



**AN ERROR ANALYSIS IN TRANSLATING INDONESIAN  
INTO ENGLISH AT THE ELEVENTH GRADE STUDENTS**

*A SKRIPSI*

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# AN ERROR ANALYSIS IN TRANSLATING INDONESIAN INTO ENGLISH AT ELEVENTH GRADE STUDENTS AT MAN 1 MEDAN

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## ABSTRACT

The purpose of this research to find out (1) the types of error in Indonesian to English translation text made by the students of MAN 1 Medan, (2) the process of making errors by the students, and (3) the reason of errors occurs on students' translation from Indonesian into English. This research is qualitative research. The subject of this research is the second year students of MAN 1 Medan. The students consist of 22 students in XI MIA 6 class. The result of this research, the writer found that the students make error in Indonesian to English translation text, the writer find out the kinds of error and the causes of error that made by students in translating a text Indonesian into English. The kinds of error are verb error, pronoun error, possessive adjective error, article error, conjunction error, omission, addition, misordering, lexical error, capitalization, punctuation and spelling error. The causes of error that make students produce errors in translating Indonesian into English are interlingual transfer, intralingual transfer, lack of motivation, developmental error, and interference error.

**Keywords:** *Error Analysis, Translating Indonesian into English*

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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

The objective of teaching translation is students are expected to transfer a text in a source language into target language which has equivalent meaning and to replace a written message and statement in one language by the same message and statement in another language.<sup>1</sup> When integrated into daily classroom activities, translation can help students develop and improve speaking, reading, grammar, vocabulary, and writing.<sup>2</sup>

According to Bassnet<sup>3</sup> 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 communication well. Communication can be daily communication, political communication, or trading communication. Without translation, the information available will not be known and used by other people as it should be. According to Nida and Taber, translation is a rewriting of the message contained in the source language (SL) into target language (TL) to find similarities.<sup>4</sup> 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

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<sup>1</sup> P. Newmark, *A Textbook of Translation*, (New York: Prentice-Hall, 1987) p. 7

<sup>2</sup> Inga Dagiliene, *Translation as a Learning Method in English Language Teaching, Studies about Languages, No. 21, ISSN 1648-2824, 2012., page, 128*

<sup>3</sup>Amalya, et.al. "Errors in Indonesian to English Translation Text Made by Students of SMA Negeri 13 Pangkep" *Jurnal Keguruan dan Ilmu Pendidikan (JKIP) FKIP Unismuh Makassar, Volume 5 No. 1, 2018. p.1.*

<sup>4</sup> M. Muchtar and Farida R. Waty, *Basic Theory of Tarnslation*, (Medan:Penerbit Mitra, 2016) p. 21

before translating the idea into another language with the same idea. Therefore, translation is one of the competences that is important to learn.

The objective of teaching translation above is not achieved yet. It is because the students face many problems and get many errors in translating. This can be found by the fact that the students produce errors in their translating. As stated by the English teacher in MAN 1 Medan, the students are not able to translate text well because of errors. Errors arise because of the lack of knowledge of the norms of the target language. Richards states that error is the use of a linguistics item (e.g. a grammatical item, a word, a speech act etc.) in a way which a native speaker of the language regards as showing faulty or incomplete learning.<sup>5</sup>

Errors in translation have mostly resulted from the non-equivalence between the source and target language. This can be proven by students' translation. For example, one of the students translates "kami selalu melewati jalan itu setiap hari" then student translates into "we always passed that street every day". This is an error in using the 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 every day mean that the event happens repeatedly in the current time, so it must be in the form of present tense. Therefore, the correct sentence must be "we always pass that street every day". To know errors in translating Indonesian into English text, errors analysis is needed. Errors analysis is

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<sup>5</sup> Jack C. Richards, *Language Teaching And Applied Linguistics*, (London: Longman, 2010), p. 48

carried out for identifying the errors, describing the errors, explaining or interpreting the errors, evaluating the errors in one language.<sup>6</sup> Thus, the certain area of difficulties will be known and it tries to overcome students' problem in translating.

Those reasons above have inspired the researcher to conduct research in analyzing students' translation error from Indonesian into English at the eleventh-grade students. Therefore, the researcher is interested in conducting the research entitled **“An Error Analysis in Translating Indonesian into English at the Eleventh Grade Students at MAN 1 Medan”**.

### **B. The Identification of the Study**

Based on the background, translating Indonesian language (SL) into English language (TL) covers several aspects: process, result, technique, cognitive, including the error. Error occurs in translating the text. It is because grammatically aspect, lexical error aspect, mechanics in writing, and socio-cultural meaning aspect. Moreover, the students have not mastered the knowledge or they do not understand those rules of the language, while the errors are caused by factors such as tired, doubt, nervous, or unfocused. Many problems can be identified. Therefore, the researcher would like to do a limitation.

### **C. The Limitation of the Study**

In relation to the identification of the problem, this study conducts in errors of translation. This is because errors provided the teacher with

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<sup>6</sup> Rod Ellis. *Second Language Acquisition*, (New York: Oxford, 2008) p, 18

information about how much the learner has learnt, they help to know the errors that made by the students, they also are used to overcome the students' problem in translation, and errors served as devices by which the learner discovered the rules of the target language.

Therefore, the researcher limits the problem in aspect of students' errors in translating Indonesian into English text.

#### **D. The Formulation of the Study**

In line with the limitation of the problem above, the researcher formulated the research problem as follows:

1. What errors are made by the students in translating Indonesian into English text?
2. How do the errors occur?
3. Why do the errors occur in the way they do?

#### **E. The Objective of the Study**

Based on the research problem above, the researcher formulates the study as follows:

1. To describe what types of errors found in translating Indonesian into English text made by the eleventh-grade students of MAN 1 Medan.
2. To explain the process of making errors by the students.
3. To describe the reason of errors occurs on students' translation from Indonesian into English.

## **F. The Significance of the Study**

The researcher expects this study can overcome the students' problem in translation, and errors served as devices by which the learner discovered the rules of the target language. This study is expected to give some benefits as follows:

### **1. Theoretical Significance**

This research can be useful to enrich knowledge in learning translation.

### **2. Practical Significance**

- a. For the teacher, this study is expected that this research can be affected in teaching style and the teacher will know more about how the way students in learning and the difficulty that is faced by students.
- b. For the students, this study is expected to make students understand more about how to translate Indonesian into English.
- c. For other researchers, this study is expected can be a reference in the next study that has same concern to analyze the students in translation.
- d. For the principal, the result of this research as a contribution to improve teachers' competence in teaching English.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Orientation

This chapter provides literature review which covers the general concept of error analysis, the general concept translation, and related study.

##### 1. Error Analysis

Richards and Schmidt in Hendriwanto and Sugeng<sup>7</sup> explain that error analysis is the study of errors made by second and foreign language learners. Errors analysis may be carried out in order to: a) find out strategies which learners use in language learning, b) find out the causes of the learner's errors, and c) obtain information on common difficulties in language learning, as an aid in teaching or preparing teaching materials.

Moreover, Gass and Selinker<sup>8</sup> state that error analysis is a type of linguistic analysis that focuses on the errors learners make. It is the process determination the incidence, nature, causes, and consequences of unsuccessful language. Error analysis is a part of the learning process that determine the errors learners' make. The errors may come from incidence, nature, causes and unsuccessful learners' understanding.

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<sup>7</sup> Hendriwanto and B. Sugeng, "An Analysis of the Grammatical errors in the Narrative Writing of the First Grade Students of SMA 6 Yogyakarta" *Journal of Education* Vol.06 (01),2013, p. 58

<sup>8</sup> S.Gass and L. Selinker. *Second Language Acquisition: An Introductory courses*, (New York: Routledge,2013), p. 79.

Richards states that error is the use of a linguistics item (e.g. a grammatical item, a word, a speech act etc.) in a way which a native speaker of the language regards as showing faulty or incomplete learning. Errors are classified based on pronunciation (phonological error), grammar (syntactic error), vocabulary (lexical error), misunderstanding of speaker's intention or meaning (interpretive error), production of the wrong communicative effect. In the study of second and foreign language, errors have been used to discover the process learner make use of in learning and using a language.<sup>9</sup> In addition, Richards states that error analysis is the study and analysis of the errors made by second and foreign language learners. Errors analysis could be significant in three ways: a) they provided the teacher with information about how much the learner had learnt, b) they provided the researcher with evidence of how language was learnt, and c) they served as devices by which the learner discovered the rules of the target language.<sup>10</sup>

Based on the definitions above, error analysis is a strategy that is used to investigate unacceptable and deviation rules of second and foreign language which made by language learners. This analysis is useful to provide the information about how the capability of learner in learning second and foreign language.

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<sup>9</sup> Jack C. Richards, *Language Teaching And Applied Linguistics*, (London: Longman, 2010), p. 201

<sup>10</sup> Ibid. p.48

## 2. Type of Errors

According to Dulay (1982) in Kusumawardhani<sup>11</sup> divides the errors into four types. First, linguistics category taxonomy is an error based on language components or the linguistics main elements which effect the errors. The language component consists of phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary) and discourse (style). The linguistic main elements consist of the elements which compare each language component.

Second, surface strategy taxonomy is explained about the way to change the strategy taxonomy which occur. Third, comparative taxonomy is based on the comparative between the structures of the errors in the second language with the certain another type construction. Comparative taxonomy consists of: developmental errors (intralingual errors) and interlingual errors. Fourth, communicative effect taxonomy. Surface strategy taxonomy and comperative taxonomy just focus on the errors happened in both of those taxonomies. Communicative taxonomy influences the classification with the errors from listeners' or the readers' view.

Error divided into four categories: "omission of some required elements of items; addition of some unnecessary or some incorrect item; selection of incorrect items; and misordering of the elements. In addition, Corder in Erdogan's Journal<sup>12</sup> said that the classification of errors can include

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<sup>11</sup> P. Kusumawardhani, "Error Analysis in Writing an English Narrative Composition" Journal Lingua Cultura, Vol.09(02), 2015 p. 133

<sup>12</sup> Vecide Erdogan, "Contribution of Error Analysis to Foreign Language Teaching" Journal of the Faculty of Education Mercin University, 2005, p. 264.



the linguistics level of errors under the subareas of morphology, syntax and lexicon.

