

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter will be divided into two parts of presentation. They are research findings and discussion. The researcher analyzed the translation errors of the Eleventh Grade of MA Darul Istiqamah Murakata Barabai for Boys Academic year 2021/2022.

A. Research Findings

After analyzing the data, the researcher classify the data base 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 used to be labeled into four kinds of error particularly inversion, omission, addition, and deviation of meaning. The classification and example of error in translation can be discovered in the further below.

a. Inversion of Meaning

The first kind of errors in translation is 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. In translating paragraph from Indonesian into English in this research, researcher found 29 item of inversion of meaning, and becomes the most error of kinds of error when compared to other kinds of error. The following data are presented the several samples of errors committed by students. Therefore, the whole of data inversion of error can be seen below:

Table 1.1: Inversion of Meaning

No	Students' Initial	Original Sentence	Students' translation	Correction
1	AS	<i>Aku selalu sarapan bersama keluargaku</i>	I always have <u>a lunch</u> with my family	I always have breakfast with my family
2	MH	<i>Ini sudah menjadi kebiasaanku sejak kecil</i>	<u>This is for</u> my habit from children	This has been my habit since I was little
3	LS	<i>Ayahku adalah seorang pegawai bank swasta</i>	<u>My father is a job</u> in bank swasta	My father was an employee at private bank
4	MSR	<i>Sebagai muslim</i>	<u>As religion</u>	As Muslims
5	MSW	<i>Aku siap-siap untuk sholat</i>	I <u>alert</u> to pray	I get ready to pray
6	MSW	<i>Aku selalu mempersiapkan seragam dan tas sekolahku</i>	I always <u>dedicate</u> my clot and my <u>big</u> school	I always prepare my uniform and school bag

7	MSW	<i>Dia selalu mengantarku ke sekolah</i>	He always <u>visit</u> me to school	He always takes me to school
8	AS2	<i>Kami memiliki jadwal di pagi hari</i>	We are have <u>jadwal</u> at the morning	We have a schedule in the morning
9	AS2	<i>Kami sholat selama 10-25 menit</i>	We pray for about 10-25 <u>menit</u>	We pray for about 10-25 minutes
10	ZRAP	<i>Karena hal tersebut lebih aman</i>	Because <u>be better</u>	Because it is more safe
11	MDF	<i>.... dan membereskan tempat diturku</i>	and <u>clean</u> my <u>matras</u>	and made my bed
12	MDF	<i>Aku selalu mempersiapkan seragam dan tas sekolahku</i>	I always <u>stand by</u> my <u>clothes</u> and my bag	I always prepare my uniform and school bag
13	MN	<i>Aku siap-siap untuk sholat bersama keluargaku</i>	I <u>stand by</u> pray with my family	I get ready to pray with my family
14	MN	<i>Aku selalu mempersiapkan seragam dan tas sekolahku</i>	I always <u>stand by</u> my clothes and my backpack	I always prepare my uniform and school bag
15	MI	<i>Aku siap-siap untuk sholat bersama keluargaku</i>	I <u>alert</u> to pray with my family	I get ready to pray with my family
16	MI	<i>Kami mempunyai jadwal di</i>	We have schedule in morning day we <u>take</u> dawn prayer	We have a schedule in the morning

		<i>pagi hari yang kami sebut sholat subuh</i>		which we call Fajr prayer
17	MI	<i>.... sambil menonton tv</i>	By to <u>look at</u> tv	While watching television
18	MI	<i>Dia selalu mengantark u ke sekolah</i>	He always <u>visit</u> me to school	He always takes me to school
19	MI	<i>.... karena hal tersebut lebih aman</i>	Because <u>every securite</u>	Because it is more safe
20	MNF	<i>Dia selalu mengantark u ke sekolah</i>	He always <u>drive</u> me to school	He always takes me to school
21	MSA	<i>.... karena hal tersebut lebih aman</i>	Because that <u>formula shield</u>	Because it is more safe
22	MFB	<i>Dia selalu mengantark u ke sekolah</i>	He always <u>drives</u> me to school	He always takes me to school
23	MFB	<i>Ayahku adalah seorang pegawai bank swasta</i>	My father is <u>servant of bank</u>	My father was an employee at a private bank
24	MIW	<i>.... karena hal tersebut lebih aman</i>	Because sometimes <u>very securite</u>	Because it is more safe
25	MIH	<i>.... karena hal tersebut lebih aman daripada naik bus</i>	Because that <u>matter is better</u> than <u>using</u> bus	Because it is more safe that taking the bus

