interlingual errors** (Mother-tongue influence). These kinds of errors are influenced by the native languages which interfere with target language learning. It is seen as a process in which learners use their knowledge of the first language in learning a second language. Learners translate word by word idiomatic expressions, vocabulary and even the grammatical rules of the learners' first language into the second language. In contrastive analysis, it is believed that the type of errors made by the learners of the target language can be predicted and their causes can be determined. In order to prevent and eliminate these errors, Richards (1974) has given the following figures: Between 3-25 percent of all errors are errors of mother tongue influence and 75 percent of errors are 'non-contrastive' errors.
2. **Intralingual errors**: These types of error are caused by the target language (TL) itself. Apart from recourse to L1 transfer, the learners in ignorance of a TL form on any level and any class can do either of two things: either they can set about learning the needed item, engaging their learning strategies, or they can try to fill the gap by resorting to communication strategies. Learning strategies are used for code breaking while communication strategies are encoding and decoding strategies. Both types of strategy can be the source of error.

3. Errors caused by learning strategies include:

- a. **False analogy:** Learners assume that the new item B behaves like A: they know that “boy” (A) has its plural “boys” and assume that “child” (B) behaves like wise, so pluralizes to “childs.”
- b. **Misanalysis:** Learners form a wrong hypothesis. An example of this strategy occurs in: they are carnivorous plants and *its (ü their) name comes from. The false concept in operation here is that it is the pluralized form of it. A false concept is the result of the learners misanalysis the TL.
- c. **Incomplete rule application:** This is the converse of overgeneralization or one might call it under generalization as the learners do not use all the rules. They change or decrease the complicated rules to simpler rules as they aim at simplification rather than attempt to get the whole complex structure. An example is seen in the deviant order of subject and verb ‘be’ in: Nobody knew where* was Barbie (ü Barbie was). The learners have applied only two components of the interrogative formation rule: they have selected and fronted a wh-element (rule components 1 and 2), but have omitted to invert the subject and verb.
- d. **Exploiting redundancy:** This error occurs by carrying considerable redundancy. This is shown throughout the system in the form of unnecessary morphology and double signalling.

- e. **Overlooking co-occurrence restrictions:** This error is caused by overlooking the exceptional rules. An example of this is I would enjoy *to learn (ü learning) about America caused by ignorance of the fact that the verb enjoy should be followed by a gerund complement.
- f. **Hypercorrection (monitor overuse):** This results from the learners' over cautious and strict observance of the rules. One might say that the learners' deliberate suppression of a potential L1 transfer, for fear of being wrong, is another form of hypercorrection: an example of this is the seventeen year*s old girl.
4. **Overgeneralization or system-simplification:** This error is caused by the misuse of words or grammatical rules. An example is the generalization of the relative pronoun that as in:

*Bill, *that had a great sense of unconventional morality...*

The learners use that to the exclusion of who which cannot be used here.

The errors that make by the students in translating can be classified into some kind and source of errors. In analyzing the students' errors in translating Indonesian into English possible used Sager (1983) classification.

Sager (1983) stated that translation may show four kinds of errors;

- a. **Inversion of meaning.** The expression of meaning of the source language text in another way round. The target language's intention contradicts with that of the SL.

Example: “Matahari pagi bangun dengan leluasa” translated into “sun in the morning wake up with unhampered”.

- b. **Addition of meaning.** The inclusion of intentions or ideas which are not mentioned or implied in the source language. In the other words, the intention of the source language is broadened.

Example: “Baru-baru ini, penyebaran virus ebola yang menyerang wilayah afrika barat menyita perhatian” translated into “Nowdays, spreading of ebola virus attacked the West Africa confiscate our world”.

- c. **Omission of meaning.** The exclusion of idea of the source language in the target language. When an element of information in the source language is left out of the target language.

Example: “Waspadai penyebaran virus ebola” translated into “Beware the (missing word) of the ebola virus”.

- d. **Deviation of meaning.** The diversion of the intention of the source language to other notions or a vague translation.

Example: “Penyebaran virus ebola yang menyerang wilayah afrika barat menyita perhatian” translated into “ distributing ebola’s virus attack region in west Africa seized world attention”.

Another statement of Sager (1983) stated that the sources of errors are any factors which lead the student to make errors in transferring the intentions or messages. The sources of the errors as follow as;

a. Morphological (word forms and morphological process)

Example: Writing the plural form of “child” (singular) with “childs” while the true form of “child” is “children”.

b. Lexical (word choice or diction, register or idiom)

Example: The word “kind” can be translated into *macam* in noun class, and *baik* in adjective class.

c. Syntactic (word order/ phrase construction/ clause and sentence construction).

Example: In language, it has own order. Every language has different word order such as the phrase ***Bola Biru***, *bola* in English is ball and *biru* is blue. So, in translating that phrase by using Indonesian word order, it will be ***ball blue*** but in English word order, it is blue ball by putting the adjective (*blue*) before noun class (*ball*).

Based on explanation above, the kind and source of error in translation, the writer focused in used Sager (1983) classification, they are; kind of errors (inversion, omission, addition, and deviation) and source of errors (morphological, lexical, and syntactic) to see the errors that make by students' in translating a text.

