CHAPTER I

INTRODUCTION

A. Background of study

It is reality that the human beings of the world have various languages in expressing their wish, idea, thought and feeling. There are Arabic, English, Indonesian and other many languages that used as communication tool in the world. Therefore, it is important to learn other languages in order to make the same understanding in communication. It is related to what Allah said in The Holy Quran in the Al- Hujurat verse 13 as follows:

Allah made the human beings into nations and tribes that the people may know each other or not despise each other. In either, Allah give most honored of you and Allah is the most righteous of you.

English is one of international languages in the world. It plays an important part in enhancing and improving our knowledge of science and technology and also to develop our relationship with other countries.

English is a key or source of science and technology; most of science are written and translated into English. Because of the importance English , Indonesia government makes one of compulsory subject, which is poured into the lesson whether it is in state school or Islamic School, included in MTS"SMIP"46 Banjarmasin. Teaching learning English at MTS"SMIP"46 Banjarmasin covers four abilities of English: they are listening, speaking, reading and writing. All of these abilities should be mastered by every student in learning English

English is a West Germanic language that was first spoken in early medieval England and now it becomes global lingua franca. It is an official language of almost too sovereign states; English has become the leading language of international discourse and the lingua franca in many regions.

Owing to the assimilation of words from many other languages throughout history, modern English contains a very large vocabulary, with complex and irregular spelling, particularity of vowels. Modern English has not only assimilated words from other European languages but also had language from all over the world

English is a world language. English is a very important language to learn today. This English language is not only limited to be used and spoken by those who are native speaker, but also those who are living in countries where English is accepted both as the second language or foreign language.

In English, there are some aspects that should be learned in translation. Such as grammatical structure, communication situation and cultural context of the source language text, analyzing it in order to determine its meaning, and then reconstructing this same are meaning using lexicon and grammatical structure which are appropriate in the receptor language and its cultural context.

However, translation is not an easy work. If language is just a classification for a set of general or universal concepts, it will be of course very easy to translate from a source language to a target language. However, translation covers not only word for word translation but also many other factors. Translation is make the students can translate one by one.

The concepts of one language may differ radically from those of another. This is because each language articulates or organizes the word differently. The bigger the gap between the SL and the TL, the more difficult the process of transfer will be. The differences between the two languages and the differences in cultures make the process of translating a real challenge. The problematic factors include translation like meaning.

In translation English text into Indonesia, we have to measure the errors of the instrument of the test such as know about structure/ grammar, misunderstanding about text and punctuation. Also, the students must bring and open dictionary to translate it. It could be known about students' understanding about translation English text. I have some example about translation, like: Alex is a bus driver, but know he is in bed asleep. I get up at 8 o'clock every morning.

In Mts "SMIP 46" Banjarmasin, there is a problem of learning English especially translations. In that school, I founded there the difficulty of translating English text into Indonesia. They are felt confused to translate like translate word by word or sentences or

paragraph. For example, :"you are beautiful". The meaning is "kamu adalah cantik". Also, they are still misunderstanding about translation English text. When I was teaching PPL II in there, I was interested in choosing the location for observation, because in there I felt enjoyable with all of students and the teacher. Why I choose that title, because I think they are still misunderstanding about English especially in translation.

Based on previous that writer did at MTS"SMIP"46 Banjarmasin for PPL II (18 September until November 16, 2013), it is obtained the information that the students have not had ability yet to translate English text into Indonesian well. It means that the ability of the students at MTS"SMIP"46 Banjarmasin to translate English text into Indonesian may be are still poor. Based on the fact above, the writer is interested and it is needed to analyze up toward this problem which is poured in a paper on the title , **"ERROR ANALYSIS OF STUDENTS' TRANSLATION OF ENGLISH TEXT INTO INDONESIA AT THE EIGHTH GRADE OF MTs "SMIP"46 BANJARMASIN ACADEMIC YEAR 2013 / 2014".**

B. Statement of problem

Based on the background above, the writer purposes the following problem as follows:

1. What are students' error in translation of English text into Indonesia at the eighth grade of MTs"SMIP"46 Banjarmasin?
2. What factor that influence student errors' in translation of English text into Indonesia?

C. Objective of study

Based on the problem above, this research intends to find out:

1. The students' error in translation of English text into Indonesia at the eighth grade of MTs "SMIP"46 Banjarmasin Academic Years 2013/2014.

2. The means of factor influence student errors' in translation of English text into Indonesia.

D. Reason for selecting the title

There are some reasons that make the writer is interested in doing research as follows:

1. However, Analysis translation is not an easy work. If language is just a classification for a set of general or universal concepts, it will be of course very easy to translate from a source language to a target language. But, translation covers not only word for word translation but also many other factors. The concepts of one language may differ radically from those of another. This is because each language articulates or organizes the word differently. The bigger the gap between the SL and the TL, the more difficult the process of transfer will be. The differences between the two languages and the differences in cultures make the process of translating a real challenge. The problematic factors include translation like meaning.

2. The Errors' to translate English text writing into Indonesia is one important part that should be mastered by each person who learns English. Someone cannot understand the meaning of other language. So they can translate the other language to them language.

3. English is an international language. Also, it's a very important language to learn the students or the people. English made many people want to learn it, spoken by those who are native speaker, go abroad with family or my friends and adding vocabulary and science about English.

E. Significance of study

The result of this research is expected to contribute to the field as follows:

1. For the teacher, it will give more knowledge in translate text and learner problems.

2. For the students, they will able to build up the meaning of text given to them. They will be more understood how to translate text very well with the appropriate language to students.

F. Definition of key terms

To avoid the misunderstanding in giving interpretation and to make a clear statement toward the title above, the writer gives some confirmation as follows:

1. **Errors** are something done that is wrong "oxford learners pocket dictionary (1991:141)", also error is something problem / a mistake is difficulty for the people especially to translate English text.

    Analysis is study of something by examining its parts "oxford learners pocket dictionary (1991:13)", also analysis is something carefully which we must search a problem on the anything especially to translate English text.

2. **Translation** is put (something written or spoken) into a different language" ("oxford learners pocket dictionary (1991:441). Also, translation is the words or sentences which the people can translate foreign language or either language to search the means.

3. **English sentences** are "belonging to the English language, usually including a subject and a verb on the sentences, which express a statement, question or instruction" (based on Macmillan English Dictionary for advanced learner (2002:214) Also, English Sentences are sentences which it adjusted in England. English sentences make the people can translate English text very well and also the people can communication with other people from English Sentences.

CHAPTER II

THEORETICAL REVIEW

A. Definition of Error

The word "error" entails different meanings and usage relative to how it is conceptually applied. The concrete meaning of the Latin word "error" is "wandering" or "staying" unlike an illusion, an error or a mistake can sometimes be dispelled through knowledge (knowing that one is looking at a mirage and not at real water does not make the mirage (disappear). Also, an "error" is a deviation from accuracy or correctness, a mistake, as in action / speech. His speech contained several factual errors. Also, error is a moral offense wrong doing. Error is the condition at believing what is not true; in error about date.

In *Kamus Inggris – Indonesia*, error means *"Kesalahan, kekeliruan dalam cara – caranya bekerja / tindak – tanduknya.(1987;218)*

There are 5 (five) parts of a brief view of error analysis. They are the meaning of error analysis, the source of error, the types of errors, the practical uses of error analysis and the methodology of error analysis. In this part, the writer will discuss about the source of error and the types of error:

1.   The Source of Error

According Brown (1981; 113), there are any sources of error analysis:

a.   Interlingua transfer

b.   Intralingua transfer

c.   Context of learning

d.   communication strategy

The following is the detailed explanation

a. Interlingua Transfer

The English learners have made intra lingual errors because of their mother tongue interference. They usually transfer the system of their mother tongue into the foreign language.

