

# *An Error Analysis on Translation Made by the Sixth Semester Students of English Department of IKIP Gunungsitoli*

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## **Abstract**

This study aims at describing errors on translation made by the sixth semester students of English Department of IKIP Gunungsitoli. The objectives of this study are to describe (1) the error made by the sixth semester students of English Department when translating Indonesian text into English, (2) the dominant error made by the sixth semester of English Department of IKIP Gunungsitoli when translating Indonesian text into English text, and (3) how the sixth semester students of English Department of IKIP Gunungsitoli make the errors when translating Indonesian text into English text. This study used the descriptive qualitative research. The population of the study was the sixth semester students of English Department of IKIP Gunungsitoli with the total number 90 students, meanwhile the respondents' who give the data of this study is 30 students. The instrument used for data collection was translation test: to translate the Indonesian text into English. In Linguistic Category, the students made dominant error in Syntax and Semantic. It means that the students cannot be able to translate the meaning of Indonesian text into English because they are lack of knowledge of how to form a good sentence. The English lecturer who teaches translation for the students should enrich the students' knowledge of how to form a good sentence by teaching the students Syntax subject.

Keywords : translation, error in Syntax and Semantic

## **1.Introduction**

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

Translation is an activity which almost everybody can do. However, there is also a problem due to the translation. There is acute problem of seeing translation. As an activity, the main problem faced by the students of same level is translating from Indonesia into English lies on poor knowledge on English sentence patterns. It is caused by the lack of grammar and vocabulary.

Translation typically has been used to transfer written or spoken source language (SL) texts to equivalent written or spoken target language (TL) text. In general the purpose of translation is to produce various kinds of texts including religiously, literary, and philosophical text in another language and thus making them available to readers.

After doing the preliminary research for the sixth semester students who have studied Translation, the writer finds that the students made errors on translation especially in translating Indonesian text into English. For example, The student translate *terhadap para gembala akan bangkit murka Ku dan terhadap kepala-kepala kambing* into **for the shepherds will be rise my anger and for the group of coats, for all the shepherds, my**

**anger will rise and for the head of goats, for all the shepherds my anger will rise and toward the heads of goat head.** Looking at this students' translation above it can be said that the students made the word by word translation.

The sentence *terhadap para gembala akan bangkit murka Kuda terhadap kepala-kepalakambing* should be translated into ***Mine anger was kindled against the shepherds, and I punished the goats. Mine anger was kindled against the shepherds, and I punished the goats.*** By comparing the students' translation with the expected translation, it can be found that there many errors made by the sixth semester students of English department of IKIP Gunungsitoli when translating Indonesian text into English.

Doing translation requires linguistic ability of translator. It is because translator will only able to transfer the meaning of SL, if she/he has a complete acquisition of language structure and vocabularies that use in materials to be translated. So the readers cannot follow the ideas which are to be conveyed.

Based on the evidence above, the writer attempts to do a translation research which is focus on describing the errors made by the sixth semester students of English department of IKIP Gunungsitoli when doing translation. Hence, the writer uses the error analysis in terms of the types of errors and the source of errors in analyzing the errors made by the students on translation by choosing the title "*An Error Analysis On Translation Made By The Sixth Semester Students of English Department of Ikip Gunungsitoli.*"

The objectives of this study are: To describe the error made by the students in translating Indonesian text into English.

This study focuses on identifying, analyzing, and describing the students' errors in translating Indonesian text into English. The result of this study can give contribution in theoretically and practically benefits to the readers.

- 1) Theoretically,
  - (1) To contribute another perspective in the research of error analysis.
  - (2) To enrich another alternative of error analysis in translation.
- 2) Practically,
  - (1) As a contribution for teaching translation in classroom.
  - (2) As a reference for teacher to design better teaching method and to improve a technique used in teaching translation, especially about translating English text into Indonesian.
  - (3) As an additional knowledge for other researchers who want to further research on translation.

### **The Theories of Error Analysis**

In learning a language, especially English as the second language in Indonesia, learners always make error partly because of inter lingual transfer or overgeneralization within the target language itself. Errors can occur in grammatical, phonological, and semantic level. Errors can be analyzed by conducting error analysis.

Brown (1994:206) identifies the fact that learners make errors and that these errors can be observed, analyzed and classified to reveal something of the system operating within the learner, led to surge of study of learners called error analysis. Whereas, according to Ellis (1985:296) error analysis is a procedure involving collecting sample of the learner's language, identifying the errors in the sample, describing these

errors, classifying them according to their hypothesized causes, and evaluating their seriousness.

The study of errors is carried out by means of Error Analysis (EA). In the 1970's, EA supplanted Contrastive Analysis (CA), which sought to predict the errors that learners make by identifying the linguistic differences their L1 and target language (L2). The underlying assumption of CA was that errors occurred primarily as a result of interference when the learners transferred native language habits into the L2. Interference was believed to take place whenever the habits of the native language differed from those of the target language. CA gave way to EA as this assumption came to be challenged. Whereas CA looked at only the learner's native language and target language (i.e. fully formed language), EA provided a methodology for investigating learner language. For this reason EA constitutes an appropriate starting point for the study of learner L2 acquisition (Ellis, 1996:47-48).

Brown (1994:125) defines an error as a noticeable deviation from the adult grammar of native speaker, reflecting their inter language competence of the learner. While Richards (1997:25) states that a learner's error provides evidence of the system of the language that he is using (i.e. has learned) at a particular point in the course (and it must be repeated that he is using some systems, although it is not yet the right system).

The appearance of such errors can be detected. It means that the errors arise because each learner has different motivation, social background, and intelligence. In learning a second language, some errors appear because the learners have not yet understood the grammar of the second language.

From the definition above, the writer can conclude that error analysis may be defined as a study of students' errors covering, identifying, describing, and evaluating errors.

### **Types of Errors**

According to Dulay (1982:146-172), there are four types of errors such as linguistic category, surface category, comparative taxonomy, and communicative effect taxonomy. All the types of errors will be discussed as follows:

#### **1) Linguistic Category**

Linguistic category taxonomies classify errors according to either or both the language components or linguistic constituents. Language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse; while linguistic constituents include the elements that comprise each language component.

#### **3) Surface Category**

The categorizing of errors is according to how the surface structure of a sentence or expression is altered by the error (Shaffer, 2005). Such a classification would include omission, addition, misformation, and misordering.

##### **(1) Omission**

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. For example, 1) the sentence "*Dia sedang tidur*" is translated into English becomes "*She sleeping*". The correct translation of "*Dia sedang tidur*" is "*She is sleeping*". The word 'is' is a grammatical verb form that plays an important role in constructing a proper sentence. And the word "is" in that sentence

functions as something that cannot be neglected, so one who omits verb “is” fails in constructing a proper sentence. That type of error is called omission error. 2) When the students translate the sentence “*Kami sedang belajar*” into English, the sentence will be *We are study*. The correct translation of “*Kami sedang belajar*” is *We are studying*. The suffix *\_ing* in the verb *study* plays an important role in constructing a progressive meaning (an action is happening). Because the suffix *\_ing* function to form progressive meaning, it cannot be neglected, so when one omits the suffix *\_ing* he plays an omission error. 3) The students will translate the sentence “*Mereka bahagia*” into *They happy*. The sentence “*Mereka bahagia*” should be translated into “*They are happy*”. The word “*are*” has important role as the verb of the sentence. The adjective *happy* should be preceded by the verb to be (is, am, are) and this verb cannot be neglected.

### (2) Addition

Addition errors are the presence of an item that must not appear in well-formed utterance. It usually occurs in later stage of second language acquisition or when the learner has acquired some target language rule. There are three types of addition errors; namely, double marking, regularization, simple addition.