These are grammatical and ungrammatical errors will be specifically discussed in the following explanation:

### 1) Grammatical Errors

Kridalaksana in Nababan<sup>13</sup> says that grammatical meaning is the relationship of the parts of language in the wider units, for example the relationship between word and the other words in a phrase or clause. There are some parts of grammatical errors. They are as follows:

#### a) Verbs errors

Verb is the most complex part of speech. Noun determines the different kinds of sentences – statements, questions, commands, exclamations. The use of verbs based on tense and voice. The verb errors may occur in two cases, such as in verb forms and in subject – verb agreement. Moreover, Jeffries explains that verbs have four primary forms such as base, simple past, past participle and present participle.<sup>14</sup>

The base form identifies a verb which the form may combine with or without auxiliaries, the simple past form often ends in –ed, the present participle ends in –ing, and the past participle often looks like simple past forms. He also states that verbs may be regular or irregular in their four

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<sup>13</sup> M. Nababan, *Teori Menerjemah Bahasa Inggris*. (Yogyakarta: Pustaka Pelajar, 2003) p. 49

<sup>14</sup> Jeffries, *Discovering Language The Structure of Modern English*, (England: Macmillan Distribution, 2006) p. 92.

forms. The students commonly make error in forming a regular or irregular verb in writing, for instance:

Error : Dance Danceed Danceed

Correction : Dance Danced Danced

Some irregular verbs may have error form, for instance:

Error : Hurt Hurted Hurted

Spend Spended Spended

Correction : Hurt Hurt Hurt

Spend Spent Spent

The second verb error is the error in subject-verb agreement. For examples: “The teacher write” it should be “The teacher writes” or “The girls dances” the right one is “The girls dance”.

#### b) Pronouns error

Pronoun traditionally defines as a word that takes the place of noun. Jeffries defines that pronoun function syntactically in similar ways to the noun class because they can be subject, object, and complements. This makes sense because their role it’s to substitute for more complex nouns and noun phrase in order to make the language more efficient. Pronoun errors commonly occur in learning target language. The pronouns error happens in some way, for example: “will you go with I later?” the right one “will you go with me later?”

c) Prepositions error

The prepositions in English language are mainly because there are many of them. Foreign learners of English are known to find them difficult, and they have their meanings are rather slippery. According to Jeffries, the propositions always introduces a phrase that consist of itself and noun phrase, and the meaning of the whole phrase usually indicates some circumstance in which the action of the clause is appearing, or the context of a previous phrase.<sup>15</sup> The common error in preposition is for example: “Her daughter was born at January” it should be “Her daughter was born in January”.

d) Conjunctions error

According to Jeffries, there are two classes of conjunction. Those are coordinating conjunction and subordinating conjunction. The coordinating conjunction consists of a small, three-word set: and, but and or. A much larger class of subordinating conjunction including if, so, that, although, then, and so on.

The conjunction error may occur in the wrong use or of conjunction. The conjunction error can be seen in the following example: “She studies Japanese language, She studies English language” it should be “She studies Japanese language and English language”.

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<sup>15</sup> Jeffries. Op.Cit., 97

e) Determiner

According to Jeffries states that the determiner class defined by its positioning within the noun phrase. There are three main subclasses of determiner and investigate each in turn. These are the demonstrative adjectives, the possessive adjectives and the articles.

According to Leacock<sup>16</sup> defines that article are targets for automatic detection because they are the most frequent of English learner errors. The focus will be on the use of indefinite and definite articles as well as the zero-article. For instance: “I’m looking for the bag” it should be “I’m looking for a bag”.

Leacock found on their research that the confusion between the use of a and an is one of student’s common errors in articles.<sup>17</sup> For example: “I waited a hour” it should be “I waited an hour”. Sometimes, nouns or noun phrase do not need to be preceded by articles. In this case called as zero articles (no article). In general statements, with no countable and plural nouns and name of place, countries, cities, lakes, streets, and holiday have no article. For example: “I would like to go to the Thailand” the right one is “ I would like to go to Thailand”.

## 2) Lexical Errors

Jeffries defines that lexical words are those which contain the main semantic information in a text, and they fall into four main lexical word

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<sup>16</sup> C. Leacock, *Automated Grammatical Error Detection for Language Learners*, (Toronto: Morgan & Claypool Publishers series, 2010).

<sup>17</sup> Ibid.

classes: noun, verb, adverb and adjective.<sup>18</sup> Each lexical item in English belongs to at least one word class, that describes its behavior in larger structures and signals its similarity to the other words in that class. Moreover, the lexical errors can be seen in the following example: “He took a drink of an apple.” The right one is “He took a bite of an apple”. The other example is “The season is very fine today” it should be “The weather is very fine today.”

### **3) Mechanics in Writing**

A speaker can rise or lower the volume or pitch of voices. The speakers can speak distinctly, slowly and wave their arms, pound a table, or pause, meaningfully. But not for the writers, they physically isolated from their audience, have only ink and paper to work with. Nevertheless, they can embody some of the pitch, tones and gestures of speech in the patterns of their writing. The punctuation will clarify those patterns. Punctuation will clarify by removing or reducing ambiguity. The right punctuations make the reader can be understandable.

According to Farbman writers use capital letters and punctuation marks to help readers see the structure of a sentence. If the marks are not suitable with the sentence structure, they will make reader confuse.<sup>19</sup> Therefore, the writers should be careful in using capital letters and punctuation marks only where they have a good reason for them. The capital error can be seen as following example: “I will go to japan on monday” it

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<sup>18</sup> Jeffries, Op. Cit., 83.

<sup>19</sup> E. Farbman, *Signals A Grammar and Guide for Writers*, (Boston: Houghton Mifflin Company, 1985)

should be “I will go to Japan on Monday”. The punctuation error will be seen as following example: “There are lion monkey crocodile in the zoo”.

#### 4) Socio-Cultural Meaning

Nababan defines socio-cultural meaning is meaning which is closely related to the social situation, and cultural background of the language users.<sup>20</sup>

Example: A friend is walking in front of A’s house.

A: “Hai mau ke mana?”

B: “Mau kesana, sedang apa?”

A: “Berkebun. Mari singgah.”

Moreover, Ellis, errors have been identified and classified into types.<sup>21</sup> There some ways to classify types of error. One way is to identify or classify errors into grammatical categories. They are (a) omission, (b) additions, (c) misinformation, (d) misordering.

*Omission* is when the absence of item that must appear in a well-formed utterance. For example is a learner often leave out the third person singular morpheme –s, the plural marker –s, and the past tense inflection –ed. The example of omission is “she sleeping” instead of “she is sleeping”, and “My mom cook a cake yesterday” instead of “My mom cooked a cake yesterday”.

*Addition* is when the presence of an item that must not appear in well-formed utterances. It is the opposite of omission errors. Example of

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<sup>20</sup>M. Nababan, *Teori Menerjemah Bahasa Inggris*, (Yogyakarta: Pustaka Pelajar, 2003) p.50.

<sup>21</sup> Rod Ellis, *Second Language Acquisition*, New York: Oxford, 2008, p. 18

addition: “She didn’t went to school yesterday” the right one is “She didn’t go to school yesterday”.

*Misinformation* errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misinformation errors the learner supplies something, although it is incorrect. For example: “The dog ated the chicken” instead of “The dog ate the chicken”

*Misordering* errors are characterized by the incorrect placement of a morpheme or group of morphemes in utterance. For example, *he is all the time late* (*all the time* is midordered). Misordering errors occur systematically for both L1 and L2 learners in construction that have already been acquired, specifically simple (direct) and embedded (indirect) questions. For example, *what daddy is doing?* (instead of *what is daddy doing?*).<sup>22</sup>

*Deviation of meaning*<sup>23</sup>, 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 word that word should be the word used. For instance, “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. The right one is “Epidemic Ebola virus that attacks the west of Africa region, causing the world’s attention”.

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<sup>22</sup> Rod Ellis. Op.Cit., 162

<sup>23</sup> Amalya, et.al. “Errors in Indonesian to English Translation Text Made by Students of SMA Negeri 13 Pangkep” Jurnal Keguruan dan Ilmu Pendidikan (JKIP) FKIP Unismuh Makassar, Volume 5 No. 1, 2018. p. 5

### 3. Process of Making Errors

An erroneous action can only truly be said to occur when there is a clear performance standard that defines the criteria for an acceptable response. The nature and origins of "error" are discussed from different professional points of view it soon becomes clear that the starting point for the analysis is often quite different. Thus, an engineer might prefer to view the human operator as a system component where successes and failures can be described in the same way as for equipment. Sociologists have traditionally ascribed the main error modes to features of the prevailing socio-technical system; in a sociological analysis items such as management style and organizational structure are therefore often seen as the mediating variables influencing error rates.

Finally, psychologists, on the other hand, often begin with the assumption that human behavior is essentially purposive and that it can only be fully understood with reference to subjective goals and intentions.<sup>24</sup> In the psychology perspective, an error can be explained in the process of cognitive. Here, the cognitive error defines such following: (1) The failure of an activity that is predominantly of a cognitive nature. This corresponds to the use of other common terms for erroneous actions, such as omission or commission, which in practice denote an observable or noticeable event.

In all these cases the erroneous action in question manifests itself as the failure to perform a specific activity according to norms. In contrast to the

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<sup>24</sup> Erick Hollnagel, *Cognitive Reliability and Error Analysis Method*, (Norway: Elsevier Science Ltd, 1998) p.23



categories of omissions and commissions, however, cognitive activities constitute a set of activities rather than a single activity. This set of cognitive activities is usually taken to include diagnosis, decision making, reasoning, planning, remembering, recognition, etc. - or in other words activities that involve thinking rather than doing. An incorrect diagnosis is an example of a "cognitive error", but although it may be characteristic it is by no means the only one.

The membership of the set of cognitive activities can often be defined by referring to a specific theory or model of cognition. Furthermore, the definition acknowledges that cognition may be a part of all actions, but that in some cases - such as simple observations or movements - it plays a lesser role.<sup>25</sup> (2) The inferred cause of an activity that fails. This definition recognizes the fact that cognition is a mental function, hence not observable to others than the person. For instance, while we cannot see an incorrect diagnosis, we can infer from observable performance that the most likely cause of what we see is an incorrect diagnosis. It is debatable whether the observation of a failure of execution, i.e., an error mode, is sufficient basis for inferring that the cognition also failed or went wrong. This depends on how rigid a model of causation is applied.<sup>26</sup>

#### **4. Reason of Making Errors**

In learning second or foreign language, learners will make some errors because of some factors. It will answer the question "what causes of errors?"

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<sup>25</sup>Errick Hollnagel. Op.Cit., 49

<sup>26</sup>Erick Hollnagel. Op.Cit., 50

probably will take the same answer. Some persons will answer because of the first language interference or translation from mother tongue. The other will answer because of carelessness. According to Norrish, there are three causes of error. They are carelessness, first language interference, and translation.<sup>27</sup> They will be discussed briefly below: (a) carelessness, (b) first language, and (c) translation.

*Carelessness* is usually closely related to lack of motivation. The teachers will admit that it is not always students' fault if they lose interest; perhaps the materials and/or the style of presentation do not suit them.

*First language* based on Norrish that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old one will interfere the new ones. This reason of error is called as first language interference.

*Translation* is one of the reasons of error. This error happens because a student translates or transfers his first language sentence or idiomatic expression in to the target language word by word. This is the probably the most common of error.<sup>28</sup>

Moreover, another expert describes about the reason of errors. According to Richards in Ellis<sup>29</sup> there are three reasons or causes of errors, they are as follow: (1) Interference errors happen as a result of 'the use of items from one language while speaking another'. (2) Intralingual errors

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<sup>27</sup> J. Norrish, *Language Learning and Their Errors*, (London : Macmillan PublisherLtd, 1987), p.47

<sup>28</sup> Norrish. Op.Cit.