Example:

1.   It is book I for It is my book.

2.   She not come for she does not come

b. Intralingua transfer

This error caused by negative transfer between the elements in the target language itself. The intra lingual transfer is also called intra lingual errors or interference, or incorrect generalization of rules within the target language. In this case, the intra— lingual transfer becomes a major factor in second language learning. Richard (1997;174) states that "intra lingual transfers are those which reflect the general characteristic of rule learning, such as faulty overgeneralization, incomplete application of rules, and failure to learn conditions under which rules apply".

c. Context of Learning

Context' refers to classroom with its teacher and material, in the case of teaching learning process. In a classroom, the context of the teacher and the text book in the teaching learning process can lead the students to make faulty hypothesis about language. Richard, (2001; 189) called the faulty as false concept. In this case, the student's errors are caused by misleading explanation of a pattern that was rootly memorized in a drill, but not properly contextualized.

d. Communication Strategy

The communication strategy may become the source of learners' errors. A communication strategy is the conscious employment of verbal or nonverbal mechanism for communicating an idea when precise linguistic forms are for some reason, not readily available to the learners at point of to learners at point of communication.

According to Sujoko (1989; 5) "an error is noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the learner".

2. Types of Error

In this research, the writer will present the classification of errors based on surface strategy taxonomy. The classification of errors involves

a. Omission

Omission takes place when the learners omit one of the elements of the correct sentence. The omission can be a morpheme or word.

e.g. - "Mary president new company" for

- "Mary is the president of the new company"

b. Addition

This kind of error occurs when the students add one or more elements which should not exist in the correct sentence. In this regard addition is divided into three categories, namely

a) . Double marking

Double marking happen if there are two tense markers in one sentence.

Example   : - *She does not know my name for she does not know my name.*

b).   Regulation

This error occur when the learners use the tense marker /—ed/ in irregular verb, or when they put ending /-s/ form.

Example: - *The children eated their breakfast for*

- *The children ate their breakfast*

c). Simple addition

Such errors occur when the learners add unnecessary elements in the correct sentence.

Example: - *This book is not interesting for this book is not interesting*

c.. Misformation

Such errors occur when the learners use morphemes or structure incorrectly. In this case there are two types, namely

a.   Regularization

e.g.: *Some children's are playing football for*

Some children are playing football

b.   Archie—Forms

e.g .: *Those book is mine for*

Those books are mine

d.   Misordering

Misordering occurs when the learners wrongly place the sequence of words or group of word in a sentence. Such error usually takes place in direct and indirect speech.

e.g : - What John is reading? For

- What is John reading?

B. Definition of Analysis

Analysis is study of something by examining it is parts. It is statement of the result of this. Also, analysis is the most established and esteemed forum in which to publish short discussion of topics in philosophy. Then, analysis is the process of breaking a complex topic or substance into smaller parts to gain a better understanding of it. The technique has been applied in the study of mathematics and logic since before Aristotle. Although analysis as a formal concept is a relatively recent development. Analysis is systematic examination and evaluation of data or information by breaking it into it is component parts to uncover their interrelationships opposite of synthesis.

In *Kamus Inggris – Indonesia,* analysis means *" analisa, pemisahan, pemeriksaan yang diteliti". (1987;18)*

C. Definition of Error Analysis

According to Corder (1981;10), "error analysis is the study of students errors that can observed, analyzed and classified to reveal something of the system operating within the learner.

In each either, According to Richard, Plat, and Weber (1985; 96) explain that "Error analysis is the study and analysis of the error made by second and foreign language learner".

Fauziaty (2005; 19) in his wrote seriously about function of error analysis. Fauziaty "The goal of error analysis is to find out something about the psycholinguistic process of language learning. It hopefully enables the teacher to draw a certain conclusions about the strategies used by the learner in his learning process".

D. Definition of Translation

Translation is the communication of meaning of a source language text by means of an equivalent target language text. In this research, translation is meant as the replacement of textual material in one language (SL) by equivalent textual material in another language (TL).

Some experts give explanation about translation as follows:

1. Translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). (Catford, 1969;20)

2. Translation is made possible by an equivalence of thought that lies behind its different verbal expressions. (Savory, 1969;13)

3. 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, 1969;12)

4. Translation is a process of finding a TL equivalent for a SL utterance. (Pinchuck, 1977;38)

5. Translation is the rendering of a source language (SL) text into the target language (TL) so as to ensure that (1) the surface meaning of the two will be approximately similar and (2) the structure of the SL will be preserved as closely as possible, but not so closely that the TL structures will be seriously distorted (Mc.Guire, 1980;2)

6. 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, 1981;7)

7. Roger T. Bell (1993;5), translating the definition of translation according to Dubois, states that Translation is the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalences.

8. Translation is the general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the languages are in written or oral form; whether the languages have established orthographies or do not have such standardization or whether one or both languages is based on signs, as with sign languages of the deaf (Brislin, 1976).

9. Translation is 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 systematic and the pragmatic understanding and analytical processing of the SL (Wilss and Noss, 1982).

10. I see translation as the attempt to produce a text so transparent that it does not seem to be translated. (Venuti, 1991:1)16

11. Wills (1982:112) says that translation is procedure which leads from a written sourch language text to an optimally equivalent target language text and requires the syntactic, semantic, stylistic, and text pragmatic comprehension by the translator of the original text.

12. Malinowski (1965:11-2) quoted by Tao (1999:31) says that translation must always be the re-creation of the original into something profoundly different. On the other hand, it is never substitution of word for word but invariably the translation of whole context.

13. Baker (1992:20) says that the equivalence is adopted in this book for the sake of convenience – because most translator are used to it rather than because it has any theoretical

status. It is used here with the provision that although equivalence can always be obtained to some extent, it is influenced by a variety of linguistic and cultural factors and it is therefore always relative.

14. Steiner (1994:103) says that translation can be seen as generation of text under specific constraints that is relative stability of some situational factors and therefore, register, and classically, change of language and context of culture.

Based on some of translation definition above, the writer can assume simply that translation is replacement of textual material in one language by equivalent textual material in another language.

From the above definitions, whereas textual material, SL text, Written message, and SL message are synonymous to indicate something to be translated into TL. And replacement and reproducing derive from replace and reproduce which are synonymous. The writer can conclude that the translation is a process, where the translator or interpreter to replace or transfer from one language (source Language) by equivalent material in another language (Target Language), whether the language is written or spoken in any kind in meaning and style

In "A linguistic Theory of Translation" catford took the definition from doster as follow, translation is that branch of the applied science of language which is specifically concerned with the problem (or the fact) of the transference of meaning from one set of patterned symbols.

Juliane house that is cited by Nurrahman Hanafi mentioned that translation is the replacement of a text in the source language by semantically and pragmatically equivalent text in the target language.

Translation (of Extended Prose)

Translation of words, phrases, or short sentences was mentioned under in the section on intensive speaking. Here, longer texts are presented for the test- taker to read in the native language and then translate into English. Those texts could come in many forms: dialogue; directions for assembly of a product; a synopsis of a story, play, or movie; directions on how to find something on a map; and other genres. The advantage of translation is in the control of the content, vocabulary, and to some extent, the grammatical and discourse features. The disadvantage is that translation of longer- texts are a highly specialized skill for which some individuals obtain post-baccalaureate degrees! To judge a no specialist's oral language ability on such a skill may be completely invalid, especially if the test-taker has not engaged in translation at this level. Criteria for scoring should therefore take into account not only the purpose in stimulating a translation but the possibility of errors that are unrelated to oral production ability.