### (3) Double Marking

The failure to delete certain items which are required in some linguistic contraction but not in others. For example, 1) The sentence “*Dia tidak pergi*” is translated into “*She didn't went*”. 2) the sentence “*Dia tidak pergi ke sekolah*” is translated into *He doesn't goes to school*. 3) The sentence “*Ibu saya tidak bekerja kemarin*” is translated into *My mother didn't worked yesterday*.

### (4) Regularization

Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptions that can be found in English. For example, the verb *eat* cannot be changed into *eated* but *ate*. The noun *sheep* in plural form is also *sheep* not *sheeps* or the noun *man* cannot be pluralized into *mans* but *men*. It is true that in English most of verbs can be changed into past form by adding *-d/-ed* after the basic verb and the most of nouns can be pluralized by adding *-s/-es* to singular forms, but not all of them. The description above shows other errors that may be made by the learners, which is interfered by regularization. For example, 1) the sentence “*Banyak laki-laki di sana*” is translated into *There are many mans over there*, 2) the sentence “*Kemarin ayah makan di kantornya*” is translated into *Yesterday father eated in his office*, 3) the sentence “*2 wanita itu adalah kakak saya*” is translated into *2 womans are my sisters*. The words *mans*, *eated*, and *womans* are not correct in that the sentence. They should be *men*, *ate*, and *women*.

### Simple Addition

Simple addition is characterized by the use of an item which should not appear in a well-formed utterance. For example, 1) the sentence ‘*Buku itu di sana*’, is translated by the students into *The book is in over there*. The students’ translation is wrong because they add the preposition ‘in’ in the sentence. 2) The sentence “*Dia menceritakan kepada saya kisah hidupnya*” is translated into *He tells to me his life story*. 3) The sentence “*Saya memberikan kepadanya (pr) sekuntum bunga*” is translated into *I give to her a flower*. In sentence (2) and (3), the existency of preposition *to* is not necessary. They should be *He tells me his life story* or *He tells his life story to me* and *I give her a flower* or *I give a flower to her*.

### Misformation

Misformation error is a type of error that is characterized by the use of incorrect morpheme or structure. For example, 1) the sentence ‘*Kucing menangkap seekor tikus*’ is translated by the students into *The cat catch a mouse*. This sentence is not a well-formed sentence because the students do not supply the simple present tense in the sentence. The well-formed sentence is *The cat catches a mouse*. 2) the sentence “*Ayah membeli sebuah rumah baru*” is translated into *Father buys a house new*. 3) the sentence “*Gadis cantik itu sedang menangis*” is translated into *Girl beautifulis crying*. The two sentences (sentence 2 and 3) are not a well-formed sentence because the students do not comprehend how to form a noun phrase. In noun phrase an adjective should come first before the noun.

#### (5) Misordering

Misordering is an error that is characterized by the incorrect placement of a morpheme or group morphemes in an utterance. For example, 1) the sentence ‘*Saya tidak mengerti apa itu*’ is translated by the students into *I do not know what is that*. This students’ sentence is not a well-formed sentence because they do misorder of ‘is’. The well-formed sentence is *I do not know what that is*. 2) The sentence “*Dia ingin mengetahui siapa nama saya*” is translated into *She wants to know what is my name*. The translation should be *She wants to know what my name is*. 3) The sentence “*Ayah melarang saya untuk tidak pergi*” is translated into *Father forbids me for not go*. The translation should be *Father forbids me not to go*.

### Comparative Taxonomy

Errors in this taxonomy are classified based on the comparison between the structure of target language errors and certain other types of contrusions.

This error is divided into three types; namely developmental errors, inter lingual errors, and ambiguous errors.

#### (1) Developmental Errors

These errors are errors similar to those made by the children learning the target language. There are two considerations underlying the interest in comparing L1 and L2 acquisition errors.

1. If characteristics common to both L1 and L2 acquisition can be identified, we may be able to apply L1 theoretical inference to L2 acquisition theory as well.
2. Since L1 acquisition errors are not possibly due to language interference, when the same errors are made by L2 learners, it is reasonable to believe that mental processes of general language development are at work, not the grammar rules of the learner’s native language.

#### (2) Inter-lingual Errors

Inter lingual errors are similar in structure to semantically equivalent phrases or sentences in the L2 learner’s L1. The sources of interlingual errors are all conditions that result in the premature use of the L2 by the language learner. These would include pressure to perform in the L2, living in an environment where the use of the L2 is very limited, conscious L2 language processing and so forth.

#### (3) Ambiguous Errors

Ambiguous errors are those that could be classified as either development or interlingual errors because they reflect errors that L1 learners commonly make while at the same time reflect the structure of the L2 learner's mother tongue.

#### 4) **Communicative Effect**

The communicative effect deals with errors from the perspective of their effect on the listeners or readers. It focusses on distinguishing between error and mistake that cause miscommunication. There are two types of this error; namely global error and local errors.

##### (1) **Global Errors**

Global errors are errors that affect overall sentence organization and hinder communication.

##### (2) **Local Errors**

Local errors are errors that affect a single element of a sentence and usually do not hinder communication.

### **Sources of Errors**

According to Brown (1994:173) there are four major sources of learner's errors, they are, interlingual transfer, intralingual transfer, context of learning, and communication strategy.

#### 1) **Inter-lingual Transfer**

The beginning of stages of learning a second language is characterized by a good deal of interlingual transfer (from native language). In this stage, errors are caused by the interference of native language (mother language) of the learners. In identifying errors, researchers usually translate the grammatical form of the learner's phrase or sentence into the learner's first language. Interlingual errors here refers to second language errors that reflect native language structure.

#### 2) **Intra-lingual Transfer**

Intralingual error is the negative transfer of items within the target language, or, in another way the incorrect generalization of rules within the target language. Richards (1985:47-64) distinguishes intralingual errors into four types; namely, overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concept hypothesized.

##### (1) **Overgeneralization**

These errors arise when the learner creates a deviant structure on the basis of other structure in the target language. It generally involves the certain of one deviant structure in place of two target language structures.

##### (2) **Ignorance of Rule Restrictions**

It involves the application of rules to contexts where they do not apply. An example 1) *He made me to rest* through extension of the pattern found with the majority of verbs that take infinitive complements (for instance, *He asked/wanted/invited me to go*). 2) The sentence "*Jangan tunggu saya*" is translated into *Don't wait me*. This translation is not a well-formed sentence. 3) As well as the sentence "*Dia (pr) sedang mencari pekerjaan*" is translated into *She is looking a job*. The two sentences are not the well-formed sentences because the students don not apply the preposition *for*. The sentences should be *Don't wait for me* and *She is looking for a job*.

### (3) Incomplete Application of Rules

These errors involve a failure to fully develop a structure. Some second language (English) learners tend to apply declarative word order in questions in place of interrogative word order. For example, 1) the sentence “*Kamu baik-baik saja?*” is translated into *You are fine?*, 2) the sentence “*Kamu pergi dengan siapa?*” is translated into *You go with whom?*, and 3) the sentence “*Kamu sedang menunggu siapa?*” is translated into *You are waiting for who?*. All the translations the students make are in not good translation. They tend to apply declarative word order in questions in place of interrogative word order. The translation of the three sentences should be *Are you fine?*, *With whom do you go?*, *Whom are you waiting for?*

### (4) False Concept Hypothesized

It arises when the learner does not fully comprehend. For example, a distinction “present tense”. For example, 1) the sentence “*Guru mengajar hari ini*” is translated into *Teacher is teach today*. It should be *Teacher teaches today*, 2) the sentence “*Guru kami tidak datang hari ini*” is translated into *Our teacher doesn’t comes today*, it should be *Our teacher doesn’ come today*, and 3) the sentence “*Saya akan di sana*” is translated into *I will there*, it should be *I will be there*.