<sup>29</sup> Rod Ellis. Op.Cit., 58

‘reflect of the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn condition under which rules apply. (3) Developmental errors occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience.

Brown said that reasons of errors as sources of errors, he classifies into four categories. They are interlingual transfer, intralingual transfer, context of learning, communication strategies.<sup>30</sup> The four types will describe briefly are (1) Interlingual transfer, (2) Intralingual transfer, (3) Context of learning, and (4) Communication strategies.

*Interlingual transfer* is the beginning stages of learning. A second language is characterized by a good of interlingual transfer from the native language or interference. In this stage, before the system of second language is familiar, the native language is the only linguistic system in previous experience upon which the learner can draw. We often heard the English learner say “tree” for “three” or “the bag of Jane” instead of “Jane’s bag”. All these error are attributable to negative interlingual transfer. Although it is not always clear that an error is the result of transfer from native language, many errors are detectable in learner speech.<sup>31</sup>

*Intralingual transfer* is the second reason of error. It is the transfer within the target language itself. Researchers have found that the early stages of language learning are characterized by a predominance of interference

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<sup>30</sup> H.D Brown, *Principles of Language Learning and Teaching*, Fifth Edition Englewood Cliffs: Wesley Longman, Inc, 2007, 213-217.

<sup>31</sup> Ibid. p. 213-214.

(interlingual transfer), but once learner have begun to acquire parts of the new system, more intralingual transfer generalization within the target language is manifested. This sure follows logically from the tenets of learning theory. As learner's progress in the second language, their previous experience and their existing subsumes begin to include structure within the target language itself.<sup>32</sup>

*Context of learning* refers for example, to the classroom with each teacher and its material in the case of the school learning or the social situation in case of untutored second language learning. In the classroom context the teacher can lead the student to make faulty hypotheses about language. The students often make errors because of a structure or word in a textbook or even, because of a pattern that was memorized in a drill but improperly contextualized.<sup>33</sup>

*Communication strategies* were defined to learning styles. Learners obviously use production strategies in order to enhance getting their messages across, but these techniques can become a source of error themselves. An ESL learner said "Let us work the well-done of our country". While it exhibited a nice little twist of humor, the sentence had an incorrect approximation of the word "welfare". Likewise, word coinage, circumlocution, false cognates, and prefabricated patterns can all become sources of error.<sup>34</sup>

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<sup>32</sup>H.D. Brown. Op.Cit., 214.

<sup>33</sup> H.D. Brown. Op.Cit.,215.

<sup>34</sup> H.D. Brown. Op.Cit.,217.

## 5. Translation

There are many definitions that are derived from the experts. Many experts give explanation about translation but they only focus on translating from source language to target language. According to Newmark states that translation is mastery in transferring written messages from one language into target language. Here, Newmark restricts the definition only in the scope written language.<sup>35</sup>

Ordudari defines that translation typically has been used to transfer written or spoken SL texts to equivalent written or spoken TL texts. In general, the purpose of translation is to reproduce various kinds of texts—including religious, literary, scientific, and philosophical texts—in another language and thus making them available to wider readers.<sup>36</sup>

Moreover, Muchtar and Farida<sup>37</sup> defines that translation is translation is a transfer of meaning, messages, and style from one source language text to the target language text.

In addition, Munday states that translation is the process of turning an original of source text into a text in another language. It is also translated version of a text. An individual or computer program that renders a text into another language is called a translator. The discipline concerned with the issues related to the production of translations is called translation studies. In

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<sup>35</sup> Peter Newmark, *A Textbook of Translation*, (New York: Prentice Hall, 1981) p. 7.

<sup>36</sup> Mahmoud, Ordudari, "Translation Procedures, Strategies and Methods" *Translation Journal*, Vol. 12, No. 1, 2007. p. 1.

<sup>37</sup> M. Muchtar and Farida R. Waty. Op.Cit.

other hand translation is the transmission of written text from one language into another language.<sup>38</sup>

Based on the definitions above, it can conclude that translation is the process of transferring a message of text from source language into target language. Translation consists of transferring the meaning and ideas of the source language into the target language. The term translation itself has several meanings: it can refer to the general subject field, the product (the text that has been translated) or the process (the act of producing the translation, otherwise known as translating). Moreover, Bassnet<sup>39</sup> 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 in Holy Qur'an Surah Ar-Rum: 22<sup>40</sup> said

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتِلَافُ أَلْسِنَتِكُمْ  
وَالْوَنَاقِرِ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

Meaning:

And of His signs are the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed in that are signs for those of knowledge.

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<sup>38</sup> J,Munday, *Introducing Translation Studies*, (London:Routledge, 2008) p. 5

<sup>39</sup> Amalya, et.al. Op.cit.

<sup>40</sup> Al-Qur'an dan terjemahannya, Departemen Agama RI, (Bandung: Diponegoro, 2008)

From the verse above tells that there are many different communities and languages in the world. Here, translation is needed to know science and knowledge. By learning translation, everyone can give and get information for those of knowledge.

Moreover, it is supported by the hadith that tell about we should learn about other language.

حَدَّثَنَا جَرِيرٌ عَنِ الْأَعْمَشِ عَنْ ثَابِتِ بْنِ عُبَيْدٍ قَالَ قَالَ زَيْدُ بْنُ ثَابِتٍ قَالَ لِي رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ تَحْسِنُ السَّرْيَانِيَّةَ إِنِّي أَتَيْتَنِي كُتُبٌ قَالَ قُلْتُ لِمَا قَالَ فَتَعَلَّمْتُهَا فَتَعَلَّمْتُهَا فِي سَبْعَةِ عَشَرَ يَوْمًا

Meaning :

“Having told us [Jarir] from [Al A'masy] from [Thabit bin Ubaid] said, [Zaid bin Thabit] said, "The Messenger of Allah sallallaahu 'alaihi wasallam asked me: 'Do you speak Syrian?' I answered, 'I replied, 'Can not.' He said: 'Learn!' So I learned it in only seventeen days. (AHMAD - 20605)<sup>41</sup>

From the hadith above, it tells that people learn other language is important. It is because by learning language, we can know some knowledge, get and share information, and how to communicate to others. People can get them by translating the source language.

Allah says in the Qur'an surah Ibrahim 4:

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<sup>41</sup> <http://ahmdnsweb.blogspot.com/2017/05/makalah-rasulullah-menganjurkan-sahabat.html>

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلَّ اللَّهُ  
مَنْ يَشَاءُ وَيَهْدِيَ مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ

Meaning:

We sent not a messenger except (to teach) in the language of his (own) people, in order to make (things) clear to them. Now Allah leaves straying those whom He pleases and guides whom He pleases: and He is exalted in power, full of wisdom.

A translation is a text derived from another text in another language, exhibiting qualities of equivalence to that source text, such that the derived text can be taken as a substitute for the original text.

In addition, Jacobson in Munday states that there are three kinds of translation. They are as follows: (1) Intra-lingual translation or rewording is an interpretation of verbal signs by means of other sign of the same language. (2) Inter-lingual translation or translation proper is an interpretation or verbal signs by means of some other language. (3) Inter-semiotic translation or transmutation (an interpretation of verbal sign by means of sign of non-verbal sign system).<sup>42</sup>

Intra-lingual translation would occur, for example, when we rephrase an expression or when we summarize or otherwise rewrite a text in the same language. Inter-semiotic translation would occur if a written text were

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<sup>42</sup> J,Munday. Op.Cit.



translated, for example, into music, film or painting. It is inter-lingual translation, between two different verbal languages, which is the traditional, although by no means exclusive, focus of translation studies.

## **B. Related Study**

Amaliya<sup>43</sup> conducted the research entitled “Errors in Indonesian to English Translation Text Made by Students of SMA Negeri 13 Pangkep”. This study was conducted 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. The subject of this research is the second year students of SMA Negeri 13 Pangkep. The second year students consist of five classes (105 students). The writer is taking as the sample, 30 students. The object of this research is errors in translating Indonesian to English text. The instrument of this research is a test (written text). The test is use to get data about the students’ error in Indonesian to English translation text.

The result of this research, the writer found that the students make error in Indonesian to English translation text, the writer find out the kinds of error and the sources of error that made by students in translating a text Indonesian into English. The kinds of error are inversion, omission, addition, deviation of meaning. And the sources of error made by students are morphological aspect, lexical aspect, syntactic aspect. It can be concluded that

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<sup>43</sup>Amalya,et.al. Op. Cit.

second grade students who take Indonesian to English Translation at SMA Negeri 13 Pangkep is still making errors in translated a texts and dominant errors that students made is lexical aspect.

Maulana<sup>44</sup> were conducted a study entitled “An Analysis of the Fourth Year Students’ Errors in Translating Descriptive Text from English to Indonesian at the English Department of Bung Hatta University”. This research aimed to describing the students’ errors in translating descriptive text from English to Indonesian at the English Department of Bung Hatta University. The design of this research was descriptive. The population of this research was the fourth year students at the English Department of Bung Hatta University. The instrument used to get the data was a translation test. The result was proved by the fact that there was no one students who had errors in syntactic aspect. Then, there were some students who had errors in referential meaning. Finally, there was no one students who had errors in organizational meaning.

Yessy<sup>45</sup> conducted a research entitled “An Analysis of Students’ Ability In Translating The Analytical Exposition Text In Eleventh Grade Of SMK N 11 Medan”. The objective of this research are (1) to find out the kinds of translation students used in translating analytical exposition at SMK N 11 Medan.(2) to find out students’ ability in translating the analytical exposition text in 11th grade students of SMK N 11 Medan. This research was conducted

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<sup>44</sup> Khairudin Maulana, “*An Analysis of the Fourth Year Students’ Errors in Translating Descriptive Text from English to Indonesian at the English Department of Bung Hatta University*” Bung Hatta University.

<sup>45</sup> Gusti Yessy, et.al. “*An Analysis of Students’ Ability In Translating The Analytical Exposition Text In Eleventh Grade Of SMK N 11 Medan*” *Journal of English Literature and Linguistics Vol 4 no 2, 2018*

by using descriptive qualitative research. The source of data was taken from 11th grade of SMK N 11 Medan.

The result of this study showed that the students are able to translate the analytical exposition text. There were 25 students able to translate the analytical text and there were 5 students unable to translate analytical exposition text. It means that the students are able to translate analytical exposition text in eleventh grade of SMK N 11 Medan.

Debora<sup>46</sup> conducted a study entitled “An Analysis of Grammatical Errors in Writing Paragraph made by Eleventh Grade Students of Accounting in SMK N 1 Jambi Academic Year 2017/2018”. This research aimed to find out types of grammatical errors in writing paragraph based on surface strategy taxonomy made by eleventh grade students of accounting in SMK N 1 Jambi. This research used qualitative method. This research involved 35 students of Accounting IV in SMK N 1 JAMBI academic year 2017/2018. The findings show that students committed error into four types: omission, addition, misinformation, and misordering. From the frequency of each error types, misinformation was the error which most frequently produced by the students.

