

ERRORS IN INDONESIAN TO ENGLISH TRANSLATION TEXT MADE BY STUDENTS OF SMA NEGERI 13 PANGKEP

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ABSTRACT

The purpose of this research to find out (1) The kinds of error in Indonesian to English translation text made by the students of SMA Negeri 13 Pangkep, and (2) The sources of error in Indonesian to English translation text made by students of SMA Negeri 13 Pangkep. This research is descriptive quantitative research. The subject of this research is the second year students of SMA Negeri 13 Pangkep. The second year students consists of five classes (105 students). The writer is taking 30 % as the sample, 30 students. The object of this research is errors in translating Indonesian to English text. The instrument of this research is a test (written text). The test is use to get data about the students' error in Indonesian to English translation text. The result of this research, the writer found that the students make error in Indonesian to English translation text, the writer find out the kinds of error and the sources of error that made by students in translating a text Indonesian into English. The kinds of error are(1) Inversion of meaning students made about 65 error in text 1 and 68 error in text 2, (2) Omission of meaning made by students with 47 times occurrence and text 2 with 93 times occurrence, (3) Addition of meaning. The error made in text 1 with 78 times of occurrence and 62 error in text 2, (4) Deviation of meaning, students made error with 43 error in text 1 and 112 error in text 2. The sources of error made by students are (1) Morphological aspect, in translating a text students made errors. In text 1, students made error about 126 times of occurrence and 121 times of occurrence in text 2, (2)Lexical aspect, students made error with 424 error and then followed by text 2 with 350 error, and (3) Syntactic aspect, the error made by students about 425 error in text 1 and text 2 about 227 error. It can be concluded that second grade students who take Indonesian to English Translation at SMA Negeri 13 Pangkep is still making errors in translated a texts and dominant errors that students made is lexical aspect.

Keywords: Translation, Error in Translation, Descriptive Research, Lexical Aspect.

INTRODUCTION

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

Translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language (Newmark, 1987: 7). Bassnet (1991) explains that translation has a crucial role to play in aiding understanding of an increasingly fragmentary world. Without translation, people of across cultural background cannot build a communication well. Communication can be the daily communication, political communication, or trading communication. Without translation, the information available will not be known and used by the other people as it should be. As it is stated, translating is not translate the sentences word by word, but get the idea of the text, often to analyze, or at least make some generalizations about the text before translate the idea into another language with the same idea. Therefore, translation is one of competences that is important to know.

According to Ramelan (1994:4) that said, if someone wants to learn a foreign language, he will obviously meet all kinds of learning problems. It is true. One of the learning problems is making error in translate a text. The students faced many problems and get many errors in translating. In translation, making error is a natural part of learning a language. It is clear that errors in translation are common in learning process. Errors arise because of the lack of knowledge of the norms of the target language (TL). Errors in translation are mostly resulted from the non-equivalence between the source and TLs.

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

Based on the example already stated by Cahyani, Wijaya, & Arifin, 2013, the writer realize students condition, and the writer assumed that the students' ability in translation is still low, especially the students' errors in translating text from Indonesian into English. Therefore, it is very important to be analyzed the error that students made in translating a text and used written text as the instrument to find out errors that make by students. Consequently, the writer intends conducted a research entitled 'Errors in Indonesia to English Translation Text Made by Students of SMA Negeri 13 Pangkep'.

RESEARCH STATEMENT

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

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

LITERATURE REVIEW

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

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

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

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

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

Translation Concept

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

In another, a translation is a text that is considered to be different from the original (the source text) but it is also a fact that the source text and the translated

text are the same in terms of the sense they convey. It is often said that translation gives new clothes to a piece of writing by putting it in a different form. This interactive relationship between source and translation goes on in the hands of mature translators.

So that, it can be concluded that the translation could be defined as an activity of replacing or changing the form in another language literally and culturally. It means that translation does not only change the form of the language but also the content or the meaning of it.

Errors Concept

Errors in learning is often to do, it is a normally thing to do in learning. It is commonly that make errors in learning foreign language. It will be help the learner to improving themselves with make some mistake or errors in learning. In the learning process of the target language, it is quite difficult to decide that the learners are trying to acquire the language incorrectly, called errors or mistake. If the learners do something twice or more wrongly called errors. Meanwhile, if the learners do the thing once wrongly and for the next is right, called mistakes. The distinction is strengthened by stated that mistake occurs if the learner fails to use a system correctly which actually has been known by them, this failure is caused by inconvenience performance of the learners, but the learner will be able to correct it automatically. As a result, for next time, the learner will use a correct one. On the other hand, error occurs if the learners do not master the system completely yet, so in using that system they will use wrongly even though it is used twice or more. That failure is not able to correct by them.

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

Errors in Translation

In this research, the writer wants to find out the errors that make by the students in translating. And the writer focused to use classification by the expert. In translating, it can be classified into some kind and source of errors. In analyzing the students' errors in translating Indonesian into English possible used Sager (1983) classification.