### 3) Context of Learning

Context of learning refers to the social situation, in the case of untutored second language learning, or the classroom with its teacher and its material, in the case of school learning. In the classroom context, frequently a teacher or textbooks can lead the learners to make errors because of misleading explanation from the teacher or faulty presentation of a structure or words in a textbook. In social context, untutored second language acquisition can bring about certain dialect acquisition, which may become a source of error. For example, in Nias dialect, to ask one’s news, the people of Nias apply “*Hewisa mbotom ?*”, to say “*Mana untuk saya?*”, the people of Nias say “*Hezo kh gu?*”, and to say “*Berikan kepada saya*”, the people of Nias will say “*Be’e kh gu*”. Therefore, when the people of Nias translate “*Apa kabarmu*” (*Hewisa mbotom*), “*Mana untuk saya*” (*Hezo kh gu*), and “*Berikan kepada saya*” (*Be’e kh gu*), the translation could be *How is your body?*, *Where for me?*, and *Give for me*. The translations are caused by the influences by their Nias language. The translations should be *Hoe are you? Which one for me*, and *Give me*.

### 4) Communication Strategy

Brown (1994:178) states that a communication strategy is the conscious employment or verbal or nonverbal mechanism for communicating an idea when precise linguistic forms are for some reasons not readily available to the learner at a point in communication. Communication strategy actually include processes of interlingual and intralingual transfer and context of learning. For example, a learner tries to get a message across to reader with their cognitive and personality styles. For example, the learners would mix all languages he knows in conversation.

## The Use of Error Analysis

Corder in Ellis (1994:48) states that error provides information for the teacher about how much the learner has learnt, provide the researcher with evidence of how

language was learnt, and served as devices by which the learner discovered the rules of the target language. The same opinion is proposed by Norish (1994:80). He states that an error analysis can give a picture of the type of difficulty learners are experiencing. He further explains that by using error analysis as a monitoring device, the teacher can access more objectively how teaching is helping his students. While Sharma (1986:76) states that error analysis can be a very useful device both at the beginning and during the various stages of a foreign language teaching program.

### **The Theories of Translation**

There are many different definition of translation, although there are similarities on the main points. Many experts of translation give different explanation about translation but they only focus on translating source language text into other target languages. Newmark (1981: 7) states that translation is mastery in transferring written message form one language into written message of another language. Here, Newmark restricts the definition only in the scope of written language.

Catford (1965: 1) states that translation is an operation performed on language, a process of substituting a text in one language for a text in another. Furthermore, Catford (1965: 20) states that translation may be defined as the replacement of textual material in one language (source language) by equivalent textual material in another language (target language).

According to Brislin (1976: 1) translation is a general term referring to the transfer of thoughts and ideas from one language (source language) to another (target language), whether the languages are in written or oral form. Bell (1991: 5) states that translation is the expression in another language (target language) of what has been expressed in one (source language), preserving semantic and stylistic equivalences.

McGuire (1980: 2) writes that translation involves the rendering of a source language (SL) text into the target language (TL) so as to ensure that the surface meaning of the two will approximately similar, and the structure of the SL will be preserved as closely as possible, but not so closely that TL structure will be seriously distorted.

Wills (1982: 3) defines translation as a transfer process which aims at the transformation of a written SL text into an optimally equivalent TL text, and which requires the syntactic, the semantic, and the pragmatic understanding and analytical processing of the SL. Hanafi (1986: 26) says that translation is the replacement of the text in the source language by semantically and pragmatically equivalent text in the target language. As Olk (2003:2) says, translation is an activity that needs substantial cultural knowledge. Thus, metaphors present problems in translation. In translating authentic material such as English magazines or newspaper articles, translator must have cultural knowledge about English culture. Translators cannot produce the same effect of metaphor in metaphor translation (Carter, 1997), while a translator should give the same effects as the ones in the source language (SL) into target language (TL).

Basnett (1991:13) suggests that translation involves the transfer of meaning contained in one set of language signs through competent use of dictionary and the process also involves a whole set extra linguistic criterion. The good translations should be accurate, natural and communicative in meaning. Basically, all the above statements about translation have the same ideas, in the sense that translation is a process of replacing or transferring messages, thoughts, ideas, meaning or information from the



source language to the target language. The main point in the translation is that a translator may not change the meaning of the message of the original text.

As stated in the definitions of translation above, a translation is a process. So, in translation, there are procedures or steps. The process of translation needs to be understood by the translator because by that process they can take good ways in the translation. The process of translation can be understood as an activity that is done by the translator when they transfer a meaning from the source language to the target language.

### Process of Translation

The process of translation consists of three steps (Suryawinata, 1987:80), as follows:

**1) Analysis of Source Language Text**

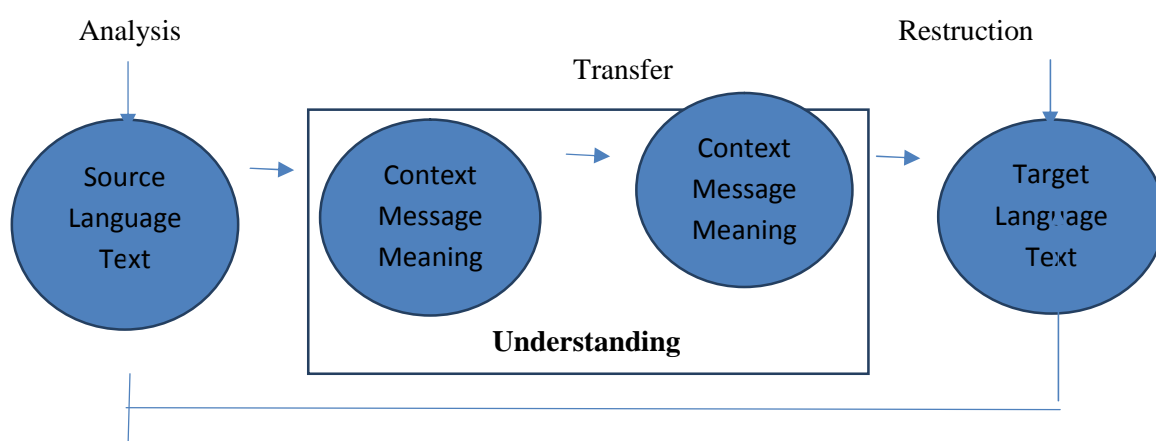
Every translation activity starts by analyzing the source language text, because the translator always meets the source language at the first time. To know the message of the source language, the translator must read it, and then the translator will understand the text content. The analysis of source language covers many aspects like sentences, clauses, phrases, and words. The other purpose is to help the translator to change the complex sentence into the simple sentence.

**2) The Transference of Message**

After the translator can understand the meaning and the structure of the source language text, they can catch the content message. The next step is to transfer the content, the meaning, and the message of the source language into the target language. In this step, the translator must find the meaning of the source language words.

**3) Restructurisation**

Restructurisation is the process of transforming the source language message into a proper stylist form in the target language (Kridalaksana in Nababan, 1997: 19), so in this step, the translator must pay attention to the language style in order to fix the language style that is appropriate with the text type, and they also must consider to whom the translation is made.



**Fig. 1 : The Process of Translation (Suryawinata, 1978:80)**

### Types of Translation

There are many types of translation according to many experts of translation; especially that have similar characteristics.

#### Jakobson's Types of Translation

Jakobson (in Bassnett, 1991: 10) divides three kinds of translation based on semiotic approach to language.

1) **Intra-lingual Translation/Rewording**

Intra-lingual translation is translation or paraphrases of language variation or verbal signs such as dialect, register, etc, within one of the same language.