26	BP	.... karena hal tersebut lebih aman daripada naik bus	Because that is <u>securit from drive</u> a bus	Because it is more safe that taking the bus
27	MYA	.... karena hal tersebut lebih aman daripada naik bus	Because <u>that thing is better</u> than <u>riding</u> bus	Because it is more safe that taking the bus
28	AR	.... karena hal tersebut lebih aman daripada naik bus	Because <u>be better up</u> bus	Because it is more safe that taking the bus
29	MF	.... karena hal tersebut lebih aman daripada naik bus	Because <u>about that sefty from to on</u> bus	Because it is more safe that taking the bus

Based on the table above, there are 29 inversions of errors that students have made. The students did not transfer the source language into target language well. So, students made error of inversion in translating paragraph. The students need various vocabularies or have a lot of vocabulary mastered. Some students made error in translating this sentence, “.... karena hal tersebut lebih aman daripada naik bus.” Some students did not know how to translate the word “*lebih aman*” becomes good translation. Some students translated this word into,

safety, better, security, and very security. Therefore, the word “*lebih aman*” should be translated into “more safe.” The students should master the vocabulary to make their translation well or better.

b. Omission of Meaning

Omission of meaning is an error of translating Indonesian into English when the absence of the word that must appear in a well formed. It means that an item which must be present in a well-formed utterance is absent. This is done when the student did not do translation carefully. All of the item or word should be translated into target language. If some items or words have eliminated in the target language, the message of source data would be changed automatically. Based on students’ translation result, researcher found 18 omission of error and become the second most error after inversion of error. The following data are presented the several samples of errors committed by students. Therefore, the whole of data omission of error can be seen below:

Table 1.2: Omission of Meaning

NO	Students' Initial	Original Sentence	Students' translation	Correction
1	MNF	<i>Kami sholat selama 10-25 menit</i>	We are 10-25 minutes	We pray for about 10-25 minutes
2	RDH	<i>Aku selalu mempersiapkan seragam dan tas sekolahku</i>	I always prepare the uniform	I always prepare my uniform and school bag
3	T	<i>Saya selalu sarapan bersama keluargaku</i>	I always breakfast together my family	I always have breakfast with my family
4	T	<i>Kami selalu sarapan pagi bersama-sama sambil menonton TV</i>	We always breakfast together watching TV	We always have breakfast together while watching TV
5	E	<i>Saya selalu sarapan bersama keluargaku</i>	I always breakfast together my family	I always have breakfast with my family
6	E	<i>Kami selalu sarapan pagi bersama-sama sambil menonton TV</i>	We always breakfast together watching TV	We always have breakfast together while watching TV
7	ZRAP	<i>Ibu memasak sarapan yang lezat setiap pagi</i>	My mother cooks the delicious every morning	My mother cooks a delicious food every morning