Azizi Yahya<sup>47</sup> in their research entitled “Error Analysis of L2 Learners’ Writing, a Case Study” the identified and analyzed the both Narrative and descriptive essays which students of the lower secondary schools were expected to write correctly and accurately, and they found that

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<sup>46</sup> Novita Debora, et.al. “An Analysis of Grammatical Errors in Writing Paragraph made by Eleventh Grade Students of Accounting in SMK N 1 Jambi Academic Year 2017/2018” *Journal Of English Language teaching*, Vol 2 No. 2, 2018

<sup>47</sup> Yahya, Azisi et. al. “Error Analysis of L2 Learners Writing A Case Study” University Technology Malaysia. International Conference Language Medias and Culture IPEDR, 2012

the errors was unavoidable due to the some factors like mother tongue interference, instability of learner's linguistic knowledge, inconsistently in handling a linguistic system etcetera.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents the research methodology and data analysis. It covers place and time of the research, method, and design of the research, data and data source, technique of collecting data, the technique of analyzing data, and trustworthiness.

#### **A. Research Setting**

The researcher conducted the research in 22<sup>nd</sup> May 2019. It conducted at Eleventh Grade Students in Madrasah Aliyah Negeri 1 Medan. The school is located on Jalan Pancing, Medan Sumatera Utara. The researcher held the research on 22<sup>nd</sup> to 23<sup>rd</sup> May 2019.

#### **B. Data and Data Source**

The data of the study consists of qualitative data. The data of this research is translating a text constructed by the researcher. Meanwhile, the source of the data in this research is students' answer sheet in translating a text. The students consist of 22 students in XI MIA 6 class. This research, the research took eleventh grade students in MAN 1 Medan on year 2018/2019.

#### **C. Research Method**

In doing this research, the researcher used qualitative research. The method used in the research is descriptive qualitative method because this

study aims to describe the translation errors made by student. According to Creswell (2012: 16) states that qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem and developing a detailed understanding of a central phenomenon by having the literature review, stating the purpose and research questions, collecting data based on words, analyzing the data and writing the report using flexible emerging structures and evaluating criteria, including the researchers subjective reflexivity and bias. That is, the method used to present the description of the students' errors in translating Indonesian into English. It consists of collecting the data, analyzing the data, and writing the result. To collect the data, the researcher will give Indonesian text. Then, the test will be given to the students to translate into the English language.

#### **D. Technique of Collecting the Data**

To collect the data of this research, the researcher collected the data by the following techniques:

1. Translating test.

The test is constructed by the researcher. The test is translating Indonesian text into English. The researcher distributed paper of test to the students. Then, the students translated Indonesian text into English to point out some errors on translation. After the test finished, the research collected the answer sheets. It would facilitate the researcher in identifying

translation error make by the students in translating Indonesian into English text.

## 2. Interview

The interview is used by the researcher to collect the data about the causes of error in translating Indonesian text into English. The researcher asked about the reason of the students making error in their translation.

### **E. Technique of Analyzing Data**

This research analyzed the data by using error analysis. After the data is collected, these must be analyzed to achieve the intended objectives. The technique that is used to analyze the data is error analysis. According to Ellis, the technique of analyzing data in error analysis is identifying the errors, describing the errors, explaining or interpreting the errors, evaluating the errors.<sup>48</sup> (1) *Identifying the errors*; which the researcher should compare the sentence that learner produces with what would be the correct sentence in the target language, (2) *describing errors*; the identified errors are described and classified into the errors in order to know errors types, (3) *explaining or interpreting*; it discusses the error types described in description, (4) *evaluating error*; it determines what should be more emphasized or treated and what should be not to the students.

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<sup>48</sup> Rod Ellis. Op.Cit.,18

## **F. Trustworthiness**

It is important to establish that the findings of the study are validity. There are various ways to establish a sense of trustworthiness and validity. According to Lincoln and Guba, the trustworthiness consists of the following components credibility, transferability, dependability, and confirmability.<sup>49</sup>

Credibility in qualitative research means the research of qualitative study is believable and trustworthy from the perspective of a participant or subject in the research itself. Credibility contributes to a belief in the trustworthiness of data through the following attributes: (1) Triangulation. Triangulation is accomplished by asking the same research question of different study participants and by collecting questions. (2) Member checks. Member checks occur when the researcher asks participants to review both the data collected by the interviewer and the researchers' interpretation of that interview data. Participants are generally appreciative of the member check process, and knowing that they will have a chance to verify their statements tend to cause the study participants to willingly fill in any gaps from earlier interviewers. Trust is an important aspect of the member check process.

*Transferability* refers to the degree to which the result of qualitative research can be generalized or transferred to other contexts or

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<sup>49</sup> Lincoln & Guba, E. G, *Naturalistic Inquiry*, (Newbury Park: Sage, 1985) p. 289.



setting. From a qualitative perspective, transferability is primarily the responsibility of the one doing the generalizing.

*Dependability*, on the other hand, emphasizing the need for the researcher to account for the ever-changing context within which research occurs. The research is responsible for describing the changes that occur in the setting and how those change effected to the research approached of study.

*Confirmability* refers to the degree to which the result could be confirmed or collaborated by others. the researcher got document procedures for checking and rechecking the data throughout the study. Confirmability entails full revelation of the data upon which all interpretations are based or at least the availability of the data for inspection. In other words, the researcher should be able to examine the data to confirm the result or interpretations.

The researcher only limits of the technique of establishing the trustworthiness on credibility through source triangulation.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter will be divided into two parts of presentation. They are research findings and discussion. The researcher analyzed the errors of the Eleventh Grade of MAN 1 Medan in the academic year of 2018/2019.

#### A. Research Findings

After analyzing the data, there are twelve findings about the students' error analysis in translating Indonesian into English: (1) verb error, (2) preposition error, (3) article error, (4) possessive pronoun error, (5) conjunction error, (6) omission error, (7) addition error, (8) misordering, (9) lexical error, (10) capitalization error, (11) punctuation, and (12) spelling error.

##### 1. Verb error

Verb error is an error of translating Indonesian into English concerning with the main verb of the sentence. This can be shown in the following data – one of students translated “*Aku melihat bebatuan terguling ke jalan*” into target language “I see the rocks tumbling to the road.”... (*S17-Er-Tr-Ve*). The student made an error to the word “see”. The correct verb is “saw” and the sentence become “I saw the rocks tumbling to the road.” It is because context of text told about past event. So, the main verb should change to be past form.

This error is done unconsciously. This means the student did not concern about the context of text. The student translated the word “see” it is

because the student has little mastery in vocabulary so that what the vocabulary they often hear and become familiar to them, that's what they use.

Moreover, the student is also influenced by native language. Indonesian language as native language do not have verb which shows the differential in using verb to describe about the past, the present, or the future event. This influence causes them to unconsciously make an error in the sentence that they have translated.

Verb error occurred in student's translation. Verb error is an error that occurred in translating Indonesian into English concerning with main verb of the sentence. This can be found out in the following data: one of students translated "*Aku meninggalkan mobil dan berjalan ke rumahku*" into target language "I left my car and walk to my house"... (*S9-Er-Tr-Ve*). The student made an error to the word "walk", where the correct verb is "walked" and the sentence become "I left the car and *walked* to my house." The sentence of source language (Indonesian language) showed the past event time where in the target language (English language), the verb should be changed become past form.

This is occurred unconsciously. It means that the student did not know that both of verbs should be changed into past form. The student translated first verb "left" into past form but not to the word "walk". This case made an error to the target language.

This occurred because of intralingual transfer. It was the result of the factor in writing such as application of incomplete rules. The student only

translated the first verb into past form but not for the next verb. The student still not applied the rule of target language thoroughly. They were confused on applying the theory they have learned in the classroom into the translation product. This case made an error in translating Indonesian into English concerning with verb.

Moreover, the verb error also occurred to the other student. This can be shown in the following data: one of the students translated “*Aku tidak tahu bahwa itu gempa*” into target language “I don’t know that it was earthquake.”... (S13-Er-Tr-Ve). The student made an error to the word “don’t know” the correct verb is “did not know” and the sentence become “I did not know that it was earthquake.” This happened where the student did not transfer source language well. The context of sentence shows past event. In the target language (English language), there are negative past tense to show past event. The structure of negative past tense is the addition of modal and main verb changeover. Verb error is an error of translating Indonesian into English concerning with the negative main verb of the sentence.

This occurred when the student did not pay attention to the sentence they translated. The student translated word by word without giving attention to the structural of target language. The student has not understood yet about the structure in English as target language. The student hypothesized that there is no difference between negative sentence in the past and negative sentence in the present so that it made the result become an error.

This error happened because of intralingual transfer. It was the result of the factor in writing such as application of incomplete rules. The students made an error because they were still influenced by their first language. The student made an error in changing the verb. In English negative verb in past should be added “did” and the verb become verb infinitive. This is the structure of English that should be followed. Meanwhile, in Indonesia the verb did not change even in negative present or past tense. It made the students confused and did error.

Based on the three data, it can be concluded that one of the student error in translating Indonesian into English is in the form of verb.

## 2. Preposition error

Preposition error is an error of translating Indonesian into English concerning with incompatibility of preposition of place in the sentence. This can be shown in the following data –one of students translated “*Aku berada di dalam mobil*” into target language “I am on the car”...(S13-Er-Tr-Pe). The student made an error to preposition of place beside verb to be. The correct one is “in” and the correct sentence is “I was in the car.”

This is done systematically. This means that it occurred when the student does not know more about how to apply preposition in the sentence. The students have great difficulty in determining the correct preposition to the sentence. They thought there’s no differential in using preposition so that the students apply preposition to the target language they are familiar with.

The student made an error because of intralingual transfer. The process of preposition error happened to the wrong hypotheses that built by the students. The students still made an error because of they were confused in applying the theory they have learned in the classroom into the written product.

Preposition error happened in student's translation. Preposition error is an error of translating Indonesian into English language concerning with preposition of place in the sentence. This can be found in the following data – one of students translated “*Aku sedang mengemudi pulang dari liburanku menuju Oklahoma*” into target language “I’m driving to my home after my holiday in Oklahoma”... (S15-Er-Tr-Pe). The student made an error in translating preposition “*menuju*” into “in”. The correct preposition is “to” become “I was driving home from my holiday to Oklahoma.”

This is done unconsciously. This means the student got wrong understanding to the theory of preposition. They thought that a place uses preposition of place “in”. This is wrong interpretation that student build. This is also because there are many prepositions in the target language that has different type to show specific and more specific of thing so that the student confused in applying the right one.

This error because of interlingual transfer. It means that the learners go through a process of making and testing hypotheses about the target language. They begin with knowledge about language in general, gained from their native language, and move toward the target language. Bit by bit, they readjust

their mental model of the new language, improving their communicative competency in that language. If the hypothesis is successfully, it builds the right rule in the target language. But, if the hypothesis is unsuccessfully, it becomes an error that should be revised.