2) **Inter-lingual Translation/Translation Proper**

It is a type of translation between two languages in which includes the reproduction of target language message with the closest natural equivalent meaning of the source language text (Yusuf, 1994). It is very common to translate English text into Indonesian text. Jakobson argues that in inter-lingual translation or translation proper; there is no full equivalent between code units.

3) **Inter-semiotic Translation/Transmutation**

This is an interpretation between sign systems in which verbal signs are transferred into non-verbal systems. It can be found in the transmutation of certain codes or schemes in the language such as sign language for the deaf in television news.

**Cartford's Types of Translation**

Cartford (1978) proposes very broad types of translation in terms of three criteria.

1) **The Extent of Translation**

The source language text that will be translated determines the extent of translation.

2) **Full Translation**

This is a type of translation types in which the content of all parts of the source language text is fully translated into receptor language.

3) **Partial Translation**

This is a translation in which only certain parts of the source language text is translated into the receptor's language or target language.

(1) **The Grammatical Rank**

The grammatical rank at which the Translation Equivalence is Established. In these criteria, there are two types of translation as follows:

4) **Rank Bound Translation**

This is a type of translation in which an equivalent is sought in the target language for each word or for each morpheme encountered in the source language. This type of translation can be said word for word translation. There are some strengths and weaknesses of rank bound or word for word translation. The strengths of this is that the original or source language is still clear and it can be used in translating bible, prayers, etc, and this type is very easy to do, so the translator can translate the text quickly and productively. The weakness of this type is that it can cause misunderstanding for the reader due to the changing of the meaning or mistranslation of the text although the translation is correct structurally.

5) **Unbounded Translation**

It is a type of translation which is not limited to a particular rank, and the translator may add equivalent at sentence, clause and other levels. Free translation belongs to this type of translation. In this translation, there is positive and negative effect.

The positive effect is that it can reproduce the closest natural equivalent of the source language in term of meaning and style and the target language text is understandable and interesting to be read. The negative effect is that receptors

of the target language do not know the original style of the author in the source language and they cannot distinguish the author's idea and the translator's idea.

(2) **The Level of Language**

This criterion of translation is divided into two parts:

6) **Total Translation**

This is a type of translation which reproduces all parts of linguistic criteria, i.e. the transference of grammatical parts and vocabularies of a source language into their target language equivalence.

7) **Restricted Translation**

This is a type of translation in which there is only certain translation of aspect from a source language text into the receptor or target language text.

### **Larson's Types of Translation**

According to Larson (1984: 15) translation is classified into three main types.

(1) **Form-Based Translation**

change the meaning of the source language Form-based translation is an attempt to follow the form of the source language and is known as literal translation. An interlinear translation is a completely literal translation. For some purpose, it is to reproduce the linguistic feature of the source text, as in a linguistic study of that language is. Although this literal translation may have very useful purposes related to the study of the source language, they are of little help to speakers of the receptor language who are interested in the meaning of the source language text. A literal translation sounds like nonsense and has little communication value (Larson, 1984: 15). The literal translations can be understood if the two languages are related. Except for interlinear translations, a truly literal translation is uncommon. Most translators who tend to translate literally actually make a partially modifies translation. They modified the order and grammar enough to use an acceptable sentence structure in the receptor language. However, the lexical items are translated literally and the result still does not sound natural (Larson, 1984: 16).

(1) **Meaning-Based Translation**

Meaning-based translation makes every effort to communicate the meaning of the source language text in the natural forms of the receptor language. Such translation is called idiomatic translations. Larson (1984: 16) says that idiomatic translation uses the natural forms of the receptor language in the grammatical constructions and in the choices of lexical items. A truly idiomatic translation does not sound like a translation. It sounds like it was written originally in the receptor language. Therefore, a good translation will try, to translate idiomatically; these are the goal.

(2) **Unduly Free Translation**

Unduly free translations are considered unacceptable translations for most purposes. Translations are called unduly free according to the following characteristics:

- 1) If they add extraneous information not in the source text.
- 2) If they.
- 3) If they distort the facts of the history and cultural setting of the source language text.

Sometimes unduly free translations are made for the purpose or to bring about a special response from the receptor language speakers (Larson, 1984: 17).

### **Problems of Translation**

Soemarno (1990: 10) states that the first difficulty faced by a translator is the difficulty that caused by the linguistic problem include the message meaning. Some of the

linguistics problem such as, word arrangement, sentence pattern, kinds of word, suffix, etc.

The linguistic problems here include structure. Every language has its own system. One language may have different systems as compared to another language. The difference often causes difficulties and even may create misunderstanding if in translating them, the translator does not know the system or structure of the source language.

Then, the translator will deal with many problems of meaning, such as lexical meaning, grammatical meaning, contextual meaning, textual meaning, and socio-cultural meaning.

**1) Lexical Meaning**

Lexical meaning is a meaning which is mentioned in the dictionary. Kridalaksana (in Nababan, 2003: 48) says that lexical meanings of words are out of the context. For example, The English word 'bad' may mean *jahat, buruk, jelek, susah, tidak enak* and *busuk* in Indonesian.

**2) Grammatical Meaning**

Kridalaksana (in Nababan, 2003: 49) 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. Example: They *can* the fish. (*can* means 'memasukkan dalam kaleng' and function as a predicate.) He kicked the *can* hard. (*can* means 'kaleng' and functions as an object.)

**3) Contextual Meaning**

Contextual meaning is the relationship between the utterances and the situation where the utterances are used (Kridalaksana in Nababan, 2003: 49). In other words, contextual meaning is a meaning that is correlated with the situation where the language is used. Example: "Good morning!"

The utterance might have two meanings, the first meaning is "selamat pagi", but it can mean "keluar" if it is said by a leader to the officers who come late.

**4) Textual Meaning**

Textual meaning is related to the context of a text (Nababan, 2003: 50). It is found in a discourse or a text. For example, the word 'morphology' in the science of Biology means 'the scientific study of the form and structure of animals and plants,' whereas in Linguistics, the word means 'study of the morphemes of a language and how they are combined to make words.'

**5) Socio Cultural Meaning**

Socio-cultural meaning is meaning which is closely related to the social situation, and cultural background of the language users (Nababan, 2003: 50).

For example, a friend is walking in front of A's house.

A: Hai, mau kemana?

B: Mau ke sana. Sedang apa

A: Berkebun. Mari singgah.

B: Terima kasih. Sudah siang. Lain kali ya.

From the dialogue above, it can be said the conversation above uses an informal conversation because the two persons are in non-formal situation and the language users are in the same ages.

Compare the following conversation, the conversation between the employee and the boss.