8	AS	<i>Ibu memasak sarapan yang lezat setiap pagi</i>	My mother cooks the delicious every morning	My mother cooks a delicious food every morning
9	AS	<i>Kami sholat selama 10-25 menit</i>	We pray long 10-25 <u>minute</u>	We pray for about 10-25 minutes
10	MN	<i>Kami selalu sarapan pagi bersama-sama sambil menonton TV</i>	We always have breakfast together watching TV	We always have breakfast together while watching TV
11	MIH	<i>Kami sholat selama 10-25 menit</i>	We pray long 10-25 <u>minute</u>	We pray for about 10-25 minutes
12	MIH	<i>Ibuku memasak sarapan yang lezat setiap pagi</i>	My mother <u>cook</u> delicious breakfast every day	My mother cooks a delicious food every morning
13	MIW	<i>Ibuku memasak sarapan yang lezat setiap pagi</i>	My mother <u>cook</u> a breakfast very delicious every day	My mother cooks a delicious food every morning
14	MNW	<i>Kami sholat selama 10-25 menit</i>	We pray long 10-25 <u>minute</u>	We pray for about 10-25 minutes
15	MI	<i>Kami sholat selama 10-25 menit</i>	We pray long 10-25 <u>minute</u>	We pray for about 10-25 minutes
16	FM	<i>Kami selalu sarapan pagi bersama-sama sambil menonton TV</i>	We always have breakfast together watching TV	We always have breakfast together while watching TV
17	MAF	<i>Kami sholat</i>	We pray long	We pray for

		<i>selama 10-25 menit</i>	10-25 <u>minute</u>	about 10-25 minutes
18	MAF	.... Karena hal tersebut lebih aman daripada naik bus atau angkutan lainnya	.... because that safety more than going by taxi or other	.... because it is more safe than taking the bus or other transfortation.

Based on the table above, it can be seen that there are 18 omissions of errors. Most of students created error in the sentence “10-25 *menit*.” They translated into “10-25 minute.” The students did not really have attention about the plural structure. The students translated the word “*menit*” into “minute.” Therefore, the students should translate into “minutes,” because the word is plural word. Students should. Students should focus more on the sentences presented, especially regarding the singular and plural word.

c. Addition of Meaning

The third kind of error in translation is addition of meaning. The presence of an extra item which must not be present in a well formed utterance is characteristic for additions. Addition error is an error of translating Indonesian into English concerning with the addition of item that must not appear in the sentence. This done because student pays less attention and understand the use of to be

properly. It is also because student attempts to build up hypotheses about the target language on the basic of knowledge. The researcher found 15 addition of error and become the third most error after inversion, and omission. The following data are presented the several samples of errors committed by students. Therefore, the whole of data addition of error can be seen below:

Table 1.3: Addition of Meaning

NO	Students' initial	Original sentence	Students' translation	Correction
1	MIH	<i>Ini sudah menjadi kebiasaanku sejak kecil</i>	This is already to be my habit since <u>little boy</u>	This has been my habit since I was little
2	MIW	<i>Saya bangun pada jam 5 pagi setiap hari</i>	I wake up at clock five every <u>days</u>	I wake up at 5 am everyday
3	MIY	<i>Saya selalu sarapan bersama keluargaku</i>	I always <u>having</u> breakfast with my family	I always have breakfast with my family
4	MYA	<i>Kami memiliki jadwal di pagi hari</i>	We have schedule at <u>down day</u>	We have a schedule in the morning
5	A	<i>Kami memiliki jadwal di pagi hari</i>	We <u>are</u> have schedule when morning	We have a schedule in the morning
6	MSR	<i>Aku pergi ke sekolah</i>	I go to <u>my</u> school	I go to school

7	MAR	<i>Aku pergi ke kamarku dan membereskan tempat tidurku</i>	I go back to my room and <u>to</u> tidy my bedroom	I go back to my room and made my bed
8	BP	<i>Ini sudah menjadi kebiasaanku sejak kecil</i>	This <u>is was</u> be my habit from I am small	This has been my habit since I was little
9	MDF	<i>Aku pergi ke sekolah</i>	I go to <u>my</u> school	I go to school
10	MI	<i>Saya bangun pada jam 5 pagi setiap hari</i>	I wake up at a clock five every <u>days</u>	I wake up at 5 am everyday
11	MFB	<i>Aku pergi ke sekolah</i>	I go to <u>my</u> school	I go to school
12	AR	<i>Kami memiliki jadwal di pagi hari</i>	We <u>are</u> have the schedule in morning day	We have a schedule in the morning
13	AR	<i>Aku selalu sarapan bersama keluargaku</i>	I <u>am</u> always have breakfast with my family	I always have breakfast with my family
14	MYF	<i>Ini sudah menjadi kebiasaanku sejak kecil</i>	This is already to be my habit since <u>little boy</u>	This has been my habit since I was little
15	BP	<i>Aku siap-siap untuk sholat bersama keluargaku</i>	<u>I am begin to</u> prepare to pray with my family	I get ready to pray with my family

