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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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### ABSTRACT

*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 research method is used in this research is descriptive qualitative research. The result of this research shows the categories of errors are four categories, namely omission, addition, misinformation, and misordering. The percentage of omission is 54,5%, addition 18,7% , misinformation 7,3%, and misordering 19,5%. And the the category has more errors is omission.*

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, elementary 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 English 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.





Translation is not an easy work. Larson understand the context so they translate (1984:3) said translation is studying the source text in literal meaning.

lexicon, grammatical structure, 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 mental process, namely *understanding* and *verbalization*. Here, the translator understands the content of ST, that is, reduces the information it contains to her/his own mental program, and then s/he develops this program into TT. According to Nida and Taber (1969:33) that process of translation consist of 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 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

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 "*Saya 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 did not understand about word order, namely 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 sentence to be "Guru sedang mengajar". We 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 a procedure used by both researcher and teachers. It involves collecting sample of learner language, identifying the errors in sample, describing these errors, classifying them according to their hypothesized





causes, and evaluating their seriousness. Ellis (1997:15) classifies the kinds of errors, namely omission, misinformation, misordering, and overgeneralization.

In this research, the writer wants to analyze the students' errors in translating English text into Indonesian. By analyzing the student's errors in translating English text into Indonesian, then, they can improve their errors and mistake by doing the best way. Whereas the teachers or lectures will know which part need more attention to the next teaching and learning process and also they will find and apply the best technique in teaching.

To analyzes the data, the writer did some steps or procedures. They are 1) reading the students' answers, 2) identifying the students errors, 3) classifying the errors, 4) finding causes of the errors or describing the errors, and 5) counting the percentages of the errors. Bungin (2005:171-172) says "to count the errors in percentage, the analysis also uses the formula. The formula is:

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

Where:

- n=stands for the percentages of errors
- f<sub>x</sub>=stands of the total frequency of the sub-categories errors
- N=stands for the total errors of all categories

## RESEARCH METHODOLOGY

The writer used descriptive qualitative research to know and describe the percentages of errors that made by the fifth semester 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

to Sanction Gubernatorial Candidates Who Skip Debates". Here, the students were asked to translate English text into Indonesian. The data in this research was the result or the answer of the test that was given to the students. The data was gotten from the fifth semester English Department students of HKBP Nommensen University.

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## 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.

Table 1 Categories of Error

| Paragraphs | Categories of Error |          |                |             |
|------------|---------------------|----------|----------------|-------------|
|            | Omission            | Addition | Misinformation | Misordering |
| 1          |                     | 4        | -              | 4           |
| 2          | 46                  | 14       | 4              | 5           |
| 3          | 16                  | 4        | -              | 12          |
| 4          | 7                   | 2        | 3              | 3           |
| 5          |                     |          | 1              |             |
| 6          | 5                   | -        | -              | -           |
| Total      | 67                  | 23       | 8              | 24          |

Table 1 shows that the total errors that the students did 123 errors. They consist of 67 omission 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 punishments 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 omission, 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, 4. Komisi

From the students' translation above, the students have done errors. The first translation, the students did errors, namely omission. 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 omission, 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





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

The writer also found the students errors when they translated the paragraph. They thought that it was active voice and also their understanding was wrong. In this case they translate it to be “*Tiga pasangan calon yakni Agus Harimurti Yudhoyono-Sylviana Murni, Basuki “Ahok” Tjahaja Purnama-Djarot Saiful Hidayat dan Anies Baswedan-Sandiaga Uno adalah jadwal untuk menghadiri debat Januari, dan 10 Februari*”. The writer saw that the students’ translation is awkward sentence in Indonesian grammatical. The right translation should be “*Tiga pasangan calon yakni Agus Harimurti Yudhoyono-Sylviana Murni, Basuki “Ahok” Tjahaja Purnama-Djarot Saiful Hidayat dan Anies Baswedan-Sandiaga Uno dijadwalkan untuk menghadiri debat yang akan diadakan pada 13 Januari, 27 Januari, dan 10 Februari*”. The writer saw sentence of source text is produced awkward because of the arrangement of the verb phrase “” is not acceptable in Indonesian grammatical. Here the sentence is active, but the students translated into passive.

#### F. Paragraph 6

As reported earlier, two debates previously conducted by private television stations were attended only by Ahok-Djarot and Anies-Sandiaga. Commenting on it, Dahliah said that except for official debates organized by the KPU, candidates were allowed to skip such events.

The writer also found the students’ error in the sixth paragraph. Here the students translated the sentence “*As reported earlier, two debates previously conducted by private 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

sebelumnya dilaksanakan oleh stasiun **REFERENCES**

televisi swasta yang dihadiri oleh Ahok- Arikunto, Suharsimi. 2002. *Prosedur Djarot dan Anies-Sandiaga*”. In this case, Penelitian Suatu Pendekatan Praktik.

students omitted the word “only”. They Jakarta: PT.RhinekaCipta

assumed the absence of “only”. So they did Albir, A.H and Molina. 2002. *Translation Technique Revisited: A Dynamic and*

not translate it. The right translation should be *Functionalist Approach*. Meta, Vol

“Seperti diberitakan sebelumnya, dua debat sebelumnya dilaksanakan oleh stasiun XLVII, no. 4.

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error found in sixth paragraph is *addition*. It is London:Routledge

found in first sentence of sixth paragraph. She Bell, T. Rogers. 1991. *Translation and Translating*. London: Oxford University

added the word “akan” after the word Brown, H.D.1987. *Principles of Language Learning and Teaching*.

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Here is the result of translation “Seperti Brown, H.D.1987. *Principles of Language Learning and Teaching*.

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2. Percentage of Errors Dulay, Burt, Krashen. 1982. *Second Language Acquisition and Universal Grammar*. NewYork: Oxford University Press.

The percentage of each error can be seen Ellis, Rod.1997. *Second Language Acquisition*. NewYork: Oxford University Press.

in the following.

| Number | Category of Errors | Percentage (%) |
|--------|--------------------|----------------|
| 1      | Omission           | 54,5           |
| 2      | Addition           | 18,7           |
| 3      | Misinformation     | 7,3            |
| 4      | Misordering        | 19,5           |

Table 4.3 shows that the percentage of omission is 54,5%, addition 18,7%, misinformation 7,3%, and misordering 19,5%.

And the category has more error is



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