C. The Conceptual Framework

The conceptual framework of this research can be seen as follow:

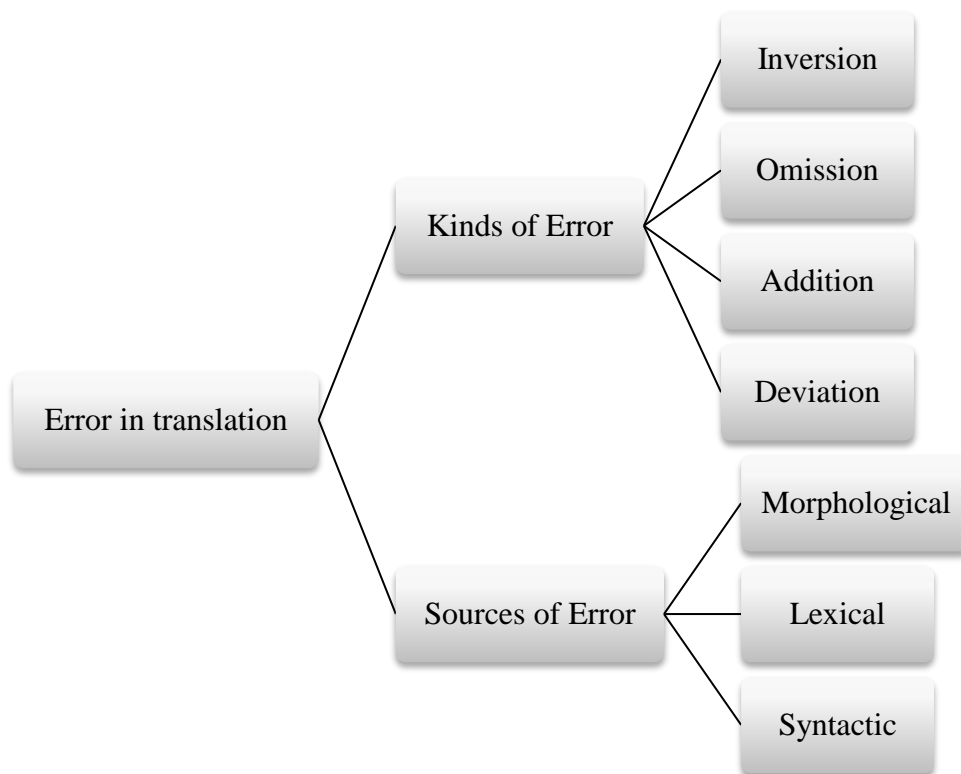


Figure 2.1 Conceptual Framework

The conceptual framework of this research consisted of two major aspects of translation error, namely kind of errors and source of errors. The kinds of error are inversion, omission, addition, and deviation while the sources of error are morphological, lexical, and syntactic. Then, the writer wanted to find out the common error in translation that make by the students.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the writer wanted to see the error made by the student of SMA Negeri 13 Pangkep. Furthermore, the writer used the descriptive method which involved collected data in order to answer the research questions formulated in the problem statement. Fraenkell and Wallen (1993) states that descriptive method is used to explain, analyze, and classify through various techniques, survey, interview, questionnaire, and test. The writer focused to describe and analyze that the kinds, sources, and common of errors in Indonesia to English translation text made by the students.

B. Population and Sample

1. Population

The population of this research were the students' translation work of the second grade students of SMA Negeri 13 Pangkep. As describe below:

Table 3.1 Population

No	Class	Population
1	Al-Batani	22
2	Al-Farisi	21
3	Al-Gazali	20
4	Al-Jahiz	20
5	Al-Nafis	21
Total		105

2. Sample

In this research, the writer took sample from each class. The sample consisted of 30 students from 5 classes. Each class consisted of 6 students.

Table 3.2 Sample

No	Class	Population
1	Al-Batani	6
2	Al-Farisi	6
3	Al-Gazali	6
4	Al-Jahiz	6
5	Al-Hazan	6
Total		30

C. Instrument of The Research

The data were collected through written test (translation test). This research the students were asked to translate Indonesian text into English to point out some error translation. The test aimed to find out and analyze the kind and source of translation errors in translating a text Indonesian into English.

D. Techniques of Data Collection

In this research, the data were collected with students' answer sheet. Those answer sheets are collected to facilitate the researcher in identifying translation error made by the students in translating Indonesian into English text. The test consisted of Indonesian text taken from website and book.

E. Techniques of Data Analysis

The data collected from writing test, it was analyzed by three steps as follow;

1. Identification of student errors. In this step, the writer identified type of translation and kind of translation error by using descriptive method. For this aimed, content analysis applied by taking sentences as the unit of analysis.
2. Classification of students' error into kind of error which grouped by four kinds of errors in terms of inversion, omission, addition, and deviation. And also classified into source of translation error that grouped into three terms, they are morphological, lexical, and syntactic aspect.

Table 3.3 Data Sheet

Source Data	Student's translation	Translation key	Types of Error

3. Calculated the total number and percentage of each kind and sources of error to find out the common item of errors. By using the following formula;

$$X = \frac{\sum Er}{\sum W} \times 100\%$$

(Adapted from Cahyani, Wijaya, & Arifin; 2013)

Note :

X : the proportion of frequency errors

$\sum Er$: frequency of a particular type of errors

Σw : total number of errors

To calculate the total of frequency and percentage of each kind and source of errors, the research uses the table as follows;

Table 3.4 Classification table 1

Students number	Inversion	Addition	Omission	Diversion	Total Σw
1.					
2.					
3.					
4.					
Total ΣEr					
Percentage					

Table 3.5 Classification table 2

Students number	Morphological	Lexical	Syntactic	Total Σw
1.				
2.				
3.				
4.				
Total ΣEr				
Percentage				

(Adapted from Cahyani, Wijaya, & Arifin; 2013)

The data collected through the test was analyzed by using quantitative analysis to find out the common in number of translation errors made by the students.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of two sections namely findings and discussions of the research. The research finding show the data obtained from the translation result of Indonesian to English translation in order to see the translation errors made by students of SMA Negeri 13 Pangkep. Then, the discussion contains about description and interpretation of the research findings. Furthermore, the researcher presents the data about test which have been gathered from the second year students of SMA Negeri 13 Pangkep.