Based on the table above, there are 15 additions of errors and become the third most error. Most of students put “to be” before the verb in the sentence. For example, student with initial AR. The student translated the sentence “*kami memiliki jadwal di pagi hari*” into “We are have the schedule in morning day.” The student added “to be” before the verb “have”. The student should translate into right sentence. Therefore, the correct one is “we have a schedule in the morning”. Another example with the initial student BP. The student translated the sentence “*Ini sudah menjadi kebiasaanku sejak kecil*” into “This is was be my habit from I am small”. The student put double to be in the sentence. Therefore, the student should translate into correct translation. The correct one is “this has been my habit since I was little.”

d. Deviation of Meaning

The fourth error is 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. The researcher found 12 deviation of error and become the fourth most error after inversion, omission, and addition. The following data are presented the several samples of

errors committed by students. Therefore, the whole of data deviation of error can be seen below:

Table 1.4: Deviation of Meaning

NO	Students' initial	Original sentence	Students' translation	Correction
1	AS	<i>Ayahku adalah seorang pegawai bank swasta</i>	My father is <u>someone job bank swasta</u>	My father was an employee at a private bank
2	ATN	<i>Setelah semuanya selesai</i>	After <u>all of my works has been done</u>	After everything is done
3	ATN	<i>Kami selalu sarapan pagi bersama-sama sambil menonton TV</i>	We always having a breakfast together <u>by</u> watching TV	We always have breakfast together while watching TV
4	ATN	<i>Karena hal tersebut lebih aman daripada naik bus</i>	Because that more safe <u>from by</u> bus	Because it is more safe that taking the bus
5	E	<i>Karena hal tersebut lebih aman daripada naik bus</i>	Because that more safe <u>from by</u> bus	Because it is more safe that taking the bus
6	MN	<i>Karena hal tersebut lebih aman daripada naik bus</i>	Because that <u>better from by</u> bus	Because it is more safe that taking the bus
7	MH	<i>Karena hal tersebut lebih aman daripada naik bus</i>	Because <u>more save from by</u> bus	Because it is more safe that taking the bus
8	MSR	<i>Aku siap-siap untuk sholat bersama keluargaku</i>	I am <u>stand by</u> for prayer together with family	I get ready to pray with my family

9	AS	<i>Kami selalu sarapan pagi bersama-sama sambil menonton TV</i>	We always breakfast together with watching TV	We always have breakfast together while watching TV
10	MI	<i>Ini sudah menjadi kebiasaanku sejak kecil</i>	This be my hobby from small	This has been my habit since I was small
11	FM	<i>Ini sudah menjadi kebiasaanku sejak kecil</i>	This ready be my habit when small	This has been my habit since I was small
12	A	<i>Ini sudah menjadi kebiasaanku sejak kecil</i>	This has been my habit from I was child	This has been my habit since I was small

Based on the table above, there are 12 deviation of error. This error occurred because the student did not find the suitable word to translate the sentence. Every words have own function. For example, most of students created error in this sentence, “*Karena hal tersebut lebih aman daripada naik bus*”. The word “daripada” was translated become “from”. It indicated error in deviation. The word “daripada” should be translated into “than”. As like the example from the student with the initial ATN. The student translated into “Because that more safe **from by** bus.” Therefore, the student should translate into correct translation. The correct one is “because it is more safe that taking the bus.”