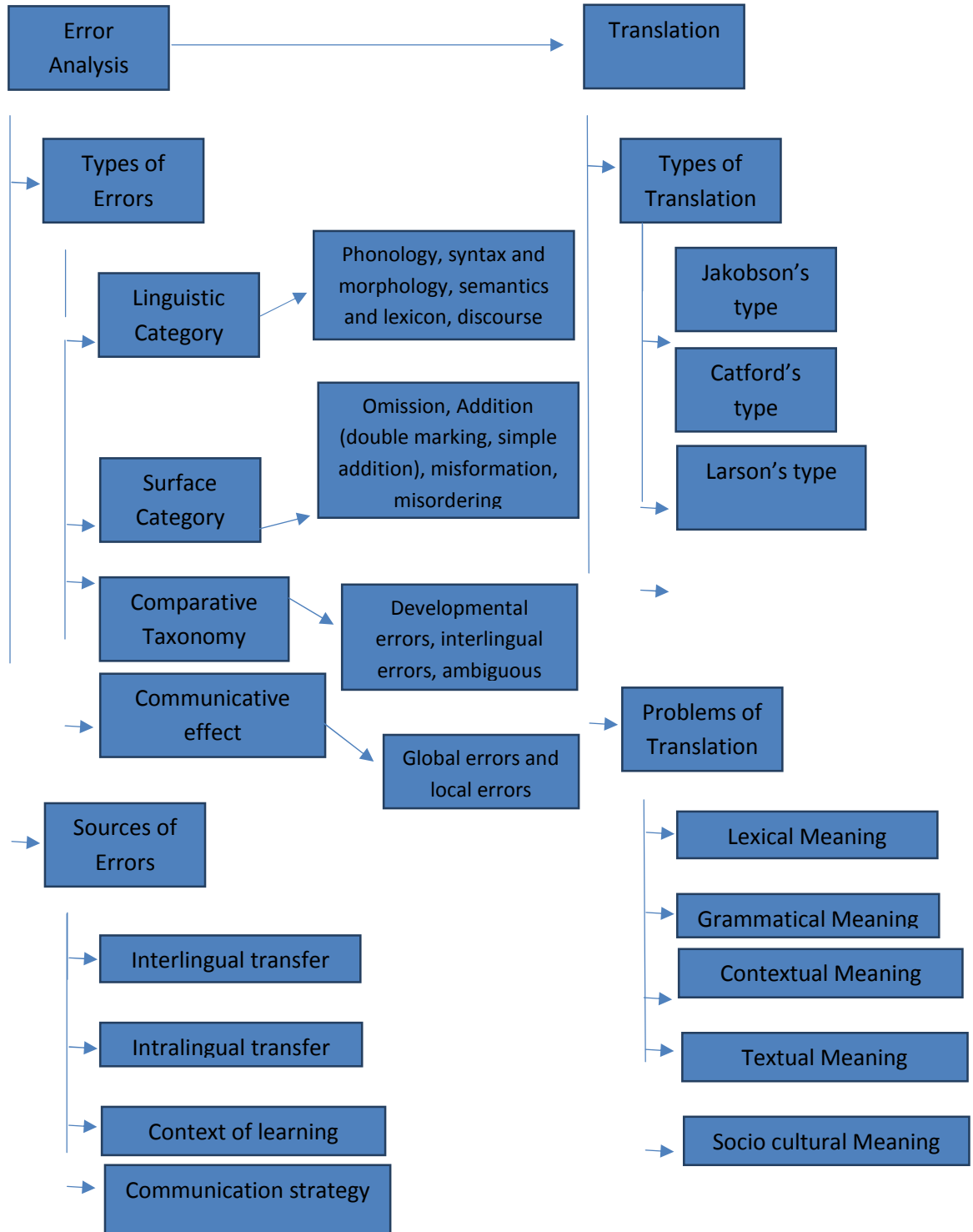
A: Selamat pagi Pak. Maaf mengganggu.

B: Pagi. Ada yang bisa saya bantu?

- A: Begini Pak, hari ini anak bungsu saya diopname di rumah sakit. Boleh kah saya minta izin pulang lebih awal Pak?
- B: Baiklah, kamu boleh pulang sekarang.
- A: Terima kasih Pak. Saya permisi Pak.

In conversation above, it can be said that A as an employee applies polite sentences to his boss and he uses formal sentences because they are in formal situation.

Based on all the theories above, it can be conclude as it is shown in the following frame:

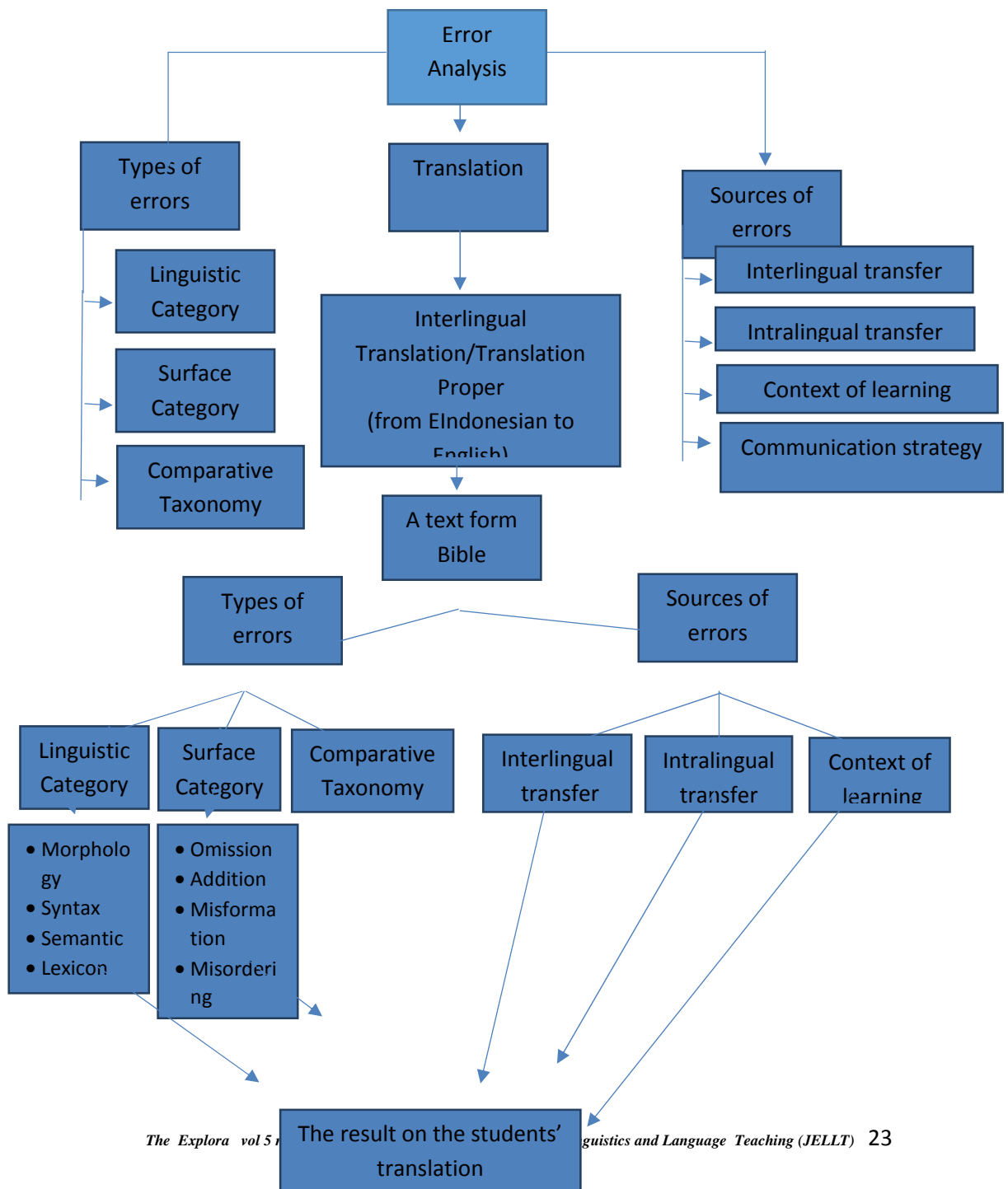


**Fig. 2 The Theoretical Framework of Error Analysis on Translation**

In the first step, the writer will ask the sixth semester students of IKIP Gunungsitoli to translate the Indonesian text into English. Then, the writer identifies the errors made by the sixth semester of IKIP Gunungsitoli using the types of errors (linguistic category, surface category, and comparative taxonomy).

After that, the writer describes the errors made by the sixth semester students of IKIP Gunungsitoli in narration.

In the last step, the writer makes the evaluations of errors made by the sixth semester students of IKIP Gunungsitoli. In this step, the writer also discuss about the source of errors and the problem in translating the Indonesia text into English text. Then the writer calculates how many times the students make errors in linguistic category, surface category, and comparative taxonomy. Finally, the writer come to his conclusion.