A. Findings

The data described in findings was taken from students' translation result of Indonesian to English text that has been done in two tests. The students' translation result was identified and classified based on the kinds and sources of errors to facilitate the reader understanding the data. Errors had been classified from two a text. Then, it was tabulated. The table shows the percentage students made error gotten by the whole students based on the result as follows:

Table 4.1 Frequency Kind of Errors

Number	Kind of errors	Frequency	Percentage
1.	Inversion	133	5.91%
2.	Omission	140	6.21%
3.	Addition	140	6.21%
4.	Deviation	155	6.89%

Table 4.2 Frequency Source of Errors

Number	Source of errors	Frequency	Percentage
1.	Morphological	247	10.98%
2.	Lexical	774	34.39%
3.	Syntactic	662	29.41%

The writer was classified the error that students made in translation text and get the percentage that students made. As seen from the table above. The classification of errors above was done based on Sager (1983) classification which classify into kinds of error (inversion, omission, addition, and deviation) and sources of error (Morphological, lexical, and syntactic aspect).

1. Kinds of Error

In this section, the students' translation was classified into four kinds of error in translation namely inversion, omission, addition, and deviation of meaning. The classification and example of error in translation can be found in the further below.

a) Inversion of meaning

The first kind of errors in translation is inversion of meaning. The inversion of meaning happens when the expression of meaning of the source language text in another way around. The target language intention contradicts with the source language. In this research, the percentage of error in inversion of meaning was 5.91%. The example can be found below:

of ~~least~~ least there are 800 people have died offer the ebola virus attack.

Table 4.3 Example inversion of meaning

Source Data	Student's translation	Translation key
Setidaknya ada 800 orang yang meninggal setelah virus Ebola.	At least there are 800 people have died <i>offer</i> the ebola virus attack.	There are at least 800 people who died after the ebola virus

From the table of students' translation (B2) above, it indicates as inversion of meaning because the Indonesian language as source language that is contradict with the target language. The words "setelah" translated into "offer". It was really contradicted because the target language talks about give a something while the source language talks about an event of situation. The inversion of meaning can mislead the reader for understanding the meaning of the text. Another example as follow:

and he face apear so chummy.

Table 4.4 Example inversion of meaning

Source Data	Student's translation	Translation key
Dan wajahnya tampak begitu akrab.	And he face apear so chummy.	And his face looked so familiar.

From table of students' translation (A26) above, it can be classified as error in inversion of meaning because in the source language, the word "wajahnya" translated into "he face", "tampak begitu akrab" translated into "apear so chummy". It categorize error in translation into inversion of meaning. It cannot be tolerated because it will make the reader confused because the contradiction in the meaning from the source into the target language.

b) Omission of meaning

The second kind of error in translation is omission of meaning. Omission means that an item which must be present in a well-formed

utterance is absent. The percentage of omission of meaning was 6.21%.

The example can be found below:

and he face (the very friendly, and
I tel him were go to there. He saying

Table 4.5 Example omission of meaning

Source Data	Student's translation	Translation key
Lalu saya ingat dimana jalan Hyatt itu dan mengatakan kepadanya bagaimana menuju kesana.	(missing word) and I tel him were go to there.	Then I remembered where the hyatt hotel was and told him how to get there.

From the table above the students' translation (A17), it indicates as error in omission of meaning because in target language, there is a sentence missing. The source language is not completely transferred to target language. The missing word can make reader not understand about the intention of target language because the target language was missed.

Another example as follow:

was dead. But the medicine of this ill not found
until now.

Table 4.6 Example omission of meaning

Source Data	Student's translation	Translation key
Sayangnya, vaksin atau obat untuk mengobati virus ebola masih belum ditemukan.	But (...) the medicine (...) of this ill not found until now.	Unfortunately, vaccine or drug to cure ebola virus still haven't found yet.

From table above students' translation (B5), it is an error in omission of meaning. In target language, some words from source language is missing. This can classify as omission of meaning because the word "vaksin" and "untuk mengobati" is not transferred to target language. It can make different intention if the word is missing.

c) Addition of meaning

The third kind of error in translation is addition of meaning. The presence of an extra item which mustn't be present in a well formed utterance is characteristic for additions. From the data, the percentage of error in addition of meaning are 6.21%. The example as follow:

90 persen from medical patient death is death.

Table 4.7 Example addition of meaning

Source Data	Student's translation	Translation key
90 persen dari pasiennya meninggal.	90 percent from medical patient is death.	90 percent of patients died.

From the table above students' translation (B10), it classified as addition of meaning because in target language, there word "medical" while in the source language, this word is nothing. It can be classified as error with addition of meaning. The addition of word "medical" can make the reader difficult to understand about the main point of the writing because the source language differs with the target language, there is an addition of meaning in the target language. Another example as follow:

He who was to give me. Actually that thing
is a photo. I was surprised because

Table 4.8 Example addition of meaning

Source Data	Student's translation	Translation key
Itu adalah sebuah foto.	Actually that thing is a photo.	It was a photo.

Based on the table students' translation (A29), it indicates as an error in addition of meaning. In the source language "itu adalah sebuah foto" translated into "actually that thing is a photo", there is an addition of meaning in the target language. The word "actually that thing" in target language is nothing in source language. This word is classified as an error in addition of meaning because this word is not mentioned in the source language. It makes the reader confused to understand about the intention.

d) Deviation of meaning

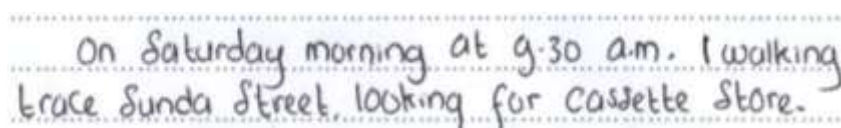
The fourth error is deviation of meaning. It is the diversion of intention of the source language to other notions or a vague translation. It is unclear translation because the word is different with the word that should be used. The percentage error of deviation of meaning is 6.88%. The example can be seen below:

Some days ago, spreading of the Ebola virus attack West Africa
area seized the eye of the world. WHO have been written

Table 4.9 Example deviation of meaning

Source Data	Student's translation	Translation key
Penyebaran virus ebola yang menyerang wilayah afrika barat menyita perhatian dunia.	Spreading of the Ebola virus attack west africa area seized the eye of the world.	Epidemic ebola virus that attacks the west of Africa region, causing the world's attention.