2. Source 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. Translation error in morphological aspect is the error from word form and morphological process. The researcher found 14 morphological aspect in students' translation result. The following data are presented the several samples of errors committed by students. Therefore, the whole of data morphological aspect can be seen below:

Table 2.1: Morphological Aspect

NO	Students' initial	Original sentence	Students' translation	Correction
1	MNF	<i>Kami sholat selama 10-25 menit</i>	We are 10-25 minutes	We pray for about 10-25 minutes
2	AS	<i>Kami sholat selama 10-25 menit</i>	We pray long 10-25 <u>minute</u>	We pray for about 10-25 minutes
3	MIH	<i>Kami sholat selama 10-25 menit</i>	We pray long 10-25 <u>minute</u>	We pray for about 10-25 minutes
4	MI	<i>Kami sholat selama 10-25 menit</i>	We pray long 10-25 <u>minute</u>	We pray for about 10-25 minutes
5	MNW	<i>Kami sholat selama 10-25</i>	We pray long 10-25 <u>minute</u>	We pray for about 10-25

		<i>menit</i>		minutes
6	MSW	<i>Ini sudah menjadi kebiasaanku sejak kecil</i>	<u>This be</u> my habit from small	This has been my habit since I was little
7	MSW	<i>Kami selalu sarapan pagi bersama-sama sambil menonton TV</i>	We always breakfast together <u>in</u> watching TV	We always have breakfast together while watching TV
8	MSW	<i>Karena hal tersebut lebih aman daripada naik bus</i>	Because <u>very security</u> <u>from</u> go up <u>to</u> the bus	Because it is more safe then taking the bus
9	RDH	<i>Sebagai muslim</i>	<u>To be</u> muslim	As muslims
10	T	<i>Saya bangun pada jam 5 pagi setiap harinya</i>	I wake up <u>to</u> clock five morning every day	I wake up at 5 am everyday
11	MSA	<i>Setelah semuanya selesai</i>	<u>After done</u>	After everything is done
12	MYH	<i>Saya bangun pada jam 5 pagi setiap harinya</i>	I wake up <u>on</u> five pm o'clock everyday	I wake up at 5 am everyday
13	MYH	<i>Kami selalu sarapan pagi bersama-sama</i>	We always <u>having</u> a breakfast together	We always have breakfast together
14	MSW	<i>Ini sudah menjadi kebiasaanku sejak kecil</i>	This <u>be</u> my habit from small	This has been my habit since I was small

Based on the table above, there are 14 morphological errors that made by students and become the most error in sources of error. Translation error in morphological aspect is the error from word form and morphological process. For example, most of students made error in translating this sentence, “*kami sholat selama 10-25 menit*”. Some students translated the word “*menit*” into “**minute**”. The students should translated the word “*menit*” into plural form because the time shows 10-25. Therefore the students should translated the word “*menit*” into “minutes”. Some students did not focus to the word form that they have translated. Therefore the correct one is “we pray for about 10-25 minutes”

b. Lexical Aspect

The second source of error in translation is lexical aspect, 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. The researcher found 10 lexical aspect error that made by students in translating paragraph. The following data are presented the several samples of errors committed by students. Therefore, the whole of data lexical aspect can be seen below:

Table 2.2: Lexical Aspect

NO	Students' initial	Original sentence	Students' translation	Correction
1	ATN	<i>Karena hal tersebut lebih aman daripada naik bus</i>	Because that more safe from by bus	Because it is more safe that taking the bus
2	E	<i>Karena hal tersebut lebih aman daripada naik bus</i>	Because that more safe from by bus	Because it is more safe that taking the bus
3	MN	<i>Karena hal tersebut lebih aman daripada naik bus</i>	Because that better from by bus	Because it is more safe that taking the bus
4	MH	<i>Karena hal tersebut lebih aman daripada naik bus</i>	Because more save from by bus	Because it is more safe that taking the bus
5	MH	<i>Ibuku memasak makanan yang lezat setiap pagi</i>	My mother cook for breakfast so good every morning	My mother cooks a delicious food every morning
6	E	<i>Aku siap-siap untuk sholat bersama keluargaku</i>	I stand by for prayer with my family	I get ready to pray with my family
7	FM	<i>Ini sudah menjadi kebiasaanku sejak kecil</i>	This ready be my habit when small	This has been my habit since I was small
8	ATN	<i>Kami selalu sarapan pagi bersama-sama sambil</i>	We always having a breakfast together by	We always have breakfast together while watching TV