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

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

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

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

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

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

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

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

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

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

a) Morphological (word forms and morphological process)

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

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

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

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

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

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

RESEARCH METHOD

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

Population

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

Table 1. Population

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

Sample

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

Table 2. Sample

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

Research Instrument

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

Techniques of Data Collection

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

Techniques of Data Analysis

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

1. Identification of student errors. In this step, the writer identified type of translation and kind of translation error by using descriptive method. For this aimed, content analysis applied by taking sentences as the unit of analysis.
2. Classification of students' error into kind of error which grouped by four kinds of errors in terms of inversion, omission, addition, and deviation. And also classified into source of translation error that grouped into three terms, they are morphological, lexical, and syntactic aspect.
3. Calculated the total number and percentage of each kind and sources of error to find out the common item of errors. By using the following formula;

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

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

Note:

X: the proportion of frequency errors

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

$\sum w$: total number of errors

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

FINDINGS AND DISCUSSIONS

Findings

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

Table 3. Frequency of Errors

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

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

1. Kinds of Error

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

a) Inversion of meaning

The first kind of errors in translation is inversion of meaning. In this research, the percentage of error in inversion of meaning was 5.91%. The example can be found below:



Figure 1. Sample of Inversion of Meaning

The inversion of meaning happens when the expression of meaning of the source language text in another way around. The target language intention contradicts with the source language.

Table 4. Sample of Inversion of Meaning

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

From the table of students' translation (B2) above, it indicates as inversion of meaning because the Indonesian language as source language

that is contradict with the target language. The words “setelah” translated into “offer”. It was really contradicted because the source language talks about give a something while the target language talks about an event of situation. The inversion of meaning can mislead the reader for understanding the meaning of the text.

b) Omission of meaning

The second kind of error in translation is omission of meaning. The percentage of omission of meaning was 6.21%. The example can be found below:

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

Figure 2. Sample of Ommision of Meaning

Omission means that an item which must be present in a well-formed utterance is absent.

Table 5. Sample of Omission of Meaning

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

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

c) Addition of meaning

The third kind of error in translation is addition of meaning. From the data, the percentage of error in addition of meaning are 6.21%. The example as follow:

90 persen from medical patient death is death.

Figure 3. Sample of Addition of Meaning

The presence of an extra item which mustn't be present in a well formed utterance is characteristic for additions.

Table 6. Sample of Addition of Meaning

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

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

d) Deviation of meaning

The fourth error is deviation of meaning. The percentage error of deviation of meaning are 6.88%. The example can be seen below:

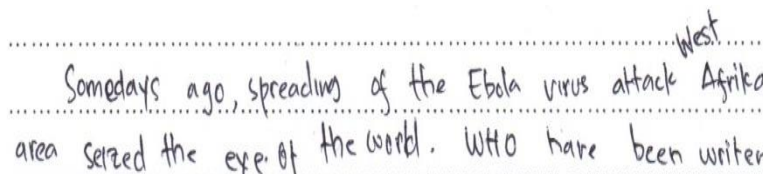


Figure 4. Sample of Deviation of Meaning

It is the diversion of intention of the source language to other notions or a vague translation. It is unclear translation because the word is difference with word that word should be the word used.

Table 7. Sample of Deviation of Meaning

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

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

2. Sources of Error

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

a) Morphological aspect

The first source of error in translation is morphological aspect. In this research, the percentage of error in morphological aspect was 10.98%. The example can be found below:



Figure 5. Sample of Morphological Aspect

Translation error in morphological aspect is the error from word form and morphological process.

Table 8. Example Morphological Aspect

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

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

b) Lexical aspect

The second source of error in translation is lexical aspect. In this research, the percentage of error in lexical aspect was 34.38%. The example can be found below:

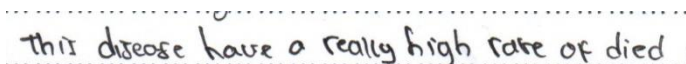


Figure 5. Sample of Lexical Aspect

This word is the sources of translation error in the wrong word choice. There are many words in English that has different meaning in source language, based on its words class.

Table 9. Example lexical aspect

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

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

c) Syntactic aspect

The last source of error in translation is syntactic aspect. In this research, the percentage of error in syntactic aspect was 29, 81%. The example can be found below:

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

Figure 6. Sample of Syntactic Aspect

The source of error in translation caused of wrong word order, phrase construction, and sentence construction.