**Fig. 3 Conceptual framework of Error Analysis on Translation Made by the Sixth Semester Students of IKIP Gunungsitoli (Telaumbanua, K, 2016)**

## **2. Research Design**

In this thesis, the writer uses descriptive qualitative method to analyze the students' ability and errors. The descriptive method is employed since it is used to describe phenomena as objectively as possible based on the data obtained. It is the most suitable type for this study. It is aimed at describing the status and phenomena (Suharsimi, 1996: 243), that is, to present the description of the students' ability and errors in translating English noun phrases into Indonesian

This study will be conducted at IKIP Gunungsitoli. This college is located at Jl. YosSudarso No. 118 E-S Gunungsitoli. This research will be conducted in the sixth semester students of the English Department for about a month started from the first week of Februari to the last week of Februari 2016.

In this study, the writer uses 30 students of the sixth semester of English Department of Teacher Training and Education Faculty, IKIP Gunungsitoli in the year 2015/2016 as the sample of the research.

In determining the sample of this research sampling is the technique used for getting sample (Sutrisno Hadi, 1999: 18). In this research, the writer uses the technique of random sampling in which each member of the population has equal chance of being selected for study (Halonon and Santroct, 1999: 18).

In this study, the writer chooses random sampling by using lottery technique. The stages are as follows:

- 1) Making the list of individuals.
- 2) Writing down each student number on a small piece of paper.
- 3) Enrolling the papers.
- 4) Putting the rolled paper in a container.
- 5) Shaking the container well.
- 6) Taking 30 rolls of paper randomly one by one from the container

## **Instrument of Data Collection**

The crucial step in doing a research is collecting the data. In this study, the writer uses a test as the instrument of collecting data. A test is the English descriptive text. This test will be translated by the students into Indonesian.

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

Content validity is important when we wish to describe how an individual performs on a domain tasks that a test is supposed to represent. A test has content validity if the test items adequately cover the curricular areas that are supposed to evaluate. A test constructed with content validity must employ the ability or skill that has been studied before.

## **Research Procedures**

After the data were collected, these must be analyzed to achieve the intended objectives. The technique that is used to analyze the data is descriptivestatistics and error

analysis. Based on the descriptive method applied in this study, the writer, in analyzing the data of this study, used the following procedure:

1. Collecting the data.
2. Identifying the errors from the students' answer sheet.
3. Describing errors.
4. Explaining errors based on their type.
5. Evaluating or analyzing the students' errors.

### 3. Data Analysis

Here are the data the writer collect from the sixth semester of English department of IKIP Gunungsitoli.

#### 1. Terhadap para gembala akan bangkit murka Ku dan terhadap kepala-kepala kawan k kambing.

| No. | Name of the Students | Students' Translation  | Types of Errors                             | Standard English Translation  |
|-----|----------------------|--|---|---|
| 1.  | S Z                  | For all the <u>shepherd</u> my anger will <u>rise</u> and for the head of goats. | - Linguistic Category<br>- Surface Category | <i>sMine anger was kindled against the shepherds, and I punished the goat</i> |
| 2.  | N C H                | For all shepherds my anger will rise and toward the heads of goat heads.         | - Linguistic Category<br>- Surface Category |   |
| 3.  | I G                  | For shepherds will rise my angry and for of heads gold.                          | - Linguistic Category<br>- Surface Category |   |
| 4.  | D G                  | For shepherds will rise my anger and for heads of group of goat.                 | - Linguistic Category<br>- Surface Category |   |
| 5.  | M I B H              | For all the shephers my anger will be rise and also for the heads of goad.       | - Linguistic Category<br>- Surface Category |   |

#### 2. Aku akan mengadakan pembalasan, sebab Tuhan semesta alam memperhatikan kawan ternakNya, yakni kaum Yehuda, dan membuat mereka sebagai kuda keagunganNya dalam pertempuran.

| No. | Name of the Students | Students' Translation   | Types of Errors                             | Standard English Translation   |
|-----|----------------------|---|---|--|
| 1.  | S Z                  | I will do the revenge, because the God of whole banner will pay attention that his herd at cattle, the house of Judah, and make them as the horse of his majesty in the battle. | - Linguistic Category<br>- Surface Category | <i>I will do a revenge, for the LORD of hosts hath visited his flock the house of Judah, and hath made them as his</i> |



|    |       |   |   |                                    |
|----|-------|---|---|------------------------------------|
| 2. | N C H | I will conduct the revenge, because God Almighty noticed his herd of cattle, the house of Judah, and make them as the horse of his majesty in the battle. | - <i>Linguistic Category</i><br>- <i>Surface Category</i> | <i>goodly horse in the battle.</i> |
| 3. | I G   | I will perform retaliatim because God for the whole world see group of his cattle, that is a Yahudi and to make them as horse of his greatness in battle. | - <i>Linguistic Category</i><br>- <i>Surface Category</i> |                                    |

3.

| No. | Name of the Students | Students' Translation   | Types of Errors   | Standard English Translation  |
|-----|----------------------|---|---|---|
| 1.  | S Z                  | From him will come the cornerstone, from him the tent peg from him the battle bow, from him every ruler together.     | - <i>Linguistic Category</i><br>- <i>Surface Category</i> | <i>Out of him came forth the corner, out of him the nail, out of him the battle bow, out of him every oppressor together.</i> |
| 2.  | N C H                | From them will become the cornerstone, from him the tent peg, from him the battle bow, from him every ruler together. | - <i>Linguistic Category</i><br>- <i>Surface Category</i> |   |
| 3.  | I G                  | From them will be appear stone corner, from them will be appear bow of reddish, from them will out all powers.        | - <i>Linguistic Category</i><br>- <i>Surface Category</i> |   |

4. Aku akan membuatkuatkaum Yehuda, dan aku akan menyelamatkan keturunan Yusuf.

| No. | Name of the Students | Students' Translation  | Types of Errors   | Standard English Translation  |
|-----|----------------------|--|---|---|
| 1.  | S Z                  | I will strengthen the house of Judah, and I will save the house of Joseph. | - <i>Linguistic Category</i><br>- <i>Surface Category</i> | <i>And I will strengthen the house of Judah, and I will save the house of Joseph.</i> |
| 2.  | N C H                | I will strengthen the house of Judah, and I will save the house of         | - <i>Linguistic Category</i><br>- <i>Surface Category</i> |   |

|  |  |         |  |  |
|--|--|---------|--|--|
|  |  | Joseph. |  |  |
|--|--|---------|--|--|

5. Aku membawa mereka kembali, sebab Aku menyayangi mereka; dan keadaan mereka seakan-akan tidak pernah ditolak oleh Aku, sebab Akulah Tuhan, Allah mereka, dan aku akan menjawab mereka.

| No. | Name of the Students | Students' Translation  | Types of Errors   | Standard English Translation   |
|-----|----------------------|--|---|--|
| 1.  | S Z                  | I will bring them back, because I love them; and their situation as if it was never rejected by for I am the Lord, their God, and I will answer them.    | - <i>Linguistic Category</i><br>- <i>Surface Category</i> | <b><i>And I will bring them again to place them; for I have mercy upon them: and they shall be as though I had not cast them off: for I am the LORD their God, and will hear them.</i></b> |
| 2.  | N C H                | I will bring them back, because I love them; and their situation as if it was never rejected by me, for I am the Lord their God, and I will answer them. | - <i>Linguistic Category</i><br>- <i>Surface Category</i> |  |