		<i>menonton TV</i>	watching TV	
9	MI	<i>Ini sudah menjadi kebiasaanku sejak kecil</i>	This be my hobby from small	This has been my habit since I was small
10	AS	<i>Kami selalu sarapan pagi bersama-sama sambil menonton TV</i>	We always breakfast together with watching TV	We always have breakfast together while watching TV

Based on the table above, there are 10 lexical aspect errors. Lexical is done when the low ability of students on choosing word that appropriate or suitable with the context of the texts. 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. It can be found in the following table above – one of student translated “*Aku bersiap-siap untuk sholat bersama keluargaku*” (student with initial E) translated into target language “I **stand by** for prayer with my family” The student made an error relating to word choice. The student translates “bersiap-siap” become “stand by.” The right one is “prepare”. The sentence needs right verb to make sentence correctly. Therefore the correct sentence is “I get ready to pray with my family”

Lexical error above is done when the low ability of students on choosing word that appropriate or suitable with the context of the texts. The choice of words by the student can be influenced by various reasons. It can be affected by the limitation of vocabulary, way of thinking, native language, etc. The limitation of vocabulary that student's mastered is important in translating Indonesian into English.

The limitation of vocabulary happens because the students lack of motivation and interest in learning English. There are some factors that made student low motivation in learning English such as the different grammatical, morphological, and phonological of the word, and the way the teacher teaches student such there is no various method in learning activity. It is affected to student interest in learning new language.

An error of translating Indonesian into English relating to choose word that appropriate or suitable with the context of the text is lexical error. This can be shown in the following data – one of students translated *“Ibuku memasak makanan yang lezat setiap pagi”* (student with initial MH) translated into target language “My mother cook for breakfast **so good** every morning.” The student made an error to the word “for breakfast so good every morning” the correct sentence is “my mother cooks delicious food every morning”

Lexical error is done when the student has low ability on choosing appropriate word to the target language. The data also shows that the student translated source language into target language in the wrong way. It is because of way of thinking. The student used unsuitable word choice and translated word by word to the target language so that it made an error in translating Indonesian into English. It is also caused ambiguity in the sentence so it was difficult for the readers to understand the meaning of the sentence.

c. Syntactic Aspect

The last source of error in translation is syntactic aspect. The source of error in translation caused of wrong word order, phrase construction, and sentence construction. The researcher found 10 syntactic aspect error that made by students in translating paragraph. The following data are presented the several samples of errors committed by students. Therefore, the whole of data syntactic aspect can be seen below:

Table 2.3: Syntactic Aspect

No	Students' initial	Original Sentence	Students' translation	Correction
1	MSR	<i>Dia selalu mengantarku ke sekolah</i>	He always takes <u>my</u> to school	He always takes me to school
2	AS	<i>Karena hal tersebut lebih aman</i>	Because it is more safe that taking	Because it is more safe than taking the bus

		<i>daripada naik bus atau angkutan lainnya</i>	the bus or <u>transportati on other</u>	or other transportation
3	FM	<i>Ibuku memasak makanan yang lezat setiap pagi</i>	My mother <u>cook</u> delicious food every morning	My mother cooks delicious food every morning
4	MAF	<i>Ibuku memasak makanan yang lezat setiap pagi</i>	My mother <u>cook</u> breakfast delicious every morning	My mother cooks delicious food every morning
5	T	<i>Ibuku memasak makanan yang lezat setiap pagi</i>	My mother <u>cook</u> delicious	My mother cooks delicious food every morning
6	MNF	<i>Ibuku memasak makanan yang lezat setiap pagi</i>	My mother <u>cook</u> breakfast good	My mother cooks delicious food every morning
7	RDH	<i>Ibuku memasak makanan yang lezat setiap pagi</i>	My mother <u>cook</u> a delicious breakfast every morning	My mother cooks delicious food every morning
8	MSA	<i>Aku selalu mempersiapkan seragam dan tas sekolahku</i>	I always prepare uniform and <u>bag school</u>	I always prepare my uniform and school bag
9	MSW	<i>Saya bangun pada jam 5 pagi setiap harinya</i>	I wake up at <u>a clock five</u> everyday	I wake up at 5 am everyday
10	A	<i>Dia selalu mengantarku</i>	He always <u>takes I</u> to	He always takes me to

