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AN ERROR ANALYSIS OF FIFTH SEMESTER ENGLISH DEPARTMENT STUDENTS OF HKBP NOMMENSEN UNIVERSITY IN TRANSLATING ENGLISH TEXT INTO INDONESIAN

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ABSTRAsCT

This research aims to know the students's ability in translating English text into Indonesian, to know the categories of errors, and percentages of errors made by the fifth semester English Department students in translating English text into Indonesian.

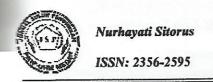
The researh method is used in this research is descriptive qualitative research. The result of this research shows the categories of errors are four categories, namely ommission, addition, misinformation, and misordering. The percentage of ommission is 54,5%, addition 18,7%, misinformation 7,3%, and misordering19,5%. And the the category has more errors is ommission.

Key Words: Error Analysis, Translation

INTRODUCTION

English is one of kinds of language in the

Language is a tool that used to world. It is an International language. It has communicate one each other. Through been taught in kindergarden, elementery language human can express their ideas to the school, junior high school, senior high school other. It has role and necessary function in and also in the university level. It has four human life. In the literature work such as skills, namely listening, speaking, reading, poetry, prose, and drama script, in which and writing. Those skills relate one each language is used to produce some aesthetic other. Based on the writer's experience when aspects, either by rhyming sounds or by she taught the students in the classroom, she arranging particular intonations. The other found that some students were difficult to function of language is found when teachers understand English, especially are talking about English tense to their Department students. As English Department students they also use "language" for students, they must be able to speak and also clarifying a language. Here, the use of be translator by and by. One of the problems language to define or describe language itself. that the writer found in the classroom is they It's called metalinguistic function. That's way are not able to translate the sentences or text we can say that without language human can from the source language to the target not understand the message that the language. interlocutor delivers.



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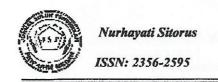
(1984:3) said translation is studying the source text in literal meaning. grammatical structure, lexicon. communication situation, and cultural context of the source language text, analysing it in order to determine its meaning and the reconstructing this same meaning using lexicon grammatical structure which are appropriate in the receptor language and its cultural context. So, the students' ability in grammar structure and syntax is needed in the process of translation.

In translation process, there are two the content of ST, that is, reduces the information it contains to her/his own mental program, and then s/he develops this program three stages, namely analysis, transfer, and restructurisation. In analysis stage, translator analyzes text of SL in grammatical relation and analyzes the meaning of words and the series of words to understand meaning or all its content. The result of this stage is the meaning of SL has been understood and trasferred in translator's mind from SL into a procedure used by both researcher and TT. Then, In the restructurisation stage, the meaning is written in TT based on the rule in TT. In this case, sometime students didn't sample, describing these errors, classifying

Translation is not an easy work. Larson understand the context so they translate

That's why sometimes the sudents did errors when they translated English text into Indonesian or Indonesian text into English. For example, when the students translated the sentence "Sava mempunyai rambut panjang" in Indonesia. Sometime some students translated the sentence to be "I have hair long". Based on the students' translation can be seen that the students made errors in this case. Here, the students did misordering. They are not able to arrange the sentence well. They mental process, namely understanding and did not understand about word order, namely verbalization. Here, the translator understands Noun Phrase, Verb Phrase, and etc. In other example, when the students translate the sentence "A teacher is teaching" into Indonesian. The students translated the into TT. According to Nida and Taber sentence to be "Guru sedang mengajar". We (1969:33) that process of translation consist of can see that there is an article there, namely article "a". So, the students' translation are wrong and they did error. Here the students do ommission. They assumed the absence of article "a". So, they ommit it and don't translate it. And the translation should be "Seorang guru sedang mengajar".

> Ellis (1997:15) says that error analysis is teachers. It involves collecting sample of learner language, identifying the errors in their hypothesized them according to



(1997:15) classifies the kinds of errors, Skip Debates". Here, the students were asked namely ommission, misordering, and overgeneralization.

analyze the students' errors in translating students. The data was gotten from the fifth English text into Indonesian. By analyzing the semester English Department students of student's errors in translating English text into HKBP Nommensen University. Indonesian, then, they can improve their errors and mistake by doing the best way. steps or procedures. They are 1) reading the Whereas the teachers or lectures will know students'answers, 2) identifying the students which part need more attention to the next errors, 3) classifying the errors, 4) finding teaching and learning process and also they causes of the errors or describing the errors, will find and apply the best technique in and 5) counting the percentages of the errors. teaching.