6. Efraim akan seperti seorang pahlawan, hat imereka akan bersukacita seperti oleh anggur.

| No. | Name of the Students | Students' Translation   | Types of Errors   | Standard English Translation   |
|-----|----------------------|---|---|--|
| 1.  | S Z                  | Ephraim will like a hero; their hearts will rejoice as by wine.   | - <i>Linguistic Category</i><br>- <i>Surface Category</i> | <b><i>And they of Ephraim shall be like a mighty man, and their heart shall rejoice as through wine.</i></b> |
| 2.  | N C H                | Ephraim will be like a hero, their heart will rejoice as by wine. | - <i>Linguistic Category</i><br>- <i>Surface Category</i> |  |

7. Anak-anakmerekaakanmelihatnya, lalubersukacitadanhatimerekabersorak-soraikarenaTuhan.

| No. | Name of the Students | Students' Translation  | Types of Errors   | Standard English Translation  |
|-----|----------------------|--|---|---|
| 1.  | S Z                  | Their children will see it and rejoice, and their hearts will rejoice in the | - <i>Linguistic Category</i><br>- <i>Surface Category</i> | <b><i>Their children shall see it, and be glad; their heart shall</i></b> |

|    |       |  |   |                             |
|----|-------|--|---|-----------------------------|
|    |       | Lord.  |   | <i>rejoice in the LORD.</i> |
| 2. | N C H | Their children will see it and rejoice, and their hearts will rejoice in the Lord. | - <i>Linguistic Category</i><br>- <i>Surface Category</i> |                             |
| 3. | I G   | Their childrens will see it, then happy and their heart cheer cause of God.        | - <i>Linguistic Category</i><br>- <i>Surface Category</i> |                             |

8. Aku akan mengumpulkan mereka, sebab Aku sudah membebaskan mereka, dan jumlah mereka menjadi banyak seperti dahulu.

| No. | Name of the Students | Students' Translation   | Types of Errors   | Standard English Translation  |
|-----|----------------------|---|---|---|
| 1.  | S Z                  | I will whistle for them, and they will be as many as before.  | - <i>Linguistic Category</i><br>- <i>Surface Category</i> | <i>I will hiss for them, and gather them; for I have redeemed them: and they shall increase as they have increased.</i> |
| 2.  | N C H                | I will wistle for them, and I will gather them, for I have redeemed them, and they will be as many as before. | - <i>Linguistic Category</i><br>- <i>Surface Category</i> |   |
| 3.  | I G                  | I will collect them, cause I have to set free them and total of them be many like formerly.                   | - <i>Linguistic Category</i><br>- <i>Surface Category</i> |   |

### 3.Data Analysis

After describing the data collected from the sixth semester students of English Department of IKIP Gunungsitoli, the writer comes to analyze the data. In analyzing data, the writer firstly analyzes the types of errors, then the source of errors. In the analysis of the types of errors, the writer identifies what types of errors the students make on translation in each sentence and the number of the students who make the errors.

#### Linguistic Category

Linguistic category taxonomies classify errors to either or both the language components and linguistic constituents. Language components include phonology (pronunciation), morphology and syntax (grammar), semantic and

lexicon (meaning and vocabulary), and discourse; while linguistic constituents include the elements that comprise each language component.

In analyzing the data, the writer only focuses on the analysis of data concerning with Morphology, Syntax, Semantic and Lexicon. The writer is not going to analyze phonology error because the data is not in oral test.

**Table 3**  
**The Types of Errors on Translation Made by the Sixth Semester Students of English Department of IKIP Gunungsitoli**

| Sentence         | Linguistic Category |                        |                  |                        |                  |                        |                  |                        |
|------------------|---------------------|------------------------|------------------|------------------------|------------------|------------------------|------------------|------------------------|
|                  | Morphology          |                        | Syntax           |                        | Semantic         |                        | Lexicon          |                        |
|                  | Number of errors    | Number of the students | Number of errors | Number of the students | Number of errors | Number of the students | Number of errors | Number of the students |
| 1 <sup>st</sup>  | 7                   | 8                      | 21               | 39                     | 3                | 49                     | 2                | 19                     |
| 2 <sup>nd</sup>  | -                   | -                      | 27               | 40                     | 2                | 22                     | 4                | 57                     |
| 3 <sup>rd</sup>  | 4                   | 4                      | 9                | 19                     | 1                | 19                     | 2                | 27                     |
| 4 <sup>th</sup>  | 11                  | 31                     | 5                | 11                     | 10               | 28                     | 2                | 21                     |
| 5 <sup>th</sup>  | 17                  | 46                     | -                | -                      | 2                | 11                     | 2                | 20                     |
| 6 <sup>th</sup>  | 8                   | 23                     | 17               | 28                     | 1                | 13                     | -                | -                      |
| 7 <sup>th</sup>  | 12                  | 57                     | 3                | 12                     | 5                | 49                     | 4                | 43                     |
| 8 <sup>th</sup>  | 6                   | 12                     | 5                | 12                     | 2                | 17                     | 2                | 17                     |
| 9 <sup>th</sup>  | 3                   | 11                     | 9                | 20                     | 2                | 27                     | 1                | 11                     |
| 10 <sup>th</sup> | 7                   | 24                     | 4                | 16                     | 2                | 16                     | 2                | 15                     |
| 11 <sup>th</sup> | 1                   | 9                      | 1                | 2                      | -                | -                      | 1                | 10                     |
| 12 <sup>th</sup> | 2                   | 9                      | -                | -                      | -                | -                      | 2                | 10                     |
| 13 <sup>th</sup> | 5                   | 11                     | -                | -                      | 2                | 12                     | 2                | 4                      |
| 14 <sup>th</sup> | 2                   | 10                     | 4                | 14                     | 2                | 15                     | 2                | 11                     |
| <b>13</b>        | <b>85</b>           | <b>255</b>             | <b>105</b>       | <b>213</b>             | <b>34</b>        | <b>273</b>             | <b>28</b>        | <b>265</b>             |

Table above tells that there are 85 errors made by the students in Morphology and 105 errors made by the students in Syntax. There 34 errors made the students in Semantic and 28 errors made by the students in Lexicon. In Morphology and Syntax (grammar) the dominant error made by the students is in syntax error; meanwhile, in Semantic and Lexicon (meaning and vocabulary) the dominant error made by the students is in Semantic error.

### Surface Category

Surface Category is divided into Omission, Addition, Misformation, and Misordering. Addition is divided into Double Marking, Regularization, and Simple Addition.

**Table 5**  
**The Types of Errors on Translation Made by the Students for each Sentence in Surface Category**

| Sentence         | Omission               |                  | Addition               |                  |                |                        |                  | Misformation           |                  | Misordering |   |
|------------------|------------------------|------------------|------------------------|------------------|----------------|------------------------|------------------|------------------------|------------------|-------------|---|
|                  |                        |                  | Double Marking         |                  | Regularization | Simple Addition        |                  |                        |                  |             |   |
|                  | Number of the students | Number of errors | Number of the students | Number of errors |                | Number of the students | Number of errors | Number of the Students | Number of errors |             |   |
| 1 <sup>st</sup>  | 1                      | 1                | 3                      | 2                | -              | -                      | -                | -                      | -                | -           | - |
| 2 <sup>nd</sup>  | 10                     | 1                | -                      | -                | -              | -                      | -                | -                      | -                | -           | - |
| 3 <sup>rd</sup>  | -                      | -                | 3                      | 1                | -              | -                      | -                | -                      | -                | -           | - |
| 4 <sup>th</sup>  | 5                      | 2                | 6                      | 4                | -              | 5                      | 3                | -                      | -                | -           | - |
| 5 <sup>th</sup>  | 13                     | 2                | -                      | -                | -              | -                      | -                | -                      | -                | -           | - |
| 6 <sup>th</sup>  | -                      | -                | 3                      | 1                | -              | -                      | -                | -                      | -                | -           | - |
| 7 <sup>th</sup>  | 4                      | 1                | 7                      | 2                | -              | -                      | -                | -                      | -                | -           | - |
| 8 <sup>th</sup>  | -                      | -                | 4                      | 2                | -              | -                      | -                | -                      | -                | -           | - |
| 9 <sup>th</sup>  | -                      | -                | -                      | -                | -              | -                      | -                | -                      | -                | -           | - |
| 10 <sup>th</sup> | -                      | -                | 11                     | 2                | -              | -                      | -                | -                      | -                | -           | - |
| 11 <sup>th</sup> | -                      | -                | -                      | -                | -              | -                      | -                | -                      | -                | 2           | 1 |
| 12 <sup>th</sup> | -                      | -                | -                      | -                | -              | -                      | -                | 7                      | 1                | 1           | 1 |