		<i>ke sekolah</i>	school	school
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Based on the table above, there are 10 syntactic aspect error that students made in translating paragraph. Syntactic error occurred when the source of error in translation caused of wrong word order, phrase construction, and sentence construction. This can be shown in the following table above – one of students translated the sentence “...*lebih aman daripada naik bus atau angkutan lainnya*” (student with initial AS) translated into target language “...is more safe that going by bus or transportation other” it indicates as error of syntactic aspect. The phrase “*angkutan lainnya*” translated into “transportation other.” The student translated the sentence word for word and used Indonesian word order. As we know, the Indonesian word order is different with English word order. In English, the word “*angkutan lainnya*” translated into “other transportation” because the adjective (other) is placed before noun (transportation). Therefore, the correct one is “other transportation”

Another example can be found in this the data – one of students translated “*Ibuku memasak makanan yang lezat setiap pagi*” (Student with initial MFF) translated into target language “My mother cook breakfast good”. It indicates as syntactic error. The word “*memasak*” should be translated into target language as “cooks”

because the word “my mother” show the subject “She”. Therefore, the correct translation should be “My mother cooks delicious food every morning”

3. Factors that students made error

All of the errors are caused by some aspect. The factors that students made error in translating paragraph are following:

1. *first language*; the student is influenced by the Indonesian language as reference in transferring text. It should be known that the structure of translation in English is different from Indonesian. Most of the students translate vocabularies or text in English using the existing structures in Indonesian. This caused students made errors in translating paragraphs from Indonesian to English. Therefore, students must fully understand the structure in English before translating, so the translating results are good and in accordance with applicable English rules.
2. *Lack of motivation*; where the students feel that the English language is a difficult language to be learnt, so that, they are lazy to know new things in the English language. The students thought that English is difficult. This was proven when interviews were conducted with some students. The students think, besides being difficult to pronounce, English is also difficult to write. The students are more proficient in speaking their first language, Indonesian, because both writing and

reading are pronounced the same way. Meanwhile, in English, the students have difficulty in pronouncing English vocabularies because writing and reading are pronounced differently. Therefore, the students concluded that English is difficult, and because of these difficulties, the students' translation skill did not develop and as a result caused errors in translation.

3. *Developmental error*; where the student attempts to build up hypotheses about the target language based on limited experience. So, the message of the source language is not transferred well. Developmental error refers to similar second language learner errors with errors made by students when learning the first language. For example in the sentence, "man take it yesterday". Elimination of article "the" and tenses marker in that sentence is a characteristic error created by students that learned English as the first language. Results research shows that most errors made by second language learners is developmental error.
4. *Inter lingual transfer and intra lingual transfer* – where students use the structure of native language in transferring source language. They transferred word by word so the target language (English language) is not clear and well-formed. The characteristics of interlingual errors are errors made by the students as a result of the learner's first language intervention. The sentence structure of second language learners is the

sentence structure of their first language. For example, the noun phrase “house John” created by students whose first language is Indonesian. In creating the noun phrase, the students use the Indonesian system or DM, while the noun phrase structure in English is MD.

B. Discussion

This part talks about the kind and the source of the errors that had been classified from students’ translation text. Based on the findings shows that researcher had discovered various kinds and sources of error that found in translated a paragraph Indonesian to English made by second grade students of MA Darul Istiqamah Murakata Barabai which then were distributed into those four kinds and three sources of error. The kinds of error that found by researcher were inversion, omission, addition, and deviation of error. The sources of error that found by researcher were morphological, lexical, and syntactic error.