From the table of students' translation (B4) above, it can be classified as an error deviation of meaning because "Penyebaran virus ebola yang menyerang wilayah afrika barat menyita perhatian dunia" translated into "Spreading of the Ebola virus attack West Africa area seized the eye of the world". The words are a vague translation or unclear translation. Another example as follow:



a

ble 4.10 Example deviation of meaning

Source Data	Student's translation	Translation key
Saya sedang berjalan menyusuri sunda street	I walking trace sunda street	I was walking down sunda street

Based on the table above students' translation (A20), this error is deviation of meaning. The word "menyusuri" translated into "trace". It is an error in translation. The word has different intention.

2. Sources of Error

In this section, the students' translation was classified into three sources of error in translation namely morphological, lexical, and syntactic aspect. The classification and example of error in translation can be seen below:

a) Morphological aspect

The first source of error in translation is morphological aspect. Translation error in morphological aspect is the error from word form

and morphological process. In this research, the percentage of error in morphological aspect was 10.98%. The example can be found below:

..... Ebola virus, first time found in Africa at 1976, At the first, this virus just attack primate like monkey and ape. But now, this virus be the disease that dar

Table 4.11 Example morphological aspect

Source Data	Student's translation	Translation key
Awalnya, virus ini hanya menyerang primate seperti monyet dank era.	At the first, this virus just attack primate like monkey and ape.	Originally, this virus only attacks primates such as monkeys and apes.

From table above students' translation (B17), it indicates as an error morphological aspect because every word has its own class and the class of word has a big influence of the meaning of the sentences. The using of wrong word made readers disabled to get the point of the text well. In the example above, the word "awalnya" translated into "at the first", it is an error in morphological aspect. "awalnya" is a noun while "at the first" is an adverb with meaning "pertama" the word "awalnya" can be transferred into *originally*. The next error of morphological, it's about writing the plural form. The word "primate, monkey and ape" must be transferred into "primates, monkeys and apes" it is the true form of plural. Another example as follow

I am saying "no" before.

Table 4.12 Example morphological aspect

Source Data	Student's translation	Translation key
Aku berkata 'tidak pada awalya.	I am saying 'no' before.	I said 'no' at first.

The example of students' translation (A29) above showed an error of morphological aspect because the word “pada awalnya” with adverb word class translated into “before” with verb word class. The ability to choose the appropriate word is one of the ways to be a good translator because the true word form facilitates the reader to understand the text well.

b) Lexical aspect

The second source of error in translation is lexical aspect, the sources of translation error in the wrong word choice. There are many words in English that has different meaning in source language, based on its words class. In this research, the percentage of error in lexical aspect was 34.38%. The example can be found below:

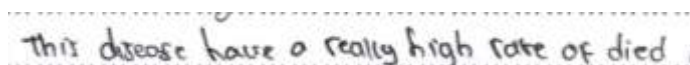


Table 4.13 Example lexical aspect

Source Data	Student's translation	Translation key
Penyakit ini memiliki angka kematian yang sangat tinggi	This disease have a really high rate of died	This disease has a very high mortality rate

The example of students' translation (B3) above, the word “angka kematian yang sangat tinggi” translated into “a really high rate of died” those are wrong word choice and automatically misleads the readers. The true words are “a very high mortality rate”. Another example as follow:

.....
 , I walking sunda street area to find cassette

Table 4.14 Example lexical aspect

Source Data	Student's translation	Translation key
Mencari toko kaset	to find cassette store	looking for a record store

From the table of students' translation (A24) above, Translation is the way to transfer and choose the appropriate words from source language into target language. The wrong word choice is a big problem in translation. In the example above, the word "mencari" translated into "to find". The words "to find" have ambiguity and can make confused the reader about the meaning of the text. The true word is "looking for". The next, the words "toko kaset" translated into "cassette store" while the true is "a record store".

c) Syntactic aspect

The last source of error in translation is syntactic aspect. The source of error in translation caused of wrong word order, phrase construction, and sentence construction. In this research, the percentage of error in syntactic aspect was 29,81%. The example can be found below:

.....
 ..and... become... Attention... of... the... world...

Table 4.15 Example syntactic aspect

Source Data	Student's translation	Translation key
Menyita perhatian dunia.	become attention of the world	causing the world's attention

From the table of students' translation (B9) above, it indicates as error in syntactic aspect because it is a word order, every language has different word order such as the phrase *perhatian dunia*, *perhatian* in English is attention and *dunia* is world. So, in translating that phrase by using Indonesian word order, it will be *attention of the world* but in English word order, it is the world's attention by putting the adjective (*attention*) before noun class (*world*). Another example as follow:

That is an photo. I very shock! He is a singer in D'Masive.

Table 4.16 Example syntactic aspect

Source Data	Student's translation	Translation key
Aku sangat terkejut!	I very shock!	I was so surprised!
Dia adalah seorang penyanyi di D'Masive.	He is a singer in D'Masive.	He was a singer in D'Masive.