*Translation   with   contextual

a. Dictionary   Dictionary

b. Three dimension

    1. Linguistic knowledge

(Explanation the word) 2. Intuition /Transformation

3. Purpose

There are two linguistic knowledge: Linguistic system

(Grammar– structure)

a. Sociolinguistic-culture
b. Psycholinguistic

*Translation position

Linguistic Skill

Grammar ⟹   Translation   ⎱ a. listening   passive
(80% - 100 %)   ⎰ b. Reading

                                     ⎱ c. Writing   Active
                                     ⎰ d. Speaking

Note: Passive translation: English into Indonesia (translation)

       Active translation: Indonesian into English (writing)

Example: intuition;

- I eat rice everyday (nasi)

- Indonesia imports rice from Thailand (beras)

- Rice field (sawah)

E. Methods Of Translation

The central problem of translating has always been whether to translate literally or freely. The argument has been going on since at least the first century BC. Up to the beginning of the nineteenth century, many writers favored some kind of `free' translation: the spirit, not the letter; the sense not the words; the message rather than the form; the matter not the manner. This was the often revolutionary slogan of writers who wanted the truth to be read and understood - Tvndale and Dolet were burned at the stake, Wycliffe works were banned. Then at the turn of the nineteenth century, when the study of cultural anthropology suggested that the linguistic barriers

were insuperable and that language was entirely the product of culture, the view that translation was impossible gained some currency, and with it that, if attempted at all, it must be as literal as possible. This view culminated in the statements of the extreme `literalists' Walter Benjamin and Vladimir Nabokov.

The argument was theoretical: the purpose of the translation, the nature of the readership, the type of text, was not discussed. Too often, writer, translator and reader were implicitly identified with each other. Now the context has changed, but the basic problem remains. There are eight methods of translation: word-for-word translation, literal translation, faithful translation, semantic translation, adaptive translation, free translation, idiomatic translation, and communicative translation.

1. **Word for Word Translation**

Here the source language word is translated into another language by their most common meanings, which can also be out of context at times, especially in idioms and proverbs.

The SL word order is preserved and the words translated by their most common meanings. Cultural words are translated literally. The main use of this method is either to understand the mechanics of the source language or to construe a difficult text as pre-translation process. These are some examples of translation which uses word for word translation method based on the expert above:

a. SL: Look, little guy, you-all shouldn"t be doing that.

   TL: *Lihat, kecil anak, kamu semua harus tidak melakukan ini.*

If we look at the result of translation above, SL sentence that be resulted is very bad or so confused and it is not relevant because phrase arrangement *"kecil anak"* is not correct with Indonesian grammar and the meaning of phrase *"harus tidak"* is not right. Both of them should be *"anak kecil"* and *"seharusnya tidak"*. Also, word "that" should be translated with *"itu"*, it is not *"ini"*. So, translation of that sentence to be: *"Lihat, anak kecil, kamu semua seharusnya tidak melakukan itu"*.

b. SL: I like that clever student.

TL: *Saya menyukai itu pintar anak.*

The result of the translation is not right base on Indonesian grammar because the right word arrangement is not *"itu pintar anak"* but "*anak pintar itu"*, so that the translation of the sentence should be: *"saya menyukai anak pintar itu"*.

c. SL: I will go to New York tomorrow.

TL: *Saya akan pergi ke New York besok.*

d. SL: Joanne gave me two tickects yesterday.

TL: *Joanne memberi saya dua tiket kemarin*

The result of sentences translation 3rd and 4th are not as bad as translation of 1st and 2nd sentences, because the structures of the sentences are same. Its mean that the translation result of the sentences still can be accept although the translation is not good enough yet. However, there are some alternatives of translation result which more natural and can be accepted, for example:

c."*Besok pagi saya akan pergi ke New York"*.

d."*Kemarin Joanne memberiku dua buah tiket"*.

2. **Literal Translation**

Here the source language grammatical constructions are translated to their nearest target language. However the lexical words are translated singly, out of context. The SL grammatical constructions are converted to their nearest TL equivalents but the lexical items are again translated out of context. As pre-translation process, it indicates problems to be solved.

Look at the example below:

a. SL: Look, little guy, you-all shouldn"t be doing that.

   TL: *Lihat, anak kecil, kamu semua seharusnya tidak berbuat seperti itu.*

b. SL: It's raining cats and dogs.

   TL: *Hujan kucing dan anjing.*

c. SL: His hearth is in the right place.

   TL: *Hatinya berada di tempat yang benar.*

d. SL: The Sooner or the later the weather will change.

   TL: *Lebih cepat atau lebih lambat cuaca akan berubah.*

If we see from the translation result, some sentences that were translated still seem error, such as in second sentence, it should be translated to be *"hujan lebat"* or *"hujan deras"*. The 3rd sentence should be translated to be *"hatinya tenteram"*. But, if the translated was like that, it is like free translation. Similarly with 4th sentence, the sentence should be translated to be *"Cepat atau lambat cuacanya akan berubah.*

3. **Faithful Translation**

Here the translation interprets the exact contextual meaning of the original within the constraints of the grammatical structures of the target language. It attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It transfers cultural words and preserves the degree of grammatical and lexical deviation from SL norms. It attempts to be completely faithful to the intentions and the text-realization of the SL writer.

Look at the examples of translation below:

1. SL: Ben is too well aware that he is naughty.

    TL: *Ben menyadari terlalu baik bahwa ia nakal.*

2. SL: I have quite a few friends.

    TL: *Saya mempunyai samasekali tidak banyak teman.*

4. Semantic Translation

Semantic translation refers to that type of translation which takes into account the aesthetic value of the source language text. It differs from faithful translation only in as far as it must take more account of the aesthetic value of the SL text. While `faithful' translation is dogmatic, semantic translation is more flexible.

Example: SL: He is a book-worm.

             TL: *Dia (laki-laki) adalah seorang yang suka sekali membaca.*

Book-worm phrase is translated flexibly based on culture context and functional limitation which is corrected in TL. But the translation above is not correct yet and it should be translated to be: *"Dia seorang kutu buku".*

5. Communicative Translation

This method displays the exact contextual meaning of the original text in a manner where both content and language are easily acceptable and comprehensible to the readers. It attempts to render the exact contextual meaning of the original in such a way that both language and content are readily acceptable and comprehensible to the readership.

Example: SL: Beware of the vicious dog!

TL: Awas anjing galak!

6. Idiomatic Translation

It translates the message of the original text but tends to distort the original meaning at times by preferring colloquialisms and idioms. It reproduces the message of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms.

Examples:

1. SL: Salina! Excuse me, Salina!

    TL: *Salina! Permisi, Salina!*

2. SL: I can relate to that.

    TL: *Aku mengerti maksudnya.*

3. SL: You"re cheery mood.

    TL: *Kamu kelihatan ceria.*

4. SL: Tell me, I am not in a cage now.

    TL: *Ayo, berilah aku semangat bahwa aku orang bebas.*

5. SL: Excuse me?

   TL: *Maaf, apa maksud Anda?*

7. Free Translation

This method of translation produces the translated text without the style, form, or content of the original text. It reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original.

Examples:

1. SL: The flowers in the garden.

   TL: *Bunga-bunga yang tumbuh di kebun.*

2. SL: How they live on what he makes?

   TL: *Bagaimana mereka dapat hidup dengan penghasilannya?*

In the 1st example, there is changing that called with shunt up *(langsir ke atas)*, because from the preposition phrase "in the garden" become sentence *"yang tumbuh di kebun"*. And then, at number of two, there is changing that called shunt down *(langsir ke bawah)*, because the sentence of "on what he makes" to be phrase *"dengan penghasilannya"*.

The other examples:

3. SL: Tatik is growing with happiness.

   TL: *Tati, hatinya berbunga-bunga.*

4. SL: Look, little guy, you-all should not be doing this

TL: *Dengar nak, mengapa kamu semua melakukan hal-hal seperti ini.   Ini tidak baik.*

Sentence below is example of free translation which is looked very extreme. It is reported by Moentaha:

5. SL: I kissed her.

   TL: *Saya telah mencetak sebuah ciuman pada bibirnya yang merah .*

 The translation above is as if radical, although the translation still defend the content and message. Whereas, the translation can be "*Saya telah menciumnya*"

8. **Adaptation**

Adaptation refers to that type of translation which is used mainly for plays and poems. The text is rewritten considering the source language culture which is converted to the target language culture where the characters, themes, plots are usually preserved.40 This is the freest form of translation mainly used for plays and poetry: themes/characters/plots preserved, SL culture converted to TL culture & text is rewritten. (From A Textbook of Translation by P. Newmark).