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. There were 29 errors in inversion of meaning and become the most error in that students made in translation paragraph. In sentence “*Ini sudah menjadi kebiasaanku sejak kecil*” translated by student with initial MH into “This is for my habit from children”, it should be “**This has been my habit since I was little**”. The sentence “This is for my habit from children” is contradicted with the target language.

Omission of meaning is an error of translating Indonesian into English when the absence of the word that must appear in a well formed. There were 18 omission error that found by researcher based on students' translation result and become the second most error of kinds of error. For example in the sentence, "*Aku selalu sarapan bersama keluargaku*" translated by student with initial E to "I always breakfast together my family". It should be "**I always have breakfast with my family,**" there is a word that absence from the student' translation. The student left the word "**with**".

Other error is addition of meaning. Addition error is the presence of one or more items that must not appear in a well-formed utterance. The presence of an extra item which must not be present in a well formed utterance is characteristic for additions. There were 15 error of addition that found by researcher and become the third error after inversion and omission. For example in sentence, "*...karena hal tersebut lebih aman daripada naik bus,*" translated by student with initial MI to "...because every securite from go up to the bus." The student add some vocabularies that are not mentioned in the source language such as "every" and "securite". Therefore, the right translation should be "**...because it is more safe then going by bus.**"

The next error is deviation of error. Deviation 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. There were 12 deviation error that found by researcher in students' translation result and become the less error of kinds of error. For example in the sentence "*Ayahku adalah seorang pegawai bank swasta,*" translated by student with initial AS to "My father is someone job bank swasta." There is word that has a different intention or vague translation. Therefore, the correct one should be **"My father is a private bank employee"**

Translation error in morphological aspect is the error from word form and morphological process. There were 14 morphological error that found by researcher in students' translation result and become the most error in sources of error. This error can be found in the sentence "*Kami sholat selama 10-25 menit*" translated by student with initial MIH to "We pray for about 10-25 minute" it indicates as an error morphological aspect. The word "minute" must be transferred into "minutes" it is the true form of plural. The correct one is **"We pray about 10-25 minutes."**

Other source of error is lexical. Lexical error shows that the sources of translation error in the wrong word choice. If the student is wrong in choosing the right word, it will make the target language meaning incorrectly. There are many words in English that has different meaning in source language, based on its words class. There were 10 lexical error that found by researcher in students' translating result. This can be found in the sentence "*Aku bersiap-*

siap untuk sholat bersama keluargaku” translated by student with initial E to “I’m stand by for prayer together with my family.” The student made an error relating to word choice. The student translates “bersiap-siap” become “stand by.” The right one is “prepare”. The sentence needs right verb to make sentence correctly. Therefore the correct sentence is “**I prepare myself to take pray with my family.**”

The last source of error is syntactic error. The source of error in translation caused of wrong word order, phrase construction, and sentence construction. There were 10 syntactic errors that found by researcher in students’ translating result. The example can be found in the sentence “...*lebih aman daripada naik bus atau angkutan lainnya*” translated by student with initial AS to “...is more safe that going by bus or transportation other” it indicates as error of syntactic aspect. The phrase “*angkutan lainnya*” translated into “transportation other.” The student translated the sentence word for word and used Indonesian word order. Therefore, the correct one is “**other transportation**”

All of the errors are caused by some aspect. The causes are including the *first language*; the student is influenced by the Indonesian language as reference in transferring text. *Lack of motivation*; where the students feel that the English language is a difficult language to be learnt, so that, they are lazy to know new things in the English language. *Developmental error*; where the student attempts to build up hypotheses about the target language based on

limited experience, so that, the message of the source language is not transferred well. *Inter lingual transfer and intra lingual transfer* – where students use the structure of native language in transferring source language. They transferred word by word so the target language (English language) is not clear and well-formed. Muis and Nurul (2016) also categorized the causes of students' errors – the research revealed two causes of students' error, inter lingual transfer, and intra lingual transfer.

From the explanation above, all of the errors classification said, it has found in students' translation. Students still made error in translation text. Those errors were inversion, omission, addition, deviation, morphological, lexical, and syntactic.