From the table of students' translation (A25) above, it can be classified as an error in syntactic aspect because the example above is wrong sentence construction because the words "saya sangat terkejut" translated into "I very shock!". It makes the word has not clearly about a verb. So the true sentence should be "I was so surprised!". The next, the words "dia adalah seorang penyanyi di D'Masive" translated into "he is a singer in D'Masive". This sentence is not true because the wrong to be. So the true sentence should be "he was a singer in D'Masive".

B. Discussions

Discussion discusses the kind and the source of the errors that had been classified from students' translation text. The classification of errors was done based on the Sager (1983) classification which classifying the errors into kinds and sources of error. Begun with the basis, researcher had discovered various kinds and sources of error that found in translated a text Indonesian to English made by second grade students of SMA Negeri 13 Pangkep which then were distributed into those four kinds and three sources of error.

The findings of the errors found then, described or exposed orderly, from those which most frequently occurred to the most rarely occurred can be seen below and it was supported with expert. Sager (1983) stated there show four kinds of error that made by students and the sources of error are any factors which lead the students to make errors in transferring the intention or message of the text.

1. Inversion

From the data analysis result it is found that errors inversion of meaning is the type of the most rarely error occurred. Errors of inversion make up about 133 times with percentage 5.91% in students translated texts. The error made about 65 in text 1 and 68 error in text 2. Such as, in sentence "*setidaknya ada 800 orang yang meninggal setelah virus ebola*" translated by B15 into "maybe any 800 people dead after ebola virus", it should be **there are at least 800 people who died after ebola virus**. The word 'maybe any' is contradicted with the target language.

2. Omission

By percentage 6.21% makes error of omission take place in the fifth position of most error, this error had the same position with addition of meaning with 140 times of occurrence, then followed by error in text 1 with 47 times occurrence and text 2 with 93 times occurrence. For example in sentence “*Pada sabtu pagi pukul 9.30*” translated by A28 into “..... Saturdaymorning at 9.30 a.m.” it should be **On Saturday morning at 9.30**. There is a word that absence from the students’ translation.

3. Addition

Error of addition is ranked number five with 140 times of occurrence. It’s same with omission of meaning, with percentage 6.21%. The error made in text 1 with 78 times of occurrence and followed by error addition of meaning in text 2 with 62 times. For example in sentence “*aku memutuskan untuk membelinya*” translated by A29 into “I fix it to buy that CD” it should be **I decided to buy it**. There is a word presence which does mentioned in sources language.

4. Deviation

Percentage of deviation made with 6.89%. The error made in 155 times of occurrence. 43 times of occurrence in text 1 and 112 times of occurrence that is students made in translating a text. For example in sentence “*sayangnya, vaksin dan obat untuk mengobati virus ebola masih belum ditemukan*” translated by B17 into “it is a pity that vaccine and medicine that can treat ebola virus still not found” it should be

unfortunately, vaccine and drug to cure ebola virus still haven't found yet. There is word that has a different intention or vague translation.

5. Morphological

Morphological had position in ranked number three of error. This error made about 247 times of occurrence with percentage 10.98%. In text 1, students made error about 126 times of occurrence and 121 times of occurrence in text 2. For example in sentence "*aku berkata 'tidak' pada awalya*" translated by A26 into "I said 'No' in the start" it should be **I said 'No' at first**. The students made errors because choose a wrong word and every word has own class.

6. Lexical

From the result, it is found that errors of lexical come as the type of errors with the highest frequency. Students made error about 774 times of occurrence in translating a text with percentage 34.39%. The error is dominant by error of omission in text 1 with 424 times of occurrence and then followed by text 2 with 350 times of occurrence in translation a text. For example in sentence "*aku melihat kedalam tas saya untuk mengambil dompet saya dan menemukan secarik kertas yang pria itu berikan kesaya*" translated by A23 into "I look my bag to take my wallet and find a sheet of paper the man give to me" it should be **I looked in my bag for take my wallet and found a piece of paper the man gave me**. Those words are the wrong word choice and can make reader not understand the intention of the sentence.

7. Syntactic

The second position in error that students made that is syntactic aspect with percentage 29.41%. The error made by students about 662 times of occurrence in translating a text. Then, error in text 1 with 425 times of occurrence and text 2 about 227 times of occurrence that students made in translate. For example in sentence “*Penyebaran virus ebola yang menyerang wilayah afrika barat menyita perhatian dunia*” translated by B12 into “the spreading of ebola virus to attack west Africa area become central world” it should be **Epidemic ebola virus that attacks the west Africa region, causing the world’s central or the world’s attention.** This sentence is wrong sentence construction.

From the explanation above, all of the errors that Sager (1983) classification said, it has found in students’ translation. Students still made error in translation text. Those errors were inversion, omission, addition, deviation, morphological, lexical, and syntactic. But the dominant error that students made was lexical aspect. Lexical aspect was the most error that students made in translating a text. Students made error with 774 times of occurrence with percentage 34.39%.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

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' translating ability at the second year students of SMA Negeri 13 Pangkep.

A. Conclusions

Translation is one of the very important aspects in encouraging the foreign language in teaching and learning process. Translation is a process to change a text in a language into another language which has equivalent meaning, so that the reader can catch the message from the source language in the form of target language. But, the students still confused to translate a text and the students' ability in translating a text is still low. The students made errors in translating a text and get problems in translating.

The purpose of this research was to find out the kinds and the sources of error in Indonesian to English translation text made by students of SMA Negeri 13 Pangkep, to known that the dominant error that occurs to the second year students in translating a text.