RESEARCH METHODOLOGY

The writer used descriptive qualitative research to know and describe the percentages of errors that made by the fifth semester Where: English Department students in translating English text into Indonesian, the categories of errors probably made by the fifth semester English department students in translating English text into Indonesian and the category has more errors. The object of the research was the fifth semester English Department students of HKBP Nommensen University academic year 2016/2017.

In this research, the writer gave a test to the students to get the data. The test was a text. It was taken from Jakarta Post on January 8, 2017. The title of the text is "KPU"

causes, and evaluating their seriousness. Ellis to Sanction Gubernatorial Candidates Who misinformation, to translate English text into Indonesian. The data in this research was the result or the In this research, the writer wants to answer of the test that was given to the

> To analyzes the data, the writer did some Bungin (2005:171-172) says "to count the errors in percentage, the analysis also uses the formula. The formula is:

$$N = \frac{fx}{n} \times 100\%$$

n=stands for the percentages of errors fx=stands of the total frequency of the sub-categories errors

N=stands for the total errors of all categories

FINDINGS AND DISCUSSION

1. Categories of Errors

After the writer got the data. Then, she corrects the students' answer. She found that there are some errors in the students' answer. The errors consist of some categories. They are ommision, addition, misinformation, and misordering. It can be showed in the table Pemilihan Umum Jakarta Pusat below.

From the students' translated in the students of the students of the students.

Table 1 Categories of Error

Paragraphs	Categories of Error			
	Omnission	Addition	Meinformation	Misor dering
1		· ·	-	4
	40	14	4	5
3	16	4	-	12
1	7	2	3	3
5			es del Sidente	
6	3		-	-
Sum	67	23	59	24

Table 1 shows that the total erors that the students did 123 errors. They consist of 67 ommission errors, 23 addition errors, 9 misinformation errors, and 24 misordering errors. The errors were found in a text that the students have translated. The text consists of six paragraphs. Here is the example of each errors category from the first paragraph until the last paragraph.

A. Paragraph 1

The Jakarta Elections Commission is set to impose hefty punisments on any gubernatorial candidate pairs that deliberately skip scheduled debates, a commissioner has warned.

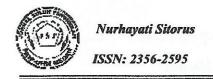
When the students translated the paragraph above, some students did errors. The students' errors in the first paragraph are ommission, addition, and misordering. The students did errors when they translated the phrase "The Jakarta General Elections Commission". Some students translated it to be: 1. Komisi Pemilihan Umum, 2. Komisi Pemilihan Umun di Jakarta, 3. Jakarta, Komisi Pemilihan Umum. Komisi

From the students' translation above, the students have done errors. The first translation, the students did errors, namely ommission. Here, the students did not translate the word "Jakarta". In the second paragraph and the forth paragraph, the students did error, namely addition. Here the students added the word "di" and "pusat". In this case the student added an item in an utterance. And in the third paragraph, the students did misordering. Here the students were wrong to arrange the translation of the phrase based on Indonesian grammatical. So, the translation of the phrase should be "Komisi Pemilihan Umum (KPU) Jakarta"

B. Paragraph 2

KPU Jakarta commissioner Dahlian Umar said the commission would not tolerate any excuse for absence unless the candidates submitted a letter that described that they were either sick or had something urgent on their agenda requiring them to skip the debate.

When the students translate the paragraph above, some students did errors. The students errors in the second paragraph are ommission, addition, misinformation, and misordering. The students did errors when they translate the noun phrase "a letter" and "the candidates' in the bold words above. Some students translate "a letter" to be "surat". Here the students did error, namely



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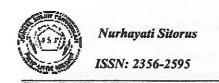
They assumed the absence of 2017 in it. So, "pada Januari 13, Januari 14, dan Februari 10" they translated it to be "pada 13 Januari is not acceptable in Indonesian grammatical. 2017, 27 Januari, dan 10 Februari". E. Paragraph 5