Based on the three data, it can be concluded that one of the student error in translating Indonesian into English is in the form of preposition.

### 3. Article error

Article error is an error of transferring Indonesian into English language concerning with inaccuracy in determining article of the sentence. This can be shown in the following data – one of students translated “*Aku tidak tahu bahwa itu gempa*” into target language “I knew that was a earthquake” ...(*S14-Er-Tr-Ae*). The student made an article error “a” before vocal word “earthquake” – the correct article is “an”. The article “a” is used before word which has consonant sounds whereas “an” is used before word which has vowel sounds. It should become “I knew that it was an earthquake.”

This is done when the student confuse in using an article. Indonesian students definitely have great difficulty in applying definite or indefinite article. In Indonesian language, there is no article in the structural of text. It makes student difficult in adapting to English structural as target language. Moreover, when the student put article “a” and “an” to the sentence and they lack of knowledge in grammatical so that it would make an error.

This is happened because of student’s motivation in learning English. An error made by student such forgetting that article “a” uses in vowel sound

and article “an” uses in consonant sound, it is a small thing that it should be clear. The student thought that English as complex language that’s should be mastered. In this case, the English of teacher should be aware of some basic language differences. And the teacher should be aware of student’s interest in learning English.

In addition, article error is an error of translating Indonesian into English language concerning with inaccuracy in determining article of the sentence. This can be shown in the following data – one of the students translated “*Aku ingin menceritakan pengalamanku tentang gempa yang terjadi minggu lalu*” into target language “I want to ritle experience about earthquake a weeks ago” ...(S.3-Er-Tr-Ae). The student made an error in determining article. The student put article “a” before the word “weeks ago” where it describes as plural. The correct one is “a week ago”.

This is done unconsciously. This means that the student did not pay too much attention to the grammar in the target language. The student also did not understand and confuse about theory in using article. The student made an error in applying article “a”. Article “a” describes singular noun and it uses to the vowel sound. But the data shows that the student used article “a” for plural noun.

It occurred because carelessness that doing by the student in translating word by word and make them match with grammar of target language. The student added an item that should not be in the sentence. The addition of “s”



made an error concerning with grammatical. And it make message from source language changed and not delivered.

Based on the three data, it can be concluded that one of the student error in translating Indonesian into English is in the form of article.

#### 4. Possessive pronoun error

Possessive pronoun error is an error of translating Indonesian into English language relating to not being able to distinguish between pronoun and possessive. This can be shown in the following data – one of students translated “*Aku sedang mengemudi pulang dari liburanku menuju Oklahoma*” into target language “I was driving home from holiday me to Oklahoma.”.... (S8-Er-Tr-Ppe). The student made an error to the word “holiday me” the correct one is “my holiday”.

This is done when the student is lack of knowledge. It means that when the student lack of knowledge in the target language grammar, the student would translate the sentence word by word. It happened when the student translated “*liburanku*” become “holiday me” instead of “my holiday”. Here, the student does not know that English language has different type to say “*aku*” from Indonesian language into English language. Where in the first language (Indonesian language), there is no different to say “*aku*” to show as possessive, as an object, or even as a subject.

This possessive pronoun error happened because interlingual transfer. It is the result from the interference of student native or first language to the target language. Indonesian language as the student first language has different

structure with English as the target language. The student made an error in translating because they carried their native language to the target language such translated "*liburanku*" become "holiday me". The student did interlingual transfer because the student uses the first language pattern in arranging the word of the sentence.

Based on the three data, it can be concluded that one of the student error in translating Indonesian into English is in the form of possessive pronoun.

#### 5. Conjunction error

Conjunction error is an error of translating Indonesian into English concerning with unsuitable conjunction to the sentence. This can be found in the following data – one of students translated "*Bahkan aku tidak dapat menggerakkan mobil sama sekali*" into target language "Although, I couldn't move the car at all" ....(S13-Er-Tr-Ce). The student made an error to the word "*bahkan*", the correct one is "even".

This is done when the student has low ability in translating vocabulary from source language into target language. It is affected by the way of thinking. The student thought that "although" is the meaning of the word "*bahkan*" where this interpretation made by the student is an error in translating vocabulary.

It is happened because of developmental error. It means that the student attempts to build up hypotheses or interpretation about the target language on the basis limited knowledge. The student used wrong vocabulary

where they thought is correct. They have less curiosity to find out the right vocabulary. The student only translated what is on their mind without considering whether it is correct. This case made an error in translating conjunction into target language so that it may make ambiguity sentence in the target language. And it makes readers confuse in reading the text.

Based on the three data, it can be concluded that one of the student error in translating Indonesian into English is in the form of conjunction.

#### 6. Omission error

Omission error is an error of translating Indonesian into English when the absence of the word that must appear in a well –formed. This can be found in the following data – one of students translated “*Aku melihat beberapa pohon tinggi besar*” into target language “I saw some big trees”... (*S14-Er-Tr-Oe*). The students eliminated the word “*tinggi*” in the sentence. Actually, it should be there because it would change the message from source language into target language.

This is done when the student did not do translation carefully. All of the item or word should be translated into target language. If some items or words have eliminated in the target language, the message of source data would be changed automatically.

This happened because the student lack of carefulness in transferring the vocabulary that held in the source language. This also happened because the learner’s habit in learning activity. They may not focus on learning foreign language because there is no stimulus that is given by the teacher. The

stimulus is needed to engage student in learning process. It will make student more focus and interest in learning process.

An error of translating Indonesian into English concerning with the absence negative form of word that can change the message from the source language is omission error. This error can be found in the following data – one of students translated “*Aku tidak tahu bahwa itu gempa*” into the target language “I know that is earthquake”... (S4-Er-Tr-Oe). The student made an error in transferring the word. The student eliminated the word of “did not”, the correct one is “I did not know that it was earthquake.” The absence of the word or item makes the message of source language undeliverable well.

This is done unconsciously. It means the omission of word or item may happen without the student know. It is because the student did not careful in translating word by word of source language. The absence of word will change the message from the source language. This occurred because developmental error. It means that the student attempts to build up hypotheses or interpretation about the target language on the basis limited knowledge.

In addition, omission error is an error of translating Indonesian into English where the absence of word in target language. This can be shown in the following data – one of students translated “...*bahwa tak seorangpun luka parah*” into the target language “...that was nothing person got injured”... (S14-Er-Tr-Oe). The student made an error in translating the word into target language. The student eliminated the word “*parah*” from source language. The correct one is “seriously injured.”

This is done when the student did not realize that she or he disappeared the word “seriously” in the target language. This is done unconsciously. It means the omission of word or item may happen without the student know. It is because the student did not careful in translating word by word of source language. The absence of word will change the message from the source language. This occurred because developmental error. It means that the student attempts to build up hypotheses or interpretation about the target language on the basis limited knowledge.

Based on the three data, it can be concluded that one of the student error in translating Indonesian into English is in the form of omission.

#### 7. Addition error

Addition error is an error of translating Indonesian into English when the presence of word that must not appear in the sentence. This can be shown by the following data – one of students translated “*Aku ingin menceritakan pengalamanku tentang gempa*” into target language “I want to tell my experience about earthquakes” ... (*S12-Er-Tr-Add*). The student made an error in presenting an item “s” into target language. The correct one is “earthquake”.

This is done unconsciously. This means that the student presence an item of “s” in result of translation. The student pays less attention in every part of the translation result. The student also has less knowledge about the rule of target language itself. This occurred because developmental error. It means

that the student attempts to build up hypotheses or interpretation about the target language on the basis limited knowledge.

Addition error is an error of translating Indonesian into English concerning with the addition of item that must not appear in the sentence. This can be shown in the following data – one of students translated “*Aku ingin menceritakan pengalamanku tentang gempa yang terjadi minggu lalu*” into target language “I need to tell my experience about the earthquake a weeks ago.” ... (S1-Er-Tr-Add). The student made an error in translating into target language. The student added an item “s” to the word “week” where the word shows singular form. The correct one is “a week ago”.

This is done when the student got misinterpretation in translating Indonesian into English. The student wrote “s” in singular noun. As the matter of fact singular noun does not need suffix –s. The misinterpretation is because of intralingual transfer. It was the result of factor of false hypotheses. It is also because the student attempts to build up hypotheses about the target language on the basic of knowledge.

Moreover, addition error is an error of translating Indonesian into English concerning with the presence of word that must not appear in the sentence. This can be found in the following data – one of students translated “*Kemudian, aku melihat bebatuan terguling ke jalan*” into target language “and then, I saw the rocks tumbling to the road” ....(S13-Er-Tr-Add). The student made an error to the word “and then” the correct one is “then”. The student added word “and” in the sentence.

This is done unconsciously. This means that the student presence word “and” in result of translation. The student pays less attention in every part of the translation result. The student also has less knowledge about the rule of target language itself. This occurred because developmental error. It means that the student attempts to build up hypotheses or interpretation about the target language on the basis limited knowledge.

Based on the three data, it can be concluded that one of the student error in translating Indonesian into English is in the form of addition.

#### 8. Misordering

Misordering is an error of translating Indonesian into English language concerning with the structure of the word in the sentence. This case can be shown in the following data – one of students translated “*Aku ingin menceritakan pengalamanku tentang gempa yang terjadi minggu lalu*” into target language “I will my experience tell about to earthquake happen last week” ...(*S3-Er-Tr-Me*). The student made an error in structuring words into a sentence. It makes the message of source language not conveyed clearly to the reader. The correct one is “I want to tell my experience about earthquake that happened last week”.

This is done when the student has low ability in translation. The student rarely translates Indonesian into English. This means that the student do not know how to translate Indonesian language into target language well. It may make them difficult to adapt the target language so that the student lack of knowledge in translation technique. The student translated the sentence

word by word without seeing the structure of sentence in the target language. This result caused ambiguity in the sentence so it makes readers difficult to understand the message that transferred from source language.

This happened because of the learner's first language. It may occur at different level of grammatical or structural of the sentence. Thus, it makes the students get difficulty to understandable and change it into English language. The student has done translated literally without thinking a sense of sentence in the target language. In learning a language (a second language or a foreign language) is a matter of habit formation. If the learners always practice to do activities such more reading, more speaking, and learn more about new language from some sources, they can adapt to the new language such the structural or language form.

An error of translating Indonesian into English concerning with incorrect placement of noun phrase in the sentence is Misordering error. This case can be shown in the following data – one of students translated “*Aku melihat beberapa pohon tinggi besar*” into target language “I saw some trees tall big”...(*S17-Er-Tr-Me*). The student made an error in arranging noun phrase “trees tall big” the correct one is “big tall trees”.

This is done because of the lack of knowledge. The student rarely translates Indonesian into English. This means that the student do not know how to translate Indonesian language into target language. It may make them difficult to adapt the target language so that the student lack of knowledge in translation technique. The student translated the sentence word by word. This



definitely causes of incompatibility in translating to the target language so that the student made an error of translating Indonesian into English.