This research was used descriptive quantitative method. It only has one variable that is the dominant errors in translating Indonesian into English translation text made by the second year students of SMA Negeri 13 Pangkep. The data were obtained in order to find out the errors made by the students

in translate Indonesian into English text. The error was classified to find out the dominant types of translation error made by the students in translating Indonesian into English text. Research findings about the common error in translating Indonesian into English text, the students still confused and difficult to use the word that suitable the meaning with the context. In other words, the students still error in translating a text. The research found the errors that made by students in translating a text are: kinds of error (inversion, omission, addition, and deviation of meaning) and sources of meaning (morphological, lexical, and syntactic aspect). Then, the result shows that the score of error that students made in translating a text is lexical aspect. The lexical had the higher frequency/percentage than the other of error types. The research showed that the second year students of SMA Negeri 13 Pangkep made various kinds and sources from the translated text students made. Errors they had made were categorized into error of inversion, omission, addition, diversion, morphological, lexical, and syntactic. The students made the total of 2251 errors from two a text that has been translate by students.

The most error found in students' translated a text is lexical aspect (sources of error). Error of syntactic aspect becomes the second most error made which means that the students put any wrong word order or phrase construction which should not have appeared in a well-structured language. The next most error is error of morphological. In this type of error, the students should pay attention with word form and morphological process in the language they constructed. This aspect of sources error were found in the

students translated. Deviation of meaning becomes as the next most of error that students made in translating a text. The next is Omission of meaning and addition of meaning. It had the same percentage of errors. The least error found in the students' translated a text is inversion of meaning. It refers to any incorrect words, the intention of meaning is contradict.

Then, the whole errors are tabulated and the researcher found the most top eight errors. It is a lexical aspect (sources of error). Lexical was dominant error that students made in translating Indonesian into English text.

As addition, from what the researcher was seen during the research there are some factors that influenced students' error in translation a text. 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 to English, and the limited time that have given by their teacher. 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 misunderstanding about text translation.

B. Suggestions

Based on the research and data analysis about Error in Indonesian to English translation text made by the second year students of SMA Negeri 13 Pangkep, there are some suggestions below:

- a. Suggestion for the Teacher

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

1. 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 in translating.
2. It suggested that English teacher can adopt and apply this method in order to improve the students' translating ability. The English teachers should explain clearly about the material. Then, the students must be trained to apply the material through translation method.
3. 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 teachers need to give correction on their errors in translating Indonesian sentences into English or English into Indonesian, so that they know the correct ones.

b. Suggestions for the Students

1. 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.

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

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STICHENPAPP

Appendix 1. Research Instrument

Translate the following text into English!

Text I

Bertemu bintang idola

Pada Sabtu pagi pukul 9.30, saya sedang berjalan menyusuri Sunda Street, mencari toko kaset. Seorang pria memberhentikan saya dan bertanya arah jalan ke Hyatt Hotel. Saya tidak yakin persis di mana itu, tapi saya berjalan bersamanya sampai ujung Sunda Street. Dia sangat ramah, dan wajahnya tampak begitu akrab. Lalu saya ingat di mana jalan Hyatt itu dan mengatakan kepadanya bagaimana menuju ke sana. Dia mengucapkan terima kasih dan mencoba untuk memberikan sesuatu. Saya pikir itu uang. Aku berkata 'tidak' pada awalnya, tapi dia benar-benar ingin aku memilikinya, jadi aku mengambil itu.

Saya menemukan toko kaset dan mendengarkan beberapa kaset. D'Masive memiliki album baru yang bertengger di nomor 2 dari 20 album terbaik. Aku memutuskan untuk membelinya. Aku melihat ke dalam tas saya untuk mengambil dompet saya dan menemukan secarik kertas yang pria itu berikan ke saya. Itu adalah sebuah foto. Aku sangat terkejut! Dia adalah seorang penyanyi di D'Masive

(Dikutip dari Buku Developing English Competencies)

Text II

Waspada Penyebaran Virus Ebola

Baru-baru ini, penyebaran virus ebola yang menyerang wilayah Afrika Barat menyita perhatian dunia. WHO telah merilis data, setidaknya ada 800 orang yang meninggal setelah virus Ebola. Penyakit ini memiliki angka kematian yang sangat tinggi, 90 persen dari pasiennya meninggal. Sayangnya vaksin atau obat untuk mengobati virus ebola masih belum ditemukan.

Virus ebola pertama kali ditemukan di Afrika pada tahun 1976. Awalnya, virus ini hanya menyerang primata seperti monyet dan kera. Tapi sekarang, telah berkembang menjadi penyakit berbahaya karena ebola menular ke manusia.

(Dikutip dari blogdetik.com)

Appendix 2. Translation Key of AText.

Text I

Meeting An Idol Star

On Saturday morning at 9:30, I was walking down Sunda Street, looking for a record store. A man stopped me and asked me the way to the Hyatt Hotel. I wasn't sure exactly where it was, but I walked together with him to the end of Sunda Street. He was very friendly, and his face looked so familiar. Then I remembered where the Hyatt was and told him how to get there. He thanked me and tried to give me something. I thought it was money. I said 'no' at first, but he really wanted me to have it, so I took it.

I found the record store and listened to a few records. D' Masive had a new record that was number two in the top twenty. I decided to buy it. I looked in my bag for take my wallet and found a piece of paper the man gave me. It was a photo. I was so surprised! He was a singer in D' Masive.

Text II

Beware of Ebola Virus Epidemic

Recently, epidemic Ebola virus that attacks West Africa region, causing the world's attention. WHO has released data, there are at least 800 people who died after the Ebola virus. This disease has a very high mortality rate, 90 percent of patients died. Unfortunately, vaccine or drug to cure Ebola virus still haven't found yet.

The Ebola virus was first discovered in Africa in 1976. Originally, the virus only attacks primates such as monkeys and apes. But now, it has devolved into dangerous disease because the Ebola is spread to humans.