Dahliah said before it determined the The writer also found the students errors when they translated the paragraph. They dates of the three debates, the commission had thought that it was active voice and also their discussed it in a number of meetings with all understanding was wrong. In this case they candidate pairs. The writer also found the translate it to be "Tiga pasangan calon yakni error in fifth paragraph. The error is Agus Harimurti Yudhoyono-Sylviana Murni, misinformation. Here the students translated Basuki "Ahok" Tjahaja Purnama-Djarot the sentence "the commission had discussed it Saiful Hidayat dan Anies Baswedan-Sandiaga in a number of meeting with all candidate Uno adalah jadwal untuk menghadiri debat pairs" to be "komisi itu telah dibahas dalam yang akan diadakan pada 13 Januari, 27 sejumlah pertemuan dengan semua pasangan Januari, dan 10 Februari". The writer saw calon". Based on the results of translation, the that the students' translation is awkward sentence of source text is produced awkward sentence in Indonesian grammatical. The right because of the arrangement of the verb phrase translation should be "Tiga pasangan calon "" acceptable in is not yakni Agus Harimurti Yudhoyono-Sylviana grammatical. Here the sentence is active, but Murni, Basuki "Ahok" Tjahaja Purnama- the students translated into passive.

Djarot Saiful Hidayat dan Anies Baswedan- F. Paragraph 6

Sandiaga Uno dijadwalkan untuk menghadiri two debates As earlier. reported debat yang akan diadakan pada 13 Januari, previously conducted by private television 27 Januari, dan 10 Februari". So, in this case stations were attended only by Ahok-Djarot the students did error, namely misinformation. and Anies-Sandiaga. Commenting on it, The next error is misordering. It was found Dahliah said that except for official debates when the students translated source text "on organized by the KPU, candidates were Jan. 13, Jan. 27, and Feb. 10". They allowed to skip such events.

translated to be "pada Januari 13, Januari 14, The writer also found the students' error dan Februari 10". Based on the results of in the sixth paragraph. Here the students translation, the preposition phrase of source translated the sentence "As reported earlier, text is produced ambiguous and awkward two debates previously conducted by private because of the arrangement of the phrase television stations were attended only by



Ahok-Djarot and Anies-Sandiaga" to be ommission. In this case, the students assumed "Seperti diberitakan sebelumnya, dua debat the absence of an item.

sebelumnya dilaksanakan oleh stasiun REFERENCES televisi swasta yang dihadiri oleh Ahok- Arikunto, Suharsimi. 2002. Prosedur Djarot dan Anies-Sandiaga". In this case, the Penelitian Suatu Pendekatan Praktik. students ommitted the word "only". They Jakarta: PT.RhinekaCipta assumed the absence of "only". So they did Albir, A.H and Molina. 2002. Translation not translate it. The right translation should be Technique Revisited: A Dynamic and "Seperti diberitakan sebelumnya, dua debat Functionalist Approach. Meta, Vol sebelumnya dilaksanakan oleh stasiun XLVII. no. 4. televisi swasta yang hanya dihadiri oleh Barli, Bram. 1995. Write Well Improving Ahok-Djarot dan Anies-Sandiaga". The other Writing Skill. Yogyakarta: Kanisik error found in sixth paragraph is addition. It is Basnet, Susan, 1991. Translation Studies. found in first sentence of sixth paragraph. She London:Routledge added the word "akan" after the word Bell, T. Rogers. 1991. Translation and Translating. London: Oxford University "hanya". She assumed the presence of "akan". Here is the result of translation "Seperti Brown, H.D.1987. **Principles** diberitakan sebelumnya, dua debat Language Learning and Teaching. sebelumnya dilaksanakan oleh stasiun New Jersey: Prentice Hall, Inc.

televisi swasta yang hanya akan dihadiri oleh Bungin, H.Burhan. 2005. Metodoligi Ahok-Djarot dan Anies-Sandiaga". Penelitian Kuantitatif. Jakarta: Kencana

2. Percentage of Errors

The percentage of each error can be seen in the following.

Number	Category of Errors	Percentage (%)
1	Ommission	54,5
2	Addition	18.7
3	Misinformation	7,3
1	Misordering	19.5

Table 4.3 shows that the percentage of 18.7%. ommission is 54,5%. addition misinformation 7,3%, and misordering 19,5%. And the category has more error

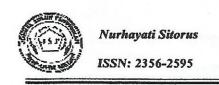
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