Moreover, this occurred because the student is influenced by native language. There's no the structural of noun phrase in Indonesian language such the example above "some big high trees" Thus, it makes the students get difficulty to understandable and change it into English language. In addition, learning a language (a second language or a foreign language) is a matter of habit formation. When someone tries to learn new language, the old one (accent or habit) will interfere new ones. Nevertheless, the students should practice and try to adapt new language especially English language.

Misordering error is an error of translating Indonesian into English characterized by the incorrect placement of word or group of words in the sentence. This can be shown in the following data – one of students translated "*Pengalamanku yang mengerikan*" into target language "My experience horrible"...(S4-Er-Tr-Me). The student made an error to the word "experience horrible" the correct one is "My horrible experience".

This is done when the student has less understanding of English language as the target language. The lack of student in understanding language form of English (target language) will make student suppose that the structure of Indonesian language (source language) has the same language form. Therefore, to cover the low ability in understanding the target language, the student prefers to translate word by word.

It happens because of interference error. It occurs at different levels of grammatical or structural of the sentence. Thus, it makes the students get difficulty to understand and change it into English language. Moreover, it happens because of developmental error. The learner builds the wrong way of thinking or interpretation of target language itself.

Based on the three data, it can be concluded that one of the student error in translating Indonesian into English is in the form of misordering.

#### 9. Lexical error

Lexical error is an error of translating Indonesian into English concerning with word choice of the sentence. This can be shown in the following data – one of students translated “*Ketika aku sampai di kota*” into target language “When I until in the town” ...(*S17-Er-Tr-Le*). The student made an error relating to word choice. The student translates “*sampai*” become “until” the right one is “arrived”. The sentence needs verb to make sentence correctly.

Lexical error above is done when the low ability of students on choosing word that appropriate or suitable with the context of the texts. The choice of words by the student can be influenced by various reasons. It can be affected by the limitation of vocabulary, way of thinking, native language, etc. The limitation of vocabulary that student’s mastered is important in translating Indonesian into English.

The limitation of vocabulary happens because the students lack of motivation and interest in learning English. There are some factors that made

student low motivation in learning English such as the different grammatical, morphological, and phonological of the word, and the way the teacher teaches student such there is no various method in learning activity. It is affected to student interest in learning new language.

An error of translating Indonesian into English relating to choose word that appropriate or suitable with the context of the text is lexical error. This can be shown in the following data – one of students translated “*Pengalamanku yang mengerikan*” into target language “My terrible experience” ... (S14-Er-Tr-Le). The student made an error in choosing word “terrible” the suitable word is “horrible.”

Moreover, lexical word is an error of translating Indonesian into English concerning with word choice. This can be shown in the following data – one of students translated “*Aku terkejut tidak ada lagi yang tersisa*” into target language “I was surprised no again the remaining” ....(S8-Er-Tr-Le). The student made an error to the word “no again the remaining” the correct verb is “there was nothing left.”

Lexical error is done when the student has low ability on choosing appropriate word to the target language. The data also shows that the student translated source language into target language in the wrong way. It is because of way of thinking. The student used unsuitable word choice and translated word by word to the target language so that it made an error in translating Indonesian into English. It is also caused ambiguity in the sentence so it was difficult for the readers to understand the meaning of the sentence.

The limitation of vocabulary happens because the students lack of motivation and interest in learning English. There are some factors that made student low motivation in learning English such as the different grammatical, morphological, and phonological of the word. Moreover, the student made wrong way of thinking, it is because the student does not adapt yet to the target language. This is caused by lack of practice in translating Indonesian into English.

Based on the three data, it can be concluded that one of the student error in translating Indonesian into English is in the form of lexical aspect.

#### 10. Capitalization error

Capitalization error is an error of translating Indonesian into English concerning with capital letter in the sentence. This can be shown in the following data – one of students translated “*Kemudian, aku melihat bebatuan terguling ke jalan*” into target language “Then, i saw many rocks tumbling to the street” ...(*S5-Er-Tr-Cap*). The students made an error in writing lowercase to the word “i” the correct one is “I”.

This is done unconsciously. It means that the student still did not aware in using capital letter. They only focused on how they transfer the word in Indonesian language into English language but the student forgot in mechanic writing. Actually, mechanic in writing has the same important in translation. It would be affected to the quality of the translation result.

It happens because of lack of awareness in adjusting that capitalization to the word such the name of month, place, street, etc. This is because of

students habitual in writing. It can be prevented by increasing awareness in every writing and start to train in using capitalization.

Moreover, capitalization error is an error of writing concerning with writing the name of city. This can be shown in the following data – one of students translated “*Aku sedang mengemudi pulang dari liburanku menuju Oklahoma*” into target language “I was driving home from my holiday to oklahoma.” ...(*S6-Er-Tr-Cap*). The student made an error in writing the name of city “oklahoma” the correct one is “Oklahoma”.

This is done unconsciously. It means that the student still did not aware in using capital letter. They only focused on how they transfer the word in Indonesian language into English language but the student forgot in mechanic writing. Actually, mechanic in writing has the same important in translation. It would be affected to the quality of the translation result.

It happens because of lack of awareness in adjusting that capitalization to the word such the name of month, place, street, etc. This is because of students habitual in writing. It can be prevented by increasing awareness in every writing and start to train in using capitalization.

Based on the three data, it can be concluded that one of the student error in translating Indonesian into English is in the form of capitalization.

#### 11. Punctuation error

Punctuation error is an error of mechanic in writing concerning with misplacement of apostrophe in the word. This can be shown in the following

data – one of students translated “*Aku ingin menceritakan pengalamanku*” into target language “I wan’t to tell my experience”...(*S4-Er-Tr-Pun*). The student made an error in writing “wan’t” the correct one is “want”.

This is done when the student is not careful in writing. Punctuation is needed in writing. A speaker can rise or lower the volume or pitch of voices. The speakers can speak distinctly, wave their arms, slowly, or pause meaningfully. But not the writers, they only have ink and paper to work with. Nevertheless, they can embody some of pitch, tones and gestures of speech in the pattern of their writing by using punctuation.

This happened because of lack of carefulness. The student only focused on how they transfer the word in the source language into the word in the target language without take a note of punctuation. This made an error to the text that they translated. The reader will not understand the meaning of the contents what they read. So, the student should be aware about punctuation in their writing.

Moreover, Punctuation error is an error of mechanic in writing concerning with punctuation of the sentence. This can be shown in the following data – one of students translated “*aku melihat bebatuan terguling kejalan. Aku terjebak bebatuan*” into target language “I saw the rocks tumbling across the street ( ) I was stuck in rocks” ...(*S16-Er-Tr-Pun*). The student made an error not to put period the sentence. The correct one is “I saw the rocks tumbling across the street. I was trapped by the rock.”

This is done when the student lack of carefulness. Punctuation is needed in writing. A speaker can rise or lower the volume or pitch of voices. The speakers can speak distinctly, wave their arms, slowly, or pause meaningfully. But not the writers, they only have ink and paper to work with. Nevertheless, they can embody some of pitch, tones and gestures of speech in the pattern of their writing by using punctuation.

This happened because student only focused on how they transfer the word in the source language into the word in the target language without take a note of punctuation. This made an error to the text that they translated. The reader will not understand the meaning of the contents what they read. So, the student should be aware about punctuation in their writing.

Based on the three data, it can be concluded that one of the student error in translating Indonesian into English is in the form of punctuation.

## 12. Spelling error

Spelling error is an error of translating Indonesian into English concerning with spelling in vocabulary. This can be shown in the following data – one of students translated “*Kemudian, aku melihat bebatuan terguling ke jalan*” into target language “Then, I saw the rocks thumbing to the ground” ...(*S10-Er-Tr-Se*). The student made an error to the word “thumbing” the correct one is “tumbling”.

This is done when the student lack of mastery vocabulary. The student misinterprets vocabulary into the target language. It is caused ambiguity in the

sentence so it was difficult for the readers to understand the meaning of the sentence. The wrong spelling will not have meaning at all.

The limitation of vocabulary happens because the students lack of motivation and interest in learning English. There are some factors that made student low motivation in learning English such as the different grammatical, morphological, and phonological of the word. Moreover, the student made wrong way of thinking, it is because the student does not adapt yet to the target language. This is caused by lack of practice in translating Indonesian into English.

Moreover, spelling error is an error of translating Indonesian into English concerning with lost a few letters in vocabulary. This can be shown in the following data – one of students translated “*aku ingin menceritakan pengalamanku tentang gempa yang terjadi minggu lalu*” into target language “I want to tell my experience about erthquake last week” ...(S5-Er-Tr-Se). the student made an error to the word “erthquake” the correct one is “earthquake”.

This is done unconsciously. The student misinterprets vocabulary into the target language. It is caused ambiguity in the sentence so it was difficult for the readers to understand the meaning of the sentence. The wrong spelling will not have meaning at all.

The limitation of vocabulary happens because the students lack of motivation and interest in learning English. There are some factors that made student low motivation in learning English such as the different grammatical, morphological, and phonological of the word. Moreover, the student made



wrong way of thinking, it is because the student does not adapt yet to the target language. This is caused by lack of practice in translating Indonesian into English.

## **B. Discussion**

Discussion discusses the errors that happened in the students' translation. Based on the findings above, the data show errors in students' translation Indonesian into English at second-grade students. There are twelve errors found in the translation result of students. They are verb error, preposition error, article error, possessive pronoun error, conjunction error, omission, addition, misordering, lexical error, capitalization, punctuation and spelling error.

My findings are twelve errors, the theory says only seven errors – they are omission, addition, misinformation, misordering, possessive pronoun, and grammatical error.<sup>50</sup> In this case, the researcher found grammatical error into apart. They are verb error, preposition error, article error, possessive pronoun error, and conjunction error.

*Verb error* is an error of translating Indonesian into English concerning with the main verb of the sentence. *Preposition error* is an error of translating Indonesian into English concerning with incompatibility of preposition of place in the sentence. *Article error* is an error of transferring Indonesian into English language concerning with inaccuracy in determining article of the sentence. *Possessive pronoun error* is an error of translating

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<sup>50</sup> Rod Ellis, *Second Language Acquisition*, New York: Oxford, 2008, p.18

Indonesian into English language relating to not being able to distinguish between pronoun and possessive. *Conjunction error* is an error of translating Indonesian into English concerning with unsuitable conjunction to the sentence.

In this research, the researcher found that the students made errors in omission, addition, and misordering. Omission error is the absence of one or more items that must appear in a well-formed utterance. Addition error is the presence of one or more items that must not appear in a well-formed utterance. Misordering is the incorrect placement of a morpheme or group of morphemes in an utterance. This is also stated by the theory. Sager (1983) stated that translation may show four kinds of errors; they are inversion, omission, addition, and deviation. Isti Nurhayati (2015) also found four of errors. In her research, she found there are four kinds of error – they are omission, addition, misinformation, and misordering. But there is different between her research and this research, it is misinformation. The researcher did not find misinformation in students' translation.

Dwi Rizky (2018) on her research also found omission, addition, inversion, lexical error. The kinds of error that her research found, it is also found in this research. Lexical error is one of the errors that have found in this research. *Lexical error* is an error of translating Indonesian into English concerning with word choice of the sentence.