Appendix 4. The kinds of error in translation text 1

No	Nama	Kinds of Error			
		Inversion	Omission	Addition	Deviation
1	A1	0	0	5	1
2	A2	1	2	1	2
3	A3	1	1	1	2
4	A4	2	3	0	3
5	A5	0	2	1	2
6	A6	0	1	0	2
7	A7	1	2	0	3
8	A8	7	3	3	3
9	A9	2	2	1	1
10	A10	2	1	5	2
11	A11	0	1	6	1
12	A12	1	2	2	2
13	A13	0	1	3	0
14	A14	4	2	3	2
15	A15	5	3	5	1
16	A16	1	2	3	0
17	A17	11	3	3	1
18	A18	7	1	1	1
19	A19	2	1	0	0
20	A20	3	0	3	2
21	A21	1	0	3	2
22	A22	0	0	4	0
23	A23	4	1	4	2
24	A24	3	2	6	2
25	A25	2	2	4	1
26	A26	1	2	3	0
27	A27	2	2	0	2
28	A28	0	3	2	0
29	A29	2	2	6	3
Frequency		65	47	78	43

Appendix 5. The sources of error in translation text 1

No	Nama	Sources of Error		
		Morphological	Lexical	Syntactic
1	A1	0	14	16
2	A2	0	10	17
3	A3	0	10	13
4	A4	0	14	12
5	A5	0	15	20
6	A6	4	12	17
7	A7	2	12	17
8	A8	4	17	23
9	A9	1	10	5
10	A10	2	16	13
11	A11	9	11	13
12	A12	8	15	16
13	A13	6	16	16
14	A14	6	19	19
15	A15	5	13	22
16	A16	8	10	12
17	A17	4	17	17
18	A18	6	16	15
19	A19	6	12	12
20	A20	8	17	12
21	A21	3	13	10
22	A22	4	18	9
23	A23	7	20	15
24	A24	6	16	19
25	A25	4	17	14
26	A26	6	18	13
27	A27	4	16	9
28	A28	9	16	12
29	A29	4	14	17
Frequency		126	424	425

Appendix 6. The kinds of error in translation text 2

No	Nama	Kinds of Error			
		Inversion	Omission	Addition	Deviation
1	B1	5	4	3	5
2	B2	1	0	2	2
3	B3	0	0	2	3
4	B4	1	3	0	4
5	B5	1	5	1	7
6	B6	1	1	0	3
7	B7	5	5	0	3
8	B8	1	0	2	4
9	B9	1	3	6	4
10	B10	1	2	3	4
11	B11	1	3	5	3
12	B12	5	3	0	5
13	B13	5	3	0	4
14	B14	0	5	4	5
15	B15	3	1	1	3
16	B16	1	4	3	5
17	B17	1	2	1	4
18	B18	0	2	4	3
19	B19	3	2	3	2
20	B20	6	3	0	4
21	B21	3	0	0	3
22	B22	6	5	4	4
23	B23	2	5	1	6
24	B24	3	5	4	3
25	B25	4	5	5	3
26	B26	0	9	0	4
27	B27	0	1	0	1
28	B28	3	2	4	4
29	B29	4	5	4	3
30	B30	1	5	0	4
Frequency		68	93	62	112

Appendix 7. The sources of error in translation text 2

No	Nama	Sources of Error		
		Morphological	Lexical	Syntactic
1	B1	5	11	8
2	B2	3	12	8
3	B3	3	14	8
4	B4	4	13	6
5	B5	2	13	7
6	B6	5	11	8
7	B7	2	10	7
8	B8	4	13	10
9	B9	6	12	10
10	B10	4	13	9
11	B11	4	12	7
12	B12	4	10	7
13	B13	4	13	8
14	B14	4	12	9
15	B15	5	13	8
16	B16	4	13	8
17	B17	7	14	7
18	B18	4	13	9
19	B19	4	10	9
20	B20	4	10	8
21	B21	4	15	9
22	B22	3	12	9
23	B23	4	13	9
24	B24	4	12	9
25	B25	3	12	9
26	B26	6	8	6
27	B27	1	4	1
28	B28	5	10	8
29	B29	4	12	9
30	B30	5	10	7
Frequency		121	350	237

Appendix 8. Tabulation of Errors

Errors had been classified from two a text. Then, it was tabulated. The tabulation was presented in the form of percentage. The tabulation of errors from calculation of two a text can be seen on the following tables:

Table 1 Frequency of Errors

Number	Types of error	Frequency	Percentage
1.	Inversion	133	5.91%
2.	Omission	140	6.21%
3.	Addition	140	6.21%
4.	Deviation	155	6.89%
5.	Morphological	247	10.98%
6.	Lexical	774	34.39%
7.	Syntactic	662	29.41%
Total		2251	100%

The table 2 below presents the frequency of errors made by students in translating a text 1. The table below shows of kinds of error made by the students.

**Table 2 The Specification of Student's Kinds of Error in Translation
(Text 1)**

Students number	Inversion	Omission	Addition	Diversion	Total Σw
A1	0	0	5	1	6
A2	1	2	1	2	6
A3	1	1	1	2	5
A4	2	3	0	3	8
A5	0	2	1	2	5
A6	0	1	0	2	3
A7	1	2	0	3	6
A8	7	3	3	3	16
A9	2	2	1	1	6
A10	2	1	5	2	10
A11	0	1	6	1	8
A12	1	2	2	2	7
A13	0	1	3	0	4
A14	4	2	3	2	11
A15	5	3	5	1	14
A16	1	2	3	0	6
A17	11	3	3	1	18
A18	7	1	1	1	10
A19	2	1	0	0	3
A20	3	0	3	2	8
A21	1	0	3	2	6
A22	0	0	4	0	4
A23	4	1	4	2	11
A24	3	2	6	2	13
A25	2	2	4	1	9
A26	1	2	3	0	6
A27	2	2	0	2	6
A28	0	3	2	0	5
A29	2	2	6	3	13
Total ΣEr	65	47	78	43	233
Percentage	27.9%	20.17%	33.48%	18.45%	100%

The table 3 below presents the frequency of errors made by students in translating a text 1. The table below shows of sources of error made by the students.