The sentences below are examples from an English song lyric which is translated in Indonesian:

SL: Hey Jude, don"t make it bad

Take a sad song and make it better

Remember to let her into your heart

Then you can start to make it better

(Hey Jude-The Beatles, 196)

TL: *Kasih, dimanakahMengapa kau tinggalkan aku*

Ingatlah-ingatlah kau padaku

Janji setiamu tak kan kulupa

F. Translation Process

According to Dr. Ronal H. Bathgate (2001) there are seven translation processes:

1. **Tuning**

This means getting the feel of translated. Depending on their translators need to be able language of a poet or novelist mist, research physics or advertising copywriter or bib 'register', as it is often different mental approach, a words or turn of phrase. If cult or of the type which is the translator, he may want ground literature or consult other adviser, the text to be field of work, to produce the lawyer or economist, research factory manager, biblical prophet. Each called, demands a different choice of the text is difficult not so familiar to read some back the author or some adviser.

2. **Analysis**

Once the translator has attuned his mind to the framework of the text to be translated, he will take each sentence in turn and split it up into translatable units' words or phrases. He will also establish the syntactic relation between the various elements of the sentence. At some point in this phase, it may be necessary to establish relations between elements in large portions of the text, in the interest of consistency.

3. **Understanding**

After having split up the sentence to be translated in to its elements, the translator will generally put it together again in a form which he can understand or respond to emotionally. The extent to which he can do this will depend on his basic knowledge of the subject matter. There has been a great deal of discussion about the extent to which a

translator should be able to understand the texts he translates about how much attention he should pay to the 'content' as opposed to 'form'; it seems obvious that due attention to both form and content is essential.

4. **Terminology**

The next step is to consider the key words and 1 phrase in the sentence to make sure that apart from understanding them and feeling what they imply, one has a translation for them which is in line with standardized usage and is neither misleading, ridiculous nor offensive for the target language reader. Both in this phase and in the preceding phase, discussion with the author or some other adviser is often advisable as best way to help the translator solve some of his problems.

5. **Restructuring**

When all the bricks needed for the edifice of the target languages text have been gathered or made, the translator will fit them together in a form which is in accordance with good usage in the target language. This is the phase where 'form', as opposed to 'content', comes into its own.

6. **Checking**

The translator will doubtless check his draft translation for typing errors and passages where a second perusal suggests a more elegant, or more correct, translation. In addition, it is quite common for someone other than the translator to read through the finished translation and make or suggest changes. In this case of specialized texts, this is often the source language author or someone else with a better command of the subject matter then the translator. In any case, it is important that the translator should be consulted at this stage.

7. **Discussion**

For this reason, a good way to end the translation process is often with a discussion between the translator and the expert on the subject matter. As Nida and Taber point out in their book *The Theory and Practice of Translation*, it is generally in advisable to make a committee meeting-with more than two participants-out of this too many cooks spoil of broth. On the other hand, it is sometimes necessary to point out to translators that they should not work isolation, and to hold them in acquiring the social skills needed for such discussion.

The following is the process that is usually followed by all to ensure a well written, accurate translation:

1. The document that is to be translated is assigned to a person who is well versed with the native language is that which the document is being translated into

2. The document is edited by a person who is fluent in both the target and source languages. Accuracy, grammar, spelling and writing style are all checked in the editing stage

3. The document is proofread by a person who is fluent in both languages. It is also necessary to check spelling and layout.

Finally, before the document goes to the client, the document is further rechecked to ensure that the translation is correct, there is no missing text and the layout is perfect.

G. Aspect of Translation

Translation is studying the lexicon, grammatical structure, communication situation, and cultural context of the source language text, analyzing it in order to determine its meaning, and then reconstructing this same meaning using lexicon and

grammatical structure which are appropriate in the receptor language and its cultural context. (Larson, 1984: 3)

*Aspects of translation are:

1. Lexical

The lexical definition of a term, also known as the dictionary definition, is the meaning of the term in common usage. As its other name implies, this is the sort of definition one is likely to find in the dictionary. A lexical definition is usually the type expected from a request for definition, and it is generally expected that such a definition will be stated as simply as possible in order to convey information to the widest audience.

Note that a lexical definition is *descriptive*, reporting actual usage within speakers of a language, and changes with changing usage of the term, rather than *prescriptive*, which would be to stick with a version regarded as "correct", regardless of drift in accepted meaning. They tend to be inclusive; attempting to capture everything the terms is used to refer to, and as such are often too vague for many purposes.

2. Grammatical structure

Grammatical structure is the study of the classes of words, their inflections, and their functions and relations in the sentence or a study of what is to be preferred and what avoided in inflection and syntax.

3. Communication situation

Communication situation describes about situation or condition where the communication happen.

4. Cultural context of the source language text

Nida (1964: 166) says that defining a dynamic equivalent translation is to describe it as "the closest natural equivalent to the source-language message".

This definition contains three essential terms, namely (1) *equivalent*, which refers to the source-language message; (2) *natural,* which refers to the receptor language; and (3) *closest*, which "binds the two orientations together on the basis of the highest degree of approximation". *Natural* refers to three areas of the communication process: a natural rendering should fit the whole receptor language and culture, the context of the specific message, and the receptor-language audience. Therefore the translation should bear no obvious trace of a foreign origin. A natural translation would have to deal with two main areas of adaptation, which is grammar and lexicon. The grammatical adaptation takes place more readily since one is obliged to make adjustments such as shifting word order or using nouns instead of verbs in the receptor language. The lexical structure of the source message is less easily adjusted to the semantic requirements of the receptor language because there are no strict grammatical rules but a variety of options.

Nida (1964: 167) says that "no translation that attempts to bridge a wide cultural gap can hope to eliminate all traces of the foreign setting". He goes on to say that "it is inevitable that when source and receptor languages represent very different cultures there should be many basic themes and accounts which cannot be naturalized" by the process of translating".

Naturalness of expression in the receptor is, according to Nida (1964: 168), basically a problem of co-suitability. This problem occurs at several levels:

1. Word classes (where a noun is used instead of the verb);

2. Grammatical categories (in some languages predicate-nominatives must agree in number with the subject);

3. Semantic classes;

4. Discourse types (some languages require direct quotation and other indirect);

5. Cultural context (some practices are strange to other cultures).

A natural translation must also be in accordance with the context of the specific message, which could include grammatical and lexical elements but also detailed matters such as intonation and sentence rhythm. For instance, a translator should be sensitive to the register and style of the source text and thus be aware not to use slang, vulgarities or colloquialisms when not asked for in the text. The translator should, however, not turn a straightforward piece of text into a technical work that is longwinded and difficult to understand.

On the research, the writer wants to know how the skills of the student on translate English text into Indonesia. Furthermore, translation has some category, there are:

1. Commercial translation are covers any sort of document used in the business world such as correspondence, company accounts, tender documents, reports, etc. commercial Translations require specialist translator with knowledge of terminology used in the business world.

2. Technical translation is a technical translation has a broad morning. It's usually refers to certain fields such as IT or manufacturing and deals with texts such as manual and instructions. Technical Translations are usually more expensive than general

translations as they contain a high amount of terminology that only a specialist translator could deal with.

3. Literary translation is a literary translation of literature such as novels poems, plays, and poems. The translation of literary works is considered by many one of the highest forms of translation as it involves so much more than simply translating text.