Moreover, in this research defines kinds of error in translating Indonesian into English about mechanic in writing. It is described because

how you put punctuation is define the message from source language. In this case, the students made an error in a mechanic in writing. The researcher defines apart. They are capitalization and punctuation. *Capitalization error* is an error of translating Indonesian into English concerning with capital letter in the sentence. *Punctuation error* is an error of mechanic in writing concerning with misplacement of apostrophe in the word.

In addition, this research defines spelling error as kind of error that student made in translating Indonesian into English. *Spelling error* is an error of translating Indonesian into English concerning with spelling in vocabulary. Some of students made an error when spell some of vocabulary so that it made wrong vocabulary which did not have meaning.

Based on the explanation above, it can be concluded that some kinds of error have explained in the theory and previous research. But there are some of errors that are found in this research. It then distinguishes in this research to other research.

All of the errors are caused by some aspect. The theory defined some aspect causes of error. They are first language, interlingual transfer, intralingual transfer, developmental transfer. This research found five causes of students' error in translating Indonesian into English. The causes are including the *first language*; the student is influenced by the Indonesian language a reference in transferring text. *Lack of motivation*; where the students feel that the English language is a difficult language to be learnt, so that, they are lazy to know new things in the English language. *Developmental*

*error*; where the student attempts to build up hypotheses about the target language based on limited experience, so that, the message of the source language is not transferred well. *Interlingual transfer and intralingual transfer* – where students use the structure of native language in transferring source language. They transferred word by word so the target language (English language) is not clear and well-formed. Muis and Nurul (2016) also categorized the causes of students' errors – the research revealed two causes of students' error, interlingual transfer, and intralingual transfer.

Nonetheless, the result of this study was different from those previous studies. There are the same findings of kinds of error and the same finding of causes of error. But not all of the findings same, there are different part of kind of error and causes of error.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents conclusion of the result and offers some suggestions. The conclusions and suggestions are drawn based on the research findings and discussions in the previous chapter in relation to the research questions proposed. This chapter is classified into two parts, with the first part aimed at giving concluding remarks about the present research on the errors in translating recount text made by the participants and the second part containing suggestions for related parties and future research in the related topic.

#### A. Conclusion

There are twelve errors that made by the students in translating Indonesian into English language text. They are verb error, preposition error, article error, possessive adjective error, conjunction error, omission, addition, misordering, lexical error, capitalization, punctuation and spelling error.

There are some process of the error occurred – they are; eliminates word or a group of word, put an item which does not have to be there, translate source language word by word so that the target language is not well –formed, translate target language without realize the context of text, transfer vocabularies into incorrect word choice.

The causes of errors on students' translation are – first language; the student is influenced by Indonesian language a reference in transferring text.

Lack of motivation; where the students feel that English language is difficult language to be learnt, so that, they are lazy to know new things in English language. Developmental error; where the student attempts to build up hypotheses about the target language on the basis of limited experience, so that, the message of source language is not transferred well. Interlingual transfer and intralingual transfer; where student use the structural of Indonesian language in transferring source language. They transferred word by word so the target language (English language) is not clear and well – formed.

## **B. Suggestion**

The researcher finds that there are still some errors made by the students in translating Indonesian into English language text. Therefore the researcher wants to give suggestion as follows:

1. To the teacher
  - a. The teachers should be aware of the problems that students face in learning Indonesian into English translation.
  - b. The teacher expected to give motivation in learning English so that the students increase their interest in learning English.
  - c. The teacher should give more practice to the students about vocabulary, grammar and structure. so it can make students mastered in translating text.

2. To the students

- a. The students should practice English repeatedly in school or at home to increase the ability in English aspect, like translation.
- b. The students have to enrich vocabulary to improve their translation skill. It can be done by reading English text, dictionary, magazine etc.
- c. The students should have to improve their skill in grammatical. 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.

3. To the other researchers

The researcher suggests the other researcher explore more about translation, especially related to the process of translation and error itself.

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## **APPENDIX I**

### **Translating Test**

**Translate the following Indonesian text into English!**

#### **Pengalamanku yang Mengerikan**

Aku ingin menceritakan pengalamanku tentang gempa yang terjadi minggu lalu. Ketika gempa terjadi, aku berada di dalam mobil. Aku sedang mengemudi pulang dari liburanku menuju Oklahoma. Tiba-tiba mobilku bergerak ke satu sisi dan ke kiri. Aku berpikir ban ku kempes. Aku tidak tahu bahwa itu gempa. Aku mengetahui itu adalah gempa ketika aku melihat beberapa pohon tinggi besar dan tiang listrik jatuh ke tanah, seperti batang korek api.

Kemudian, aku melihat bebatuan terguling kejalan. Aku terjebak bebatuan. Bahkan aku tidak dapat menggerakkan mobil sama sekali. Ada bebatuan dimanamana. Tak ada yang dapat kulakukan. Aku meninggalkan mobil dan berjalan kerumahku di kota.

Ketika aku sampai di kota, saya terkejut tidak ada lagi yang tersisa. Gempa membuat banyak kerusakan, meskipun tidak ada yang tersisa, saya berterima kasih kepada tuhan bahwa tak seorangpun luka parah.



## APPENDIX II

### The Students' Name

Table 1.1.

No	Students' Name	Students' Code
1.	Ananda Sarah Y.	S.1.
2.	Andi Putra	S.2.
3.	Annisyah br. Panjaitan	S.3.
4.	Aulia Maharani	S.4.
5.	Ananda Rezeki	S.5.
6.	Chairunnisa Batubara	S.6.
7.	Fadillah Farhan	S.7.
8.	Haikal Wafi	S.8.
9.	Jelita Dwi Septya	S.9.
10.	M.Faiz Daffa	S.10.
11.	M.Farhan Husein	S.11.
12.	M. Rizqan Musfi	S.12
13.	Novianti Sastra	S.13.
14.	Rizky Ananda	S.14.
15.	Rivaldi Mahendra	S.15.
16.	Ramanda Maulana	S.16.
17.	Safira Khairudina	S.17
18.	Safutra Setya	S.18.
19.	Syafira Falatansya	S.19.

20.	Tiffani Bonnia K.	S.20.
21.	Zafiroh Nurjannah	S.21.
22.	Amanda Putri	S.22.

### APPENDIX III

#### The code of translation error

Table 1.2.

No.	Types of translation error	Types of translation error's code
1.	Verb error	Er-Tr-Ve
2.	Preposition error	Er-Tr-Pe
3.	Article error	Er-Tr-Ae
4.	Possessive pronoun error	Er-Tr-Ppe
5.	Conjunction error	Er-Tr-Ce
6.	Omission error	Er-Tr-Oe
7.	Addition error	Er-Tr-Ae
8.	Misordering	Er-Tr-Me
9.	Lexical error	Er-Tr-Le
10.	Capitalization error	Er-Tr-Cap
11.	Punctuation error	Er-Tr-Pun
12.	Spelling error	Er-Tr-Se

## APPENDIX IV



**Picture 1. The students translated a text.**



**Picture 2. The students asked to the researcher about the test.**





**Picture 3. The students were translating Indonesian into English text.**



**Picture 4. The students focused on working on the test.**

## APPENDIX V

### INTERVIEW SHEET

#### Student 1

Researcher : Kamu membuat kesalahan saat menerjemahkan kalimat “see”, bagaimana bisa?

Student : Loh kok salah bun, kan bahasa inggrisnya melihat “see”.

Researcher : Iya kamu benar. Tapi dalam konteks teksnya, semua kalimat menggunakan bentuk past tense. Kamu tau bentuk past tense dari see?

Student : Tau bun, bentuk past tense nya “saw”. Saya kirain sama semua bun. Kita cuma terjemahin aja kata-katanya. Soalnya bunda suruh terjemahin. Ya saya terjemahin.

Researcher : Iya itu benar. Tapi saat kita menerjemahkan kita harus tau dalam bentuk apa kalimat tersebut apakah dalam bentuk kalimat sudah lewat, yang sedang terjadi atau akan datang. Dalam bahasa Inggris semua itu tidak sama.

Student : Iya ya bun. Memang bahasa Inggris susah bun. Kompleks kali menyusun kalimat. Nggak, kayak bahasa Indonesia, ya bentuk lampau tetap melihat, bentuk saat ini juga melihat, bentuk akan datang melihat juga.

Researcher : Emang seperti itulah struktur bahasa, tidak semua bahasa sama strukturnya atau grammarnya dengan bahasa kita. Baiklah kamu harus giat lagi untuk mempelajari bentuk tenses dalam bahasa Inggris agar bisa menerapkannya dengan benar.

Student : Oke bun. Nanti saya lihat-lihat lagi tenses yang sudah saya pelajari.

#### Student 2

Researcher : Kamu menerjemahkan kalimat “aku berada didalam mobil” kamu membuat kesalahan juga dalam menerjemahkannya.

Student : Kesalahan dimana bun? Tapi bahasa Inggrisnya sudah benar.

- Researcher : Bagaimana kamu menerjemahkan kalimat tersebut?
- Student : Saya terjemahkan kata per kata bun. Salah nya dimana bun?
- Researcher : Kamu menerjemahkan kalimatnya salah. Seharusnya kalimat tersebut dalam bentuk past tense. Sehingga menjadi *I was in the car*.
- Student : Oh iya ya bun. Saya tidak sadar kalau kalimatnya past tense bun, jadi saya terjemahkan aja bun pake bentuk tenses yang umum.
- Researcher : Lalu kamu tidak tepat dalam menggunakan preposisi “on” pada kalimat tersebut. Kenapa kamu melakukannya?
- Student : Salah ya bun. Saya kira itu benar bun. Saya pikir “on” sama “in” itu sama aja artinya bun. Sama-sama artinya “di” dalam bahasa Indonesia.
- Researcher : Kedua preposisi tersebut memiliki perbedaan, memang benar yang kamu katakana bahwa memiliki arti yang umum yaitu di tapi penggunaannya dan artinya sangat berbeda. Seharusnya kamu menggunakan “in”.
- Student : Oh gitu ya, bun. Saya kira sama aja bun. Bahasa inggris bagi saya itu rumit bun jadi agak sulit memahaminya. Kayak tenses aja kan bun, itu aja udah banyak, nggak kayak bahasa Indonesia sama semua strukturnya.
- Researcher : Seperti itulah bahasa Inggris. Namun, kalau kamu sungguh-sungguh pasti mengerti. Sering-sering belajar agar kamu mudah beradaptasi sama bahasa Inggris.
- Student : Baik, bun. Makasih ya bunda.

### **Student 3**

- Researcher : Kamu membuat kesalahan dalam menerjemahkan “minngu lalu”. Kamu menerjemahkannya menjadi “a weeks ago”. Bagaimana kamu bisa melakukannya?
- Student : Salah ya, bun. Iya bun kemarin saya kurang paham gitu bun. Saya kira minggu lalu itu bahasa inggrisnya itu bun. Ternyata “last week” ya bun?
- Researcher : Iya itu benar. Tapi kamu juga bisa menggunakan “a week ago”.