|                  |           |          |           |           |   |          |          |          |          |          |          |
|------------------|-----------|----------|-----------|-----------|---|----------|----------|----------|----------|----------|----------|
| 13 <sup>th</sup> | -         | -        | -         | -         | - | -        | -        | -        | -        | -        | -        |
| 14 <sup>th</sup> | 7         | 2        | -         | -         | - | -        | -        | -        | -        | -        | -        |
| <b>Total</b>     | <b>41</b> | <b>9</b> | <b>41</b> | <b>14</b> | - | <b>5</b> | <b>3</b> | <b>7</b> | <b>1</b> | <b>3</b> | <b>2</b> |

Table above tells that there are 9 errors made by the students in Omission, 14 errors made the students in Double Marking, 3 errors made by the students in Simple Addition, 1 error made by the students in Misformation, and 2 errors made by the students in Misordering. In Surface Category, the students made more dominant error in Double Marking.

### Sources of Errors

In terms of sources of errors, according to Brown (1994: 173), there are four major sources of learners' errors; namely, Interlingual transfer, Intralingual transfer, Context of learning, and communicative. Here are the students' translation:

**Table 7**  
**The Students' Translation**

| No . | Sentence        | Indonesia Text   | Students' Translation  | English Text  |
|------|-----------------|--|--|---|
| 1.   | 1 <sup>st</sup> | Terhadap para gembalaakanbangkitmu rkakudanterhadapkepala-kepalakawanankambing.  | <ul style="list-style-type: none"> <li>- For shepherds will rise my angry and for of heads gold.</li> <li>- For shepherds will rise my anger and for heads of group of goat.</li> </ul>  | Mine anger was kindled against the shepherds, and I punished the goats  |
| 2.   | 2 <sup>nd</sup> | Aku akan mengadakan pembalasan, sebab Tuhan semesta alam memperhatikan kawanan anak-Nya, yakni kaum Yehuda, dan membuat mereka sebagai kudagegungan-Nya dalam pertempuran.       | <ul style="list-style-type: none"> <li>- I will do the revenge, because the God of whole banner will pay attention that his herd at cattle, the house of Judah, and make them as the horse of his majesty in the battle.</li> <li>- I will conduct the revenge, because God Almighty noticed his herd of cattle, the house of Judah, and make them as the horse of his majesty in the battle.</li> </ul> | I will do a revenge, for the LORD of hosts hath visited his flock the house of Judah, and hath made them as his goodly horse in the battle. |
| 3.   | 3 <sup>rd</sup> | Dari padamereka akan muncul batupenjuru, daripadamereka akan muncul patok kemah, daripadamereka akan muncul busurperang, daripadamereka akan keluar semua penguasa bersama-sama. | <ul style="list-style-type: none"> <li>- From him will come the corner stone, from him the tent peg, from him the battle bow, from him every ruler together.</li> <li>- From them will become the corner stone, from him the tent peg, from him the battle bow, from him every ruler together.</li> </ul>  | Out of him come forth the corner, out of him the nail, out of him the battle bow, out of him every oppressor together.                      |

## Discussion

Based on table 3, it can be seen that in Linguistic Category, when translating Indonesia text to English text, the students made errors in Morphology, Syntax, Semantic, and Lexicon. The total number of errors in Morphology is 85 errors, in syntax 105 errors, in semantic 34 errors, and in lexicon 28 errors. On the other word, it can be said that in Morphology and Syntax (grammar), the dominant errors made by the students is in syntax, that is how to form sentence; meanwhile, in Semantic and Lexicon (meaning and vocabulary), the dominant errors is in Semantic, that is the meaning of the sentence made by the students when doing a translation. Syntax has something to do with Semantic. Because the students are not able to form a good sentence, they are not able to convey a good meaning. All the sentences formed by the students are meaningless.

Based on table 5, in Surface Category, the students made errors in Omission, Double Marking, Simple Addition, Misformation, and Misordering. In Omission the total number of errors made by the students is 9 errors, in Double Marking 14 errors, in Simple Addition 3 errors, in Misformation 1 error, and in Misordering 2 error. Finally, it can be said that the students made more dominant errors in Double Marking: there are 14 errors made by the students when doing a translation.

By connecting all the errors made by the students in both Linguistic Category and Surface Category, it can be said that the students are not able to convey a complete meaning because of the lack of knowledge of how to form a good sentence, and this lack of knowledge of how to form a good sentence is caused by the misunderstanding of the students in forming the constituent in a senetence, or it is caused by Double Marking Error.

Based on Table 7, it can be said that the students' translations are classified into **form-based translation** or **literal translation**. It is an attempt to follow the form of the source language (Indonesian). This is caused by Inter-lingual transfer. It means that the errors the students made are caused by the interference of native language (mother tongue) of the students, that is, Indonesian.

## Findings

When translating Indonesia text into English text, the sixth semester students of English department of IKIP Gunungsitoli made errors both in Linguistic Category and Surface Category. In Linguistic Category the students made errors on Morphology, Syntax, Semantic, and Lexicon. Based on data analysis, the students made more dominant errors on Syntax and Semantic. This indicates that the students are lack of knowledge how to form a good sentence. In Surface Category, the sixth semester students of English department of IKIP Gunungsitoli made errors for Omission, Double Marking, Simple Addition, Misformation, and Misordering. In this category, the students made more dominant errors for double marking. This indicates that the students are still not able to master the structure or the form of target language (English structure).

By looking at the students' translation, it can be found that the students' translation is classified into **form-based translation** or **literal translation**. Larson

(1984:15) says that a literal translation sounds like nonsense and has little communication value. It means that the students' translation are difficult to understand because the students are failed to transfer the meaning of written text of source language (Indonesian) to the meaning of written text of target language (English).

#### **4. Conclusion**

Based on the result of data analysis on the previous chapter, it could be concluded that:

1. When translating Indonesia text into English text, the sixth semester students of English Department of IKIP Gunungsitoli made errors both in Linguistic Category and Surface Category.
2. In Linguistic Category, the students made errors on Morphology and Syntax (grammar), Semantic and Lexicon (semantic and vocabulary); meanwhile, in Surface Category, the students made errors for Omission, Double Marking, Simple Addition, Misformation, and Misordering.
3. In Linguistic Category the students made more dominant errors on Syntax and Semantic. It indicates that the sixth semester students of English department of IKIP Gunungsitoli are lack of knowledge of how to form a good sentence; therefore the sentences formed by the students are meaningless.
4. In Surface category the students made more dominant errors on Double Marking. It indicates that the sixth semester students of English department of IKIP Gunungsitoli are still not able to master the structure of target language (English).
5. The students' translation is classified into form-based translation or literal translation. This indicates that the translation's result of the sixth semester students of English department of IKIP Gunungsitoli failed to transfer the meaning of source language text into the meaning of target language; therefore, the students' translations are difficult to understand.



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