H. Type of Translation

Catford (1998) states that there are three types of translation related to the rank of grammatical hierarchies, namely

1. Full vs. partial translation. This distinction relates to the extent of SL text which is submitted to the translation process. In a full translation the entire text is submitted to the translation process that is every part of the SL text is replaced by TL text material. In a partial translation, some part or parts of the SL text are left not translate. They are simply transferred to incorporate in the TL text.

2. Total vs. Restricted translation. This distinction relates to the levels of language involved in translation. In total translation, that is translation in which all levels of the SL text are replaced by Tb material. In restricted translation, that is translation perform only at the phonological or at the graph logical level, or at only one of the two levels of grammar and lexis. Thus, this type includes phonological and graph logical translation. In phonological translation SL phonology is replaced by equivalent TL phonology but there are other replacements except such grammatical or lexical changes as may result accidentally from phonological translation, e.g. English plural, cats, may come out as apparently a singular cat in phonological translation into a language which has no final consonant clusters. In graph

logical translation SL graphology is replaced by equivalent Tb graphology, with no other replacements, except, again, accidental changes.

3. Rank of translation. This type of differentiation in translation relates to the rank in a grammatical hierarchy at which translation equivalence is established, Catford (1998) introduce the term free literal, and word for word translation. A free translation is a translation which reproduces the general meaning and intention of the original but which does not closely follow the grammar, style, or organization of it. Word-for-word translation generally means what it says. Therefore, the translation result is usually difficult to be understood by readers. A literal translation means connected with, expressed in, letters of an alphabet or corresponding exactly to the original. This method of translation is between word for word translation and contextual translation.

I. Technique of Translation

The general purpose of translation is to enable the reader to understand the meaning of the original text in the context of that original text, Eko Susilo,Madyo,Soegeng (2007). Said that there are three main steps in the basic procedure of translation:

1. Reading through the text to be translated carefully.

It is essential to read the text first in order to establish the style and mood of the original meaning. It is also important to make sure that text is within their competence.

2. Analyzing the original texts.

After reading the texts, translators have to know the key words which should be translated, and then they translated all elements involved in the source language (SL) into target language (TL).

3. Reading through the translation again to check them and revised it.

After analyzing the original texts, translators have to read their result again and again in order to check and revise it, so if the readers read the result, they will understand the messages in the texts easily.

J. Assessing for Translations

Jeremy's book of introduction translation studies state that the criteria assessing the translation are given:

1. Accuracy is the correct transfer of information and evidence of complete comprehension.

2. The appropriate choice of vocabulary, idiom and terminology.

3. Cohesion, coherence, and organization.

4. Accuracy in technical aspects of punctuation, etc.

CHAPTER III

RESEARCH METHOD

A. Research Design

The approach of this research is qualitative approach. The writer needs to describe the situation, the daily process obviously, the custom reality, grounded theory, and develop the understanding by collecting some data from documentary, interview, and observation.

In conducting the data, the writer uses descriptive method. According to Richards and Schmidt (2002, p.152), descriptive research is "an investigation that attempts to describe accurately and factually a phenomenon, subject or area", which the writer tries to give conclusion for current problems based on data, gives data, analyzes and interprets it. So, the research that is done by writer is descriptive qualitative research. The description is what students' error in translation English text into Indonesian.

B. Research Setting

The location of the research at MTs "SMIP"46 Banjarmasin that is located on Sungai Jingah street (Sultan Adam), South Kalimantan. (Can you seen more information about location in research at appendix) .

C. Subject and object Research

Subject of the research is 41 students of the eighth grade of MTs "SMIP 46" Banjarmasin in academic year 2013/2014". The object of the research is error analysis of the eighth grade of students in translation English text into Indonesia, and factor influence students' error in translation of English text into Indonesia.

Table 3.1 the Total Number of All Students of the Eighth grade at MTS "SMIP"46 Banjarmasin in Academic Year 2013/2014

No.	Class	Number of Student's
1.	VIII A	22
2.	VIII B	19
Total		41

(source : administration staff at MTs "SMIP"46 Banjarmasin)

D. Data and source data

1. Data

a. Primary data

The data about error analysis of students' translation of English text into Indonesia at the eighth grade of MTs "SMIP"46 Banjarmasin Academic Years 2013/2014. In translation, we have about:

1. Misunderstanding about the sentences, which to know skill on translates of the students.

2. Meaning is means of translate English sentences.

   Furthermore, we could to known how the skills of students on translate English text into Indonesia. Also, the data are very important for the teacher. On the test, the researchers give some item to the students. Those items are "meaning of sentences.

   b. Secondary Data

   To complete primary data, the writer also collects the secondary data which relate to research location as mentioned in the following:

   1. Brief History of MTs "SMIP"46 Banjarmasin

   2. General description about the teachers, headmaster, students and facilities.

2. Source Data

The data are taken from the sources as follows:

   a. Respondent   : The VIII grade students at MTs "SMIP"46 Banjarmasin

   b. Informants   : English Teacher at MTs "SMIP"46 Banjarmasin

   c. Document   : All written resources that are needed in this research.

 3. Technique

   There are some techniques that are applied in this research, they are:

a. Test

This test is used to get the data of error analysis of the student's translation of English text into Indonesia at the eighth grade of MTs "SMIP"46 Banjarmasin.

b. Interview

This technique is used to get secondary data from English teacher.

c. Observation

This technique used to collect the data about the facilities at the school.

d. Documentary

This technique is used to collect the data about general description of research location and other secondary data from administration staff office. Concern to the data, source of data, techniques of data collecting used in this research.

E. Techniques of Data Processing and Analyzing

1. Techniques of data processing

The techniques of data processing are:

a. Editing

This technique is used to reexamine all the collected data to make certain whether they have been completed or not yet.

b. Coding

The writer classifies all the data that have been edited, according to their kinds by making codes on all the collected data.

c. Scoring

      The writer gives score toward result of answering, especially in the matter of students' ability variable.

d. Tabulating

      In this way, the writer composes and put the data into a table to make data interpreting and analyzing easily.

e. Interpreting

      This way is used in order to clarify the meaning of the data. Before interpret ting the data, the writer has to count the percentage by using the following formula:

$\quad$ X 100 = P

      Notes:

      F   : The frequency of answering

      N   : Total number of respondents who answered

      P   : percentage scores

2. Data Analysis

To analyze the data in this research, the writer uses descriptively quantitative analysis. Then the writer makes the conclusion by inductive method. In the first step, the writer must be collecting information about data, then about school. Descriptive quantitative analysis, refer to the information that is collected as or can translated into numbers. In the data, the writer uses frequency (rate, duration) of specific behaviors', also the writer use score to know level of knowledge of students.

F. Research Procedure

There are some steps that are passed through in completing this research as the followings:

1. Preliminary step

   a) To hold a prior observation in the research object.

   b) To discuss the result of the research with the writer's academic advisor.

   c) To make a research design proposal to be approved by bureau of Thesis Writing of Islamic Education Faculty.

2. Preparatory Step

   a) To hold a seminar on the research design proposal.

   b) To ask the Dean of Islamic Education Faculty for a written mandate to conduct the research.

   c) To make the data instruments.

3. Research Step

   a) To contact all respondents and information who are needed to obtain the data.

   b) To collect all the needed data from several sources.

   c) To process the data in procedural way, and analysis them properly.

4. Organization Step

   a) To consult it the writer's advisor and his assistant to get comments and suggestion.

   b) To be examined before the team of Thesis Examiner of Tarbiyah Faculty.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

There are two statements of problems that have to be answered in this research are the first problem about students' error in translation of English text into Indonesia at the eighth grade of MTs"SMIP"46 Banjarmasin and the second problem is about the factors that influence student errors' in translation of English text into Indonesia. The data for the first problem is according to the test and the data for the second problem is according to interview.

1. Students' error in translation of English text into Indonesia

The table shows the percentage students made error gotten by the whole students based on the result.