- Student : Berarti punya saya bener, bun.
- Researcher : Tetap salah. Karena dalam bahasa Inggris article “a” biasanya selain digunakan untuk kata yang menggunakan vowel, dia juga digunakan untuk menyatakan kata yang singular.
- Student : Jadi apa yang benar bun?
- Researcher : Yang benar dari kata itu yaitu “a week ago” tidak menggunakan huruf “s”. Kenapa kamu menambahkan huruf “s” sedangkan kamu menggunakan “a”?
- Student : Saya tidak tahu bun. Saya sulit membedakan singular atau plural itu bun. Apalagi kalau pakai artikel bun. Jadi saya terjemahkan dan tuliskan aja bun yang saya ketahui.
- Researcher : Baiklah, kamu harus banyak belajar lagi tentang hal seperti itu ya.
- Student : Iya, bun.

#### **Student 4**

- Researcher : Kamu membuat kesalahan dalam menerjemakan kata “libranku” ke bahasa Inggris. Kamu menerjemahkannya menjadi “holiday me”. Bagaimana bisa begitu?
- Student : Itu salah ya, bun. Tapi liburan bahasa Inggrisnya liburan “holiday” dan aku itu “me”. Saya terjemahinnya begitu bun. Saya ikuti kalimat bahasa inggrisnya terus saya terjemahin.
- Researcher : Dalam bahasa inggris terdapat banyak kosakata dalam mengartikan “aku” tergantung konteks kalimatnya. Nah saat ini konteks kalimatnya menyatakan kepunyaan. Jadi yang benar itu apa?
- Student : Oh iya, bun. “My” ya, bun?
- Researcher : Iya benar sekali “my”. Itu kamu tau. Bagaimana bisa ini salah?
- Student : Iya bun. Saya kurang fokus. Saya lebih memerhatikan kata per kata untuk saya terjemahin sehingga lupa kalau struktur bahasa Inggris beda dengan struktur bahasa kita bun. Tapi bun saya juga masih kurang paham dengan hal itu mungkin karena saya terlalu terpengaruh dengan bahasa Indonesia ya bun.

Researcher : Iya, nggak masalah dari situ kamu belajar dan harus lebih banyak belajar lagi ya.

Student : Iya bu, makasih ya bun.

### **Student 5**

Researcher : Coba kamu lihat kalimat yang kamu terjemahin “I will my experience tell about to earthquake happen last week” bagaimana menurut kamu?

Student : Salah ya bun? Tapi agak aneh ya bun jadinya kalau saya baca lagi.

Researcher : Kamu tau kenapa aneh?

Student : Nggak tau saya bun. Cuma aneh aja bun kayak nggak pas strukturnya.

Researcher : Ya memang strukturnya yang tidak pas. Kamu menerjemahkannya tidak sesuai dengan grammar dalam bahasa Inggris. Semua keseluruhan struktur kamu salah sehingga membuat kalimat terlihat dan terdengar aneh oleh pembaca. Kenapa kamu bisa melakukannya?

Student : Karena saya kurang memahami bahasa Inggris, bun. Sulit rasanya bun. Saya menerjemahkan kalimat ini aja berdasarkan pemahaman saya, bun.

Researcher : Begitulah bahasa. Tidak semua bahasa dalam strukturnya sama dan mudah dipahami. Wajar kalau kita berbuat kesalahan atas ketidakpahaman kita tapi itu bukan alasan untuk tidak belajar terus menerus.

Student : Iya, bun. Saya akan semangat lagi belajar bahasa Inggris nya bun.

### **Student 6**

Researcher : Kamu membuat kesalahan dalam menerjemahkan kalimat “Ketika aku sampai di kota” menjadi “When I until in the town”. Kamu menerjemahkan kata “sampai” dengan salah. Bagaimana kok bisa begitu?

Student : Yang saya tahu bun, bukannya “until” itu artinya sampai ya bun? Jadi apa yang saya tau saya terjemahin kedalam bahasa Inggris bun.

Researcher : Kalau kita terjemahin emang benar artinya “until” itu sampai. Namun, dalam kalimat ini membutuhkan kata kerja atau verb dan verbnya bukan until. Seharusnya menjadi “reached”.

Student : Gitu ya bun. Saya kira sama bun. Karena vocabulary yang saya tahu itu”until” ya saya terjemahin seperti itu bun.

Researcher : Baiklah. Next, kamu harus banyak lagi menguasai vocabulary dalam bahasa Inggris ya.

### **Student 7**

Researcher : Kamu membuat kesalahan dalam menuliskan kata “oklahoma”. Oklahoma adalah nama kota di Amerika. Jadi kamu tahu apa kesalahan kamu?

Student : Iya bun saya baru tahu kalau saya salah menuliskan huruf kapital. Seharusnya menggunakan huruf capital untuk kata itu bun.

Researcher : Kenapa kamu membuat kesalahan itu?

Student : krang teliti saya bun. Jadi nggak saya perhatikan bun. Yang saya fokuskan di menerjamahkannya saja bun.

Researcher : Dalam menerjemahkan baik itu dari bahasa Indonesia ke bahasa Inggris atau sebaliknya kamu juga harus memperhatikan kepenulisannya karena itu sangat penting.

Student : Iya bun lain kali saya akan teliti lagi bun dan nggak mengabaikan hal seperti itu lagi bun.

Appendix VI

Students' Translation Result

Name: Ananda Sarah Yuliantra <sup>humble lex</sup>  
Class: XI MIA 6 <sup>My bad experience.</sup>

I need to tell my experience about the earthquake <sup>def</sup> a week ago. when the earthquake <sup>comes</sup> I am in the car. I was <sup>drive</sup> from my holiday to Oklahoma. Suddenly my car move to the right and left side. I think my flat tire. I don't know that is earthquake. I know that is earthquake when I saw some <sup>height tree</sup> and pole electric is <sup>fall</sup> down to the grow like a matchsticks.

then, I saw the rocks <sup>climbing</sup> to the street. I am in the <sup>trap</sup> dena nish the rocks and I can't moving my car at all. there is so many rocks. I can do nothing. I <sup>leave</sup> my car and walk away to my home at the city.

when I arrive in the city, I was <sup>rocked</sup> nothing left. The <sup>earth</sup> quake make so many destroy, also no one left, I say thanks to god cause no one people have <sup>seriously</sup> injured.

<sup>missin for destination</sup>

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Name: Ananda Rezeki  
Class: XI MIA 6

My Terrible Experience

I want tell my experience about earthquake <sup>in last week</sup> with my friend

S.7

My experience terrible . syntax

Name: Chairunnisa Batubara

Class: XIMIA - 6

I want to tell <sup>my</sup> experience about the earthquake <sup>add</sup> the last week . when the earth happened i am <sup>cap</sup> in the car . I am driving from my holiday to <sup>cap</sup> Oklahoma . suddenly my car moved <sup>add</sup> to another side . I think <sup>add</sup> flat tire . I <sup>add</sup> dont know that is earthquake . I know is earthquake when I saw some big trees and electricity pole to the grow, like a matchsticks .

Then, I see rocks tumbling <sup>add</sup> to the street . I <sup>add</sup> see



Name: Jelita Dwi Septya  
Class: XI MIA 6

My <sup>lexical</sup> Terrible Experience

I want to tell my experience about earthquake that happened a week ago. When earthquake happened, I was <sup>prep</sup> in the car. I was driving to back from my holiday to Oklahoma. Suddenly my car <sup>lexical</sup> towards one side and to left. I thought <sup>prep</sup> that my flat tire. I didn't know that it was an earthquake. I knew that <sup>prep</sup> is an earthquake. When I saw some tall and big <sup>syntax</sup> trees and electricity pole felt down to the ground, like <sup>like</sup> a matchsticks.

Then, I saw rocks <sup>conjunction</sup> tumbling to the road. I trapped the rocks.



Name Ramanda Maulana  
Class: MIAG

My Scary experience

I wanna Tell about earthquake that happened weeks ago  
when earthquake happen I is located in the car. I being on the way  
back from vacation headed Oklahoma. Suddenly: ~~Get~~ ~~me~~ move car  
to one side and to the left. I thinking flat tire. I dont know  
earthquake. I knew it was an earthquake when I saw several large stress trees  
and electric poles falling to the ground.

then I saw the rocks rolled onto the road. I was stuck in rocks  
even I could not move the car at all.  
There are rocks every where. there is nothing I can do. I leave  
the car and walk to my house in the city.

when I in the city I surprised no more left. earthquake  
make ~~much~~ many damage although no left over. I thanks to Tuhan.  
That no body seriously injured.

Name: Risky Ananda  
Class: XI Mia G

"My Terrible Experience"

I want to tell my experience about earthquake last week. When the earthquake happen, I was in my car. I'm driving to my home after my holiday in Oklahoma. Suddenly, my car moved to another side and moved to the left. I thought my that was a flat tire. I didn't know that is a earthquake. I knew that was a earthquake while I saw some big trees and electricity pole fell to the ground, like a matchsticks.

Then, I saw many rocks tumbling to the street. I was trapped by the rocks. I ~~can't~~ couldn't ride my car. Rocks in everywhere. I can do nothing. I left my car and walked to my home in city.

When I arrived at city, I was surprised there's nothing at all. Earthquake made many things destroyed. Eventhough there's nothing left. I was thankful to god that was nothing person got injured.

Name: Sajira Khairudina  
Class: XI ~ mia 6

### My Experience horrible.

<sup>misorder</sup>  
<sup>Syntax (mistake)</sup>  
<sup>Syntax</sup>  
 I want told my experience about earthquake happen last week. When happen  
 earthquake, I was in the car. I drove to come from my holiday towards Oklahoma.  
<sup>misorder</sup>  
<sup>misinfo</sup>  
<sup>deviation</sup>  
 Suddenly my car moved in side to another side. I thought my flat tire. I didn't  
<sup>misorder</sup>  
<sup>misorder</sup>  
<sup>misorder</sup>  
 know if that earthquake. I know is earthquake when I saw some trees tall,  
 big and electricity pole fall on the ground, exp matchsticks.  
<sup>misorder</sup>  
<sup>misorder</sup>  
<sup>misorder</sup>  
<sup>misorder</sup>  
<sup>misorder</sup>  
<sup>misorder</sup>  
<sup>misorder</sup>  
 Then, I saw Rocks tumbling on road. I trap in the rocks. even I  
 can't moved my car at all. There was stones every were. didn't to do. I lift car  
 and walk to my house, in city.  
<sup>misorder</sup>  
<sup>misorder</sup>  
<sup>misorder</sup>  
<sup>misorder</sup>  
<sup>misorder</sup>  
<sup>misorder</sup>  
<sup>misorder</sup>  
<sup>misorder</sup>  
<sup>misorder</sup>  
 When I until in the town, I surprise there wasn't left. earthquake maked  
 many destroy, although there wasn't the left. I said thank you to my god  
 if there wasn't people to sericudy.