Table 10. Sample of Syntactic Aspect

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

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

DISCUSSIONS

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

a. Inversion (5.91%)

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

b. Omission (6.21%)

By percentage 6.21% makes error of omission take place in the fifth position of most error, this error had the same position with addition of meaning with 140 times of occurrence, then followed by error in text 1 with 47 times occurrence and text 2 with 93 times occurrence. For example in sentence "*Pada sabtu pagi pukul 9.30*" translated by A28 into "..... saturday morning at

9.30 a.m.” it should be **On Saturday morning at 9.30**. There is a word that absence from the students’ translation.

c. Addition (6.21%)

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

d. Deviation (6.89%)

Percentage of deviation made with 6.89%. The error made in 155 times of occurrence. 43 times of occurrence in text 1 and 112 times of occurrence that is students made in translating a text. For example in sentence “*sayangnya, vaksin dan obat untuk mengobati virus ebola masih belum ditemukan*” translated by B17 into “it is a pity that vaccine and medicine that can treat ebola virus still not found” it should be **unfortunately, vaccine and drug to cure ebola virus still haven’t found yet**. There is word that has a different intention or vague translation.

e. Morphological (10.98%)

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

f. Lexical (34.39%)

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

g. Syntactic (29.41%)

The second position in error that students made that is syntactic aspect with percentage 29.41%. The error made by students about 662 times of occurrence in translating a text. Then, error in text 1 with 425 times of

occurrence and text 2 about 227 times of occurrence that students made in translate. For example in sentence “*Penyebaran virus ebola yang menyerang wilayah afrika barat menyita perhatian dunia*” translated by B12 into “the spreading of ebola virus to attack west Africa area become central world” it should be **Epidemic ebola virus that attacks the west Africa region, causing the world’s central or the world’s attention**. This sentence is wrong sentence construction.

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

CONCLUSSIONS AND SUGGESTIONS

Conclusions

Research findings about the common error in translating Indonesian into English text, the students still confused and difficult to use the word that suitable the meaning with the context. In other words, the students still error in translating a text. The research found the errors that made by students in translating a text are: kinds of error (inversion, omission, addition, and deviation of meaning) and sources of meaning (morphological, lexical, and syntactic aspect). Then, the result shows that the score of error that students made in translating a text is lexical aspect. The lexical had the higher frequency/percentage than the other of error types.

The research showed that the second year students of SMA Negeri 13 Pangkep made various kinds and sources from the translated text students made. Errors they had made were categorized into error of inversion, omission, addition, diversion, morphological, lexical, and syntactic. The students made the total of 2251 errors from two a text that has been translate by students.

The most error found in students’ translated a text is lexical aspect (sources of error) with 774 times of occurrence and 34, 39% of percentage. The students made error in translating the text. From text 1, students made error about 424 times of occurrence and text 2 about 350 times of occurrence.

Error of syntactic aspect becomes the second most error made with 662 times of occurrence and 29, 41% of percentage which means that the students put any wrong word order or phrase construction which should not have appeared in a well-structured language. This error made by students about 425 times of occurrence in the text 1 and 237 times of occurrence from the text 2.

The next most error is error of morphological with 247 times of occurrence and 10, 98% of percentage. In this type of error, the students should

pay attention with word form and morphological process in the language they constructed. This aspect of sources error were found in the students translated Deviation of meaning becomes as the next most of error that students made in translating a text. This error made about 155 times of occurrence and 6, 89% of percentage. Error in text 1 made about 43 and text 2 made about 112 times.

The next is Omission of meaning and addition of meaning. It had the same percentage of errors. Both of errors made by students about 140 times of occurrence and 6, 21% of percentage in translated a text. From the text 1 students made error 47 and 93 (omission), the text 2 were 78 and 62 times of occurrence (addition).

The least error found in the students' translated a text is error of 5, 91% with 133 times of occurrence and 5, 91% of percentage. It refers to any incorrect word, the intention of meaning is contradict. The error made by student about 65 times in the text 1 and 68 times in the text 2.

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

As addition, from what the researcher was seen during the research there are some factors that influenced students' error in translation a text. It was because that the internal factors like; the students did not have enough vocabulary to translate, the students were not have interested in translating Indonesian to English, and the limited time that have given by their teacher. Besides that, the students affected by external factors like, the students did not feel comfortable and enjoy in the class because of noise and method used by the teacher were not interest, and also misunderstanding about text translation.

Suggestions

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

a. Suggestion for the Teacher

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

1. Based on the result of the research, translation can give the students chance to apply their understanding the meaning of the words. Therefore, the students are able to show their ideas or opinions in translating.
2. It suggested that English teacher can adopt and apply this method in order to improve the students' translating ability. The English teachers should explain clearly about the material. Then, the students must be trained to apply the material through translation method.
3. The teacher should explain the lesson in different ways, such as grammar translation method, give a translation task, and by using some media like

picture, card an etc. so that the students are not bored in studying English. The teachers need to give correction on their errors in translating Indonesian sentences into English or English into Indonesian, so that they know the correct ones.

b. Suggestions for the Students

1. In order to improve the students' ability in translation, the students firstly must understand and comprehend the context of the written text overall. This ability is also supported by the student's ability in using various dictionaries and in searching the appropriate term that was suitable to the word, which would be translated.
2. The students should be encourage themselves to learn the vocabulary as much as possible because the vocabulary is the most important aspect in improving the translation skill and also in language skills such as speaking, reading, listening and writing.
3. The students should have to improve their skill in grammatical and comprehensive reading. The researcher also suggests to students that to be aware of kind of errors commonly committed by them in translating the Indonesian written text to English language, so in other chance, the errors will not happen anymore.

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