Table 3 The Specification of Student's Sources of Error in Translation Text 1

Students number	Morphological	Lexical	Syntactic	Total Σw
A1	0	14	16	30
A2	0	10	17	27
A3	0	10	13	23
A4	0	14	12	26
A5	0	15	20	35
A6	4	12	17	33
A7	2	12	17	31
A8	4	17	23	44
A9	1	10	5	16
A10	2	16	13	31
A11	9	11	13	33
A12	8	15	16	39
A13	6	16	16	38
A14	6	19	19	44
A15	5	13	22	40
A16	8	10	12	30
A17	4	17	17	38
A18	6	16	15	37
A19	6	12	12	30
A20	8	17	12	37
A21	3	13	10	26
A22	4	18	9	31
A23	7	20	15	42
A24	6	16	19	41
A25	4	17	14	35
A26	6	18	13	37
A27	4	16	9	29
A28	9	16	12	37
A29	4	14	17	35
Total ΣEr	126	424	425	975
Percentage	12.92%	43.5%	43.58%	100%

The table 4 below presents the frequency of errors made by students in translating a text 2. The table below shows of kinds of error made by the students.

**Table 4The Specification of Student’s Kinds of Error in Translation
Text 2**

Students number	Inversion	Omission	Addition	Diversion	Total Σw
B1	5	4	3	5	17
B2	1	0	2	2	5
B3	0	0	2	3	5
B4	1	3	0	4	8
B5	1	5	1	7	14
B6	1	1	0	3	5
B7	5	5	0	3	13
B8	1	0	2	4	7
B9	1	3	6	4	14
B10	1	2	3	4	10
B11	1	3	5	3	12
B12	5	3	0	5	13
B13	5	3	0	4	12
B14	0	5	4	5	14
B15	3	1	1	3	8
B16	1	4	3	5	13
B17	1	2	1	4	8
B18	0	2	4	3	9
B19	3	2	3	2	10
B20	6	3	0	4	13
B21	3	0	0	3	6
B22	6	5	4	4	19
B23	2	5	1	6	14
B24	3	5	4	3	15
B25	4	5	5	3	17
B26	0	9	0	4	13
B27	0	1	0	1	2
B28	3	2	4	4	13
B29	4	5	4	3	16
B30	1	5	0	4	10
Total ΣEr	68	93	62	112	335
Percentage	20.3%	27.76%	18.51%	33.43%	100%

The table 5 below presents the frequency of errors made by students in translating a text 2. The table below shows of sources of error made by the students.

**Table 5 The Specification of Student's Sources of Error in Translation
Text 2**

Students number	Morphological	Lexical	Syntactic	Total Σ_w
B1	5	11	8	24
B2	3	12	8	23
B3	3	14	8	25
B4	4	13	6	23
B5	2	13	7	22
B6	5	11	8	24
B7	2	10	7	19
B8	4	13	10	27
B9	6	12	10	28
B10	4	13	9	26
B11	4	12	7	23
B12	4	10	7	21
B13	4	13	8	25
B14	4	12	9	25
B15	5	13	8	26
B16	4	13	8	25
B17	7	14	7	28
B18	4	13	9	26
B19	4	10	9	23
B20	4	10	8	22
B21	4	15	9	28
B22	3	12	9	24
B23	4	13	9	26
B24	4	12	9	25
B25	3	12	9	24
B26	6	8	6	20
B27	1	4	1	6
B28	5	10	8	23
B29	4	12	9	25
B30	5	10	7	22
Total Σ_{Er}	121	350	237	708
Percentage	17.1%	49.43%	33.47%	100%

Appendix 9. Students' Translation Sheet

Example one of students' translation sheet

Name	: NAF
Class	: 41 Al-Farisi
List Number	: 16

Answer Sheet!

'Meet and Greet Idol'

On Saturday morning at 9:30 am, I walking sunda street area to find cassette store. A man stopping me and ask a street to Hyatt Hotel. I'm not really sure where the place, but I walking together until the end of sunda street. He is very friendly and the face look so intimate. And then, I remember where is Hyatt street and ~~saying~~ ^{sayed} to ~~her~~ ^{him} how go to there. He sayed thank you and try for giving something. I think it's money. I sayed 'no', but he really will me have it, so I take the money.

I find cassette store and listen some the cassette. D' Masive have new album the second best of ~~the~~ best 20 album. And finally I buying it. I see in ~~the~~ my bag for take my wallet and find a paper from ~~his~~ him. It's a picture. I'm very shock. He is a singer in D' Masive.

Appendix 10. Documentations



Give a test 1 (Wednesday, September 20, 2017)



Give a test 1 (Wednesday, September 20, 2017)



Give a test 2 (Saturday, September 23, 2017)



Give a test 2 (Saturday, September 23, 2017)

CURRICULUM VITAE



The researcher, Dwi Rizky Amalya was born on December 5th, 1995 in Pangkep, South Sulawesi. She is the second daughter of the marriage of Makdis. H and Dra. Nurhaenah. She began her study at play group TK Bhayangkara Pangkep in 1999. Then her started study elementary school at SD 5 Mattoangin and graduated in 2007. Then she continued at SMPN 1 Pangkajene and graduated in 2010. Afterwards, she continued her study in SMAN 1 Pangkajene, when senior high school her joined extracurricular and organization and her graduated in 2013. She was registered her study in collage Makassar Muhammadiyah University as student of English education department of teacher training and education faculty. At the end of her study, she could finish her thesis untitled Errors in Indonesian to English Translation Text Made by The Students of SMA Negeri Pangkep (A Descriptive Research).