Tabel 4.1 the percentage students made error in translation English text into Indonesia

No	Item	The Errors	Percentage off error

1.	My family and I spent one night at the countryside	Spent and countryside	75%
2.	We stayed in a small house.	Stayed and in	34%
3.	We made fire in front of the house	Not error	9,75%
4.	I have a big garden with colorful flowers	Garden	87%
5.	The fire is very dangerous	Very	12%
6.	We sat in the living room	Sat	26%
7.	We watched a movie in the living room	Movie	4,8%
8.	We woke up very late in the morning	Late	48%
9.	We were all very happy.	All happy	4,8%
10.	This morning my friends and I went to EOS studio	EOS studio	2,4%
11.	There is an interesting place at the city center	Interesting	65%
12.	Kangaroo has two strong legs with two long feet	Not error	56%
13.	They have a muscular long tail, large ears and a small head	Not error	53%
14.	I have some cats in the house	Some	60%
15.	The Kangaroos need little water	little	90%
16.	They can go for months without drinking	Months	80%
17.	We are going to the beach in Bali	Going	65%
18.	Last week, Ayu and Siska did a science project at school.	Project	75%
19.	Then they let the air out from the balloon	Let	70%
20.	First, they blew up the balloons	Blew up	95%

Based on the research, the writer took the result of the student's error in translation English text into Indonesia. For the first item are *spent and countryside*, 31 student's made error of translate on the answer are "mengeluarkan and pedalaman". The words are *verb and adverb*. So the meaning of the word should be is "menghabiskan and luarkota". The percentage of student's made error in translation is 75%.

For the second item are *stayed and in,* 14 student's made error in translating it. The answer are "menetap and di dalam". The words are *verbs*. So the meaning of the word should be is "tinggal and di". The percentage of student's made error is 34%.

For the third item almost all of the students understand about the item, but some of the students still can not to arrange the sentences well. The frequency of the items is nothing. So the writer got a percentage is 9, 75%.

For the fourth item is *garden*, 36 student's made error of translated it. The answer is "taman". The word it is *noun*, so the meaning of the word should be is "kebun". The percentage of student's made error is 87 %.

For the fifth item is *very*, 5 student's made error of translated it. The frequencies of students answer is "juga". The word it is adverb, so the meaning of the word should be is "sangat". The percentage students made error is 12%.

For the sixth item is *sat,* 11 student's made error of translated it. The answer is "berada, pergi". The word it is *verb*, so the meaning of the word should be is "duduk". So the percentage of students made error is 26%.

For the seventh item is *movie*, 2 students made error of translated it. The error is "TV". The word it is *noun,* so the meaning of the word should be is "film". So the percentage of students made error is 4.8%.

For the eighth items is *late*, 20 students made error of translated it. The error is "terlambat". The word it is *adjective*, so the meaning of the word should be is "lambat". So the percentage of students made error is 48%.

For the ninth item, all of the students still can do translated it. Also, they are felt easy for this item. But there are 2 students made error to translating it and they are still doing know what is *happy*. The word it is *adjective*, they answered is "senang", so the meaning of the word is "bahagia". The percentage of students made error is 4, 8%.

For the tenth item is *"EOS Studio"* only 1 of the students made error of translated it. The frequencies of students error is "EOS Studio". The word it is *adverb*. Actually, one the student cannot about grammatical word; also it cannot arrange the sentences. So, the percentage of students made error is 2, 4%.

For the eleventh item is *"interesting",* the students made error of translated it is 27. The answe are "perhatian, minat". The word it is *adjective.* The meaning of the word should be is "menarik/tertarik". So the percentage of students made error is 65%.

For the twelfth item is nothing made error of translated it. For the students did test especially to class 8a, almost all of them don't answered the test because less the time and they are misunderstanding about the test, and the students familiar about the sentences. There are 23 students don't answered it. So the percentage of students made error is 56%.

For the thirteenth item is nothing made error of translated it. Also, the sentences are easier to understanding. For the students did test especially for eighth grade, almost all of them don't answer the test because less the time and they are misunderstanding about the test. There are 22 students don't answered it. So the percentage of students made error is 53%.

For the fourteenth item is *"some",* the students made error of translated it is 25. The answer is "sebuah". The word it is *adjective*. The meaning of the word should be is "beberapa". So the percentage of students made error is 60%.

For the fifteenth item is *"little",* the students made error of translated it is 37. The answer is "kecil". The word it is *adjective*. The meaning of the word should be is "sedikit" . So the percentage of students made error is 90%.

For the sixteenth item is *"months",* the student made error of translated it is 33. The answer is " berbulan-bulan". The word it is *noun.* The meaning of the word should be is *" sebulan".* So the percentage of students made error is 80%.

For the seventeenth item is *"going,* the students made error of translated it is 27. The answer "akan pergi". The word it is *noun.* The meaning of the word should be is "pergi". So the percentage of students made error is 65%.

For the eighteenth item is "project". The students made error of translated it is 31. The answer is " proken". The word it is *noun.* The meaning of the word should be is "proyek". So the percentage of students made error is 75%.

For the nineteenth item is "let". The students made error of translated it is 29. The answer is " membiarkan, mengambil". The word it is *verb.* The meaning of the word should be is " mengeluarkan". So the percentage of students made error is 70%.

For the twenty items is "blew". The students made error of translated it is 39. The answer is "meledakkan". The word it is *verb.* The meaning of the word should be is "meniup". So the percentage of students made error is 95%.

1. **Factor that influence student errors' in translation of English text into Indonesia**

When the writer has been the research in that school, the writer found that the factor influences the students especially for learning translation English text into Indonesia. For the items translation English text into Indonesia, it's very influences to the students, because they are don't know, how to translate English text into Indonesia well with used the style in translations. In here, we can explain about style in translation. The factor influence the students such as don't have a dictionary, background's education. When the teacher give test to the students about

translates, the teacher known the style of students translated. Furthermore, student's uses word for word translation; this style is translated into another language by their most common meanings, which can also be out of context at times. Use of this style is either to understand the mechanics of the source language or to construe a difficult text as pre-translation process. When the students answered the test, that answered of the test is not relevant, also range the word still not correct, they are cannot uses dictionary well, unconfident of the answer, cannot range the words, the means of the sentences still ambiguous. Basically, this style use to like childhood, elementary school and may be to junior high school be able to learn it.

Besides word to word translation, there are factor of students translate is literal translation. This style explained how construction grammatical their nearest target language. In this style, there is free translation. This cause, the students acknowledge about grammar, misunderstanding about English language.

Also, the students' uses style is faithful translations. In this style, means of context is contextual of the original text; there are deviation language and style, the words still stiff and foreign language. In this style, students had seen grammatical structure in the text. Also, this style attempts to be completely faithful of the means of the test. These styles reproduce precise contextual meaning of the original within the constraints of the target language. This cause, they are aware how translate English text well. This level is standard level.

In this factor, there is style idiomatic translation. This style is different with each other. This style, make the students messenger for each students. The translator cannot see like result of translation. This cause, there is some items about message, distort nuances of meaning by preferring idioms.

There is free translation style. This style produces the translated without the style, form or content of the original text. Paraphrase much longer than the original. This cause, many of the students cannot appropriate by actual translations.

B. Discussion

1. Students' error in translation of English text into Indonesia

Based on the table above, the writer had seen the research for all of the students still less knowledge about learned translation. About 50% understood and 50% misunderstood. When writer did research, some of students still cannot do the test. There are some errors about test translation of students.

a). They are cannot arrange the sentences,

b). Misunderstanding about grammatical translation method,

c). they are still confused about the sentences

d). they are cannot uses to be on the sentences on translated,

e). meaning of translated not suitable with the sentences of context on the sentences,

f). Many of the students still cannot translate English text into Indonesia,

Also, students error in translation are uses grammatical in translation, spelling in translation ,vocabulary in translation, and the students asked to the English teacher about differences between irregular and regular verb. For example, the item number 1, students made error in number 1 are "spent and country side". They answered of that item are *mengeluarkan and pedalaman*. That is being wrong! Because, almost of them still confused to gotten the

answer well based on the items. In either, errors of students are aspect semantic, morphology, syntax, and restructure. In each other, there are students error in translation is :

- Interlingua transfer

- Intralingua transfer

- Context of learning

- communication strategy

2. **Factors that influence student errors' in translation of English text into Indonesia**

Based on collecting the data about students error in translation English text into Indonesia, and interviewed of the students and English teacher, the writer found the factor influence student in translation are

A). Less in memorizing vocabulary,

B). the students never studied about translation.

C). the English teacher never learning about translation in that school.

D). the parents don't support to the children.

E). there are influences of area.

F). they cannot uses vocabulary.

G). the students don't know about translation

H). when the teacher teaching translation, some of students not attention about explained

translation, and

I). the student had less vocabulary, etc

Actually, when the student can do the test, they still cannot how to translate English text into Indonesia well. Also, this cause there are background student's education, student's difficulty in learning grammar, low awareness the students to memorize the verbs, misunderstanding about text translation, and sometimes the English teacher gave the exercise about translation. Based on the explained above, writer known how the skill of students learned translation English text into Indonesia well. The students don't know about translation, they still cannot uses dictionary, when the teacher teaching translation, some of students not attention about explained translation, and the student had less vocabulary, etc .

DATA ANALYSIS

Based on the table the writer got result in that school, writer known how the students' error in translation English text into Indonesia. In here, the writer would explain student's error in translation based on the table.

1. SL   : My family and I spent one night at the countryside

   TL *; Keluarga saya dan saya mengeluarkan satu pada malam hari di pedalaman*

   If we look at the result of translation above, SL sentences that be resulted is so confused and it is not relevant because phrase arrangement "mengeluarkan" is not correct with Indonesian grammar and the meaning of phrase "pada malam hari" is not correct. Actually, the students answered is correct, but they can impossible or unconfident by them answered, also they are still cannot range the sentence based on grammatical structure. Number of students made error is 31. Both of them should be " menghabiskan", and "satu malam". So, translation of that sentences to

be: " saya dan keluarga saya menghabiskan satu malam di luarkota". This style of translation above is uses word to word translation. Because, style in translate based on beginning to learned English language.

2. SL   : We stayed in a small house.

   TL   : *Kami menetap didalam rumah kecil*

   The result of sentences translation A is not as bad as translation, because the structure of the sentences is correct. It is means that the result of the sentences still can be accepted although the translation is not good enough yet. The answered correct should be " kami tinggal di sebuah rumah kecil", students made error is 14. This style of translate is uses literal translation. Because, some of student cannot appropriated the means of translate.

3. SL   : We made fire in front of the house

   TL   : *Kami membuat api di depan rumah.*

           Kami membuat api di dalam…....

   When the English teacher correction students' answer, the English teacher found students' error in translation the sentences. Number of students made error is 4. This cause, the students still impossible for the answer of the sentences. When their translate, the students' uses type word to word translation, the students' answer in not completed, and the students' cannot range the sentences.

4. SL   : I have a big garden with colorful flowers

   TL   : *Saya punya taman besar dengan bunga warna-warni.*

   If we see from the translation above, the sentences that were translated still seem error, so it should be translated to be "Saya mempunyai kebun besar dengan bunga warna - warni". Actually the answer is correct but almost all of student in translated "garden" based

on the dictionary is " taman", it is not appropriate of the and it is not relevant based on the means, also students' answer not completed. Almost of students made error in translate is 36. They style use word to word translation. Because, they still cannot appropriate by the text.

5. SL   : The fire is very dangerous

    TL   : *Api itu juga berbahaya*.

    Actually, the result of the answered is correct, not bad, and good enough yet. But, that were translated still seem little error, because phrase arrangement the sentences is " api itu juga berbahaya" , it is should translated is " api itu sangat berbahaya". There are different between " juga" and " sangat" it is same the means, so the number of students in translation is 5. This style uses faithful translation, because all of students understood about the sentences and the sentences are familiar in learning English language.

6. SL   : We sat in the living room

    TL   : *kami hari sabtu di ruang tamu,*

    Kami berada didalam ruang tamu, atau

    Kami pergi diruang tamu.

    Based on the result the sentences that were translated seem many error, the phrase arrangement sentences are "kami hari sabtu di ruang tamu", "Kami berada didalam ruang tamu", atau " kami pergi diruang tamu". So it should be translated is "kami duduk di ruang tamu". This cause, they cannot use vocabulary, cannot range the sentences well, misunderstanding of the test. The number students made error in translation is 11. This style uses word to word translation, because the students still unconfident to translate, misunderstanding about the sentences and cannot appropriate to the text.

7. SL : We watched a movie in the living room

   TL : *Kami menonton tv diruang tamu.*

   Actually the answer of the students is correct; it is easy test for the students to answer. But, any of the students don't know what the means of movie? Only 2 students don't know the means of movie, and each other student can answer it. It should be translate is " kami menonton film di ruang tamu". This style use faithful translation

8. SL : We woke up very late in the morning

   TL : *Kami terlambat setiap bangun pagi*

      Kami bangun sangat terlambat pagi ini.

   If we look those sentences above, that is not bad of the means. Actually, the answer is correct, but also those were seemed still some error in the range sentences. The phrase arrangement are, "kami terlambat setiap bangun pagi", and " kami bangun sangat terlambat pagi ini". The word "late" means is "lambat". So, it should be translate is "kami bangun sangat lambat di pagi hari". We can seem error of the sentences above cause grammatical structure is impossible. The number of students made error is 20. This style use word to word translation.

9. SL : We were all very happy

   TL ; *Kami semua sangat bahagia*

      Kami segala itu juga bahagia

      Kami segala itu juga hepi

   The result of the sentences above is correct answer, because this sentences is familiar in learned, so almost all of them can answer very well. The number of students made error is 36.

This style use idiomatic translation, because the sentence use message of the original text but tends to distort the original meaning at times by preferring colloquialism and idioms.

10. SL : This morning my friends and I went to EOS studio

TL : *Pagi ini teman saya dan saya pergi ke EOS studio*

The result of the sentences is correct answer, but about 1 – 2 students made error because they don't know how to range the sentences well. The phrase arrangements student made error is "pagi ini teman saya dan saya pergi ke EOS Studio", so it should be translated is "pagi ini teman saya dan saya pergi ke studio EOS". This style uses faithful translation, because exact contextual meaning of the original within to constrains of the grammatical structure of the Target Language.

11. SL : There is an interesting place at the city center

TL : *Disana ada tempat yang menarik di sebuah pusat kota, or*

Ini saya perhatian / minat saya mohon pusat kota .

If we look that sentence above, that is very bad of the means. This style uses word to word translations, because they are cannot use dictionary well, they are don't know about grammar, cannot appropriate the sentences, misunderstanding about leaned English language. The phrase arrangements students made error are, " Disana ada tempat yang menarik di sebuah pusat kota", or "Ini saya perhatian / minat saya mohon pusat kota" . The means is correct, but it is still not relevant based original translation. So it should be translated " ada sebuah tempat yang menarik di pusat kota" the number of students made error is 27 the student. Also, when did research, in class 8a , almost of the student had less time for answer the test, so they are cannot answered from number 11 until 20.

12. SL : Kangaroo has two strong legs with two long feet

   TL : *Kangguru mempunyai 2 kaki yang kuat dengan 2 kaki yang panjang.*

   The result of that sentence is correct answer, because these styles use free translation. So, the student can made translated more long and understanding about the text. Also, when did research, in class 8a , almost of the student less time for answer the test, so they are cannot answer from number 11 until 20. The number of students made error is 23

13. SL : They have a muscular long tail, large ears and a small head

   TL : *Mereka mempunyai ekor panjang yang berotot, telinga – telinga yang besar dan kepala yang kecil.*

   The result of those sentences is correct answer, because these styles use free translation. So, the student can made translated more long and understanding about the text. Also, when did research, in class 8a , almost of the student had less time for answer the test, so they are cannot answered from number 11 until 20. The number of students made error is 22

14. SL : I have some cats in the house

   TL : *Aku punya sebuah kucing di rumah.*

   Actually, that sentence is not bad of the means. Because the means not appropriate range the sentence with original translates. This style use literal translation, because some of student cannot appropriated the means of translate. The phrase arrangements students made error is " aku punya sebuah kucing di rumah", the means of that translate is not relevant, impossible, unconfident from the students. It should be translate is " aku punya beberapa kucing dirumah" . The number of students made error is 25. When did research, in class 8a , almost of the student had less time for answer the test, so they are cannot answered from number 11 until 20

15. SL : The Kangaroos need little water

    TL : *Kangguru memerlukan air kecil.*

    If we look thus sentences above, those were seemed still some error in the range sentences. Actually, that mean is correct. In the dictionary, the word little means "kecil", but the students misunderstand about original context. The phrase arrangement is "Kangguru memerlukan air kecil". So, it should be translate is "kangguru membutuhkan sedikit air". This style use literal translation, because some of student cannot appropriated the means of translate. Also, the means of translate out of the context. The number of students made error is 37. when did research, in class 8a , almost of the student had less time for answer the test, so they are cannot answered from number 11 until 20.

16. SL : They can go for months without drinking

    TL : *mereka bisa pergi selama sebulan tanpa minum.*

    The result of those sentences is correct answer, but some of students answer based on means the dictionary,. Actually, the answer is not bad but the student still unknown about plural and singular in the words. The phrase arrangement is "mereka bias pergi selama berbulan – bulan tanpa minum". So, it should be translate is " mereka bias pergi selama sebulan tanpa minum". These styles use faithful translation, because exact contextual meaning of the original within to constrains of the grammatical structure of the Target Language. The number of students made error is 33 . when did research, in class 8a , almost of the student had less time for answer the test, so they are cannot answered from number 11 until 20.

17. SL : We are going to the beach in Bali

    TL : *Kami akan pergi ke pantai bali*

The result of those sentences is correct answer, but some of students answer based on means the dictionary, actually, the answer is not bad but the student still unknown about tenses like future tenses. The phrase arrangement is "Kami akan pergi ke pantai bali", So, it should be translate is "Kami pergi ke pantai bali". This style uses word to word translations, because they are cannot use dictionary well, they are don't know about grammar, cannot appropriate the sentences, misunderstanding about leaned English language. The number of students made error is 27. When did research, in class 8a , almost of the student had less time for answer the test, so they are cannot answered from number 11 until 20.

18. SL : Last week, Ayu and Siska did a science project at school

    TL : *Minggu lalu , ayu dan siska melakukan penelitian saint di sekolah or*

    Minggu lalu , ayu dan siska melakukan penelitian proken di sekolah.

    If we look those sentences above, there are seemed errors in the means. The phrase in the word error is project. The phrase arrangement are "Minggu lalu , ayu dan siska melakukan penelitian saint di sekolah" and "Minggu lalu , ayu dan siska melakukan penelitian proken di sekolah". So, it should be translate is "Minggu lalu, Ayu dan Siska melakukan karya ilmiah di sekolah". This style use word to word translation. Because they are cannot use dictionary well, they are don't know about grammar, cannot appropriate the sentences, misunderstanding about leaned English language. The number of students made error is 31. When did research, in class 8a , almost of the student had less time for answer the test, so they are cannot answered from number 11 until 20.

19. SL : Then they let the air out from the balloon

    TL : *Kemudian mereka mengambil udara keluar dari balon,*

If we look those sentences above, there are seemed errors in the means. The phrase arrangements are "Kemudian mereka mengambil udara keluar dari balon". So, it should be translate is "Kemudian, mereka melepaskan udara dari balon". These styles use faithful translation, because exact contextual meaning of the original within to constrains of the grammatical structure of the Target Language. The number of students made error is 29. When did research, in class 8a , almost of the student had less time for answer the test, so they are cannot answered from number 11 until 20.

20. SL : First, they blew up the balloons

TL : *Pertama, mereka meledakkan balon.*

If we look those sentences above, there are seemed errors in the means. The phrase arrangements are "Pertama, mereka meledakkan balon". So, it should be translate is Pertama , mereka meniup balon- balon". These styles use faithful translation, because exact contextual meaning of the original within to constrains of the grammatical structure of the Target Language. The number of students made error is 39. When did research, in class 8a , almost of the student had less time for answer the test, so they are cannot answered from number 11 until 20. In this item, many of students be wrong when answer it. Cause, mean of dictionary made the student unconfident, and not appropriate for the students.

After the writer did observation in that school, the writer found the result of data analysis. Based on difficulty level of students when they answer the test translation, the writer got students error in translate English text into Indonesia. From number 1 until 20 of the test, most students' error in translate at number 4 and number 15. In number 4, the item is "I have a big garden with colorful flowers", the students answer is " saya punya taman besar dengan bunga yang berwarna – warni". It is correct, but they are still cannot appropriate of the

original means, misunderstanding of means of context, acknowledge about structure grammatical. So, the correct answer is " saya mempunyai kebun besar dengan bunga yang berwarna - warni" . There is factor influence in translation students error is use word to word translation. The number of student's error in translation is 36.

In number 15, the item is "The Kangaroos need little water". The student answer is "kangguru – kangguru memerlukan air kecil", it is correct answer but it is impossible for the meaning. Also, this cause the students still misunderstand about the context, cannot appropriate by meaning of the context, they did be wrong in exegesis means of the word and Miss extinguishes the words. The correct answer is " kangguru – kangguru memerlukan sedikit air". There is factor influence in translation students error is use word to word translations. The number of students' error in translation is 37.

Students interviews of causes the students difficulties in translating English text into Indonesia.

The writer collects the data by interviewing some of students. The writer found the reason why the students got difficulties in translating English text into Indonesia do. The student explain that they are less in memorizing vocabulary, choosing the appropriate vocabulary, translating unfamiliar word, arranged the language into Indonesia language and also get problem when they don't know the meaning of the word in English language and the meaning of the word does not find in the dictionary.

CHAPTER V

CLOSURE

A. Conclusion

Based on the research and statement of problem about students' error analysis in translation English text into Indonesia at the eighth grade of Mts "SMIP 46" Banjarmasin in academic year 2013 / 2014 there are some conclusions must be paid attention follows:

1. **Students error in translation of English text into Indonesia are :**

- Interlingua transfer

- Intralingua transfer

- Context of learning

- communication strategy

2. **Factor that influences students errors in translation of English text into Indonesia are**:

- There are background student's education,

- Student's difficulties in learning grammar,

- Low awareness the students to memorize the verbs, and vocabularies

- Misunderstanding about text translation,

- Felling of student when translated, and

- Sometimes the teacher gave the exercise about translation

3. Suggestions

Based on the research and data analysis about Error analysis students translation English text into Indonesia at the eighth grade of Mts "SMIP 46" Banjarmasin in academic year 2013/2014, there are some suggestions to the students are:

1. For the teacher of Mts "SMIP"46 Banjarmasin especially who teach English subject, keep on giving motivations to your students to improve their ability to translate English text into Indonesian and support them to be future professional English teachers.

1. For the students of Mts "SMIP"46 Banjarmasin must be study hard and improve your skill in English language especially for learning translation. Get knowledge as much as possible you can as long as you study at Mts "SMIP"46 Banjarmasin.

Also, a translator should be more aware of the important role of discourse in translation. This research had better be followed by an error analysis of translating Indonesian from English. So far, we take it for granted that Indonesians do well in translating English into Indonesian.