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

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**ABSTRACT**

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

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

Key Words: Error Analysis, Translation

**INTRODUCTION**

English is one of kinds of language in the

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



Translation is not an easy work. Larson (1984:3) said translation is studying the lexicon, grammatical structure, communication situation, and cultural context of the source language text, analysing it in order to determine its meaning and the reconstructing this same meaning using lexicon grammatical structure which are appropriate in the receptor language and its cultural context. So, the students' ability in grammar structure and syntax is needed in the process of translation.

In translation process, there are two mental process, namely *understanding* and *verbalization*. Here, the translator understands the content of ST, that is, reduces the information it contains to her/his own mental program, and then s/he develops this program into TT. According to Nida and Taber (1969:33) that process of translation consist of three stages, namely analysis, transfer, and restructurisation. In analysis stage, translator analyzes text of SL in grammatical relation and analyzes the meaning of words and the series of words to understand meaning or all its content. The result of this stage is the meaning of SL has been understood and trasferred in translator's mind from SL into TT. Then, In the restructurisation stage, the meaning is written in TT based on the rule in TT. In this case, sometime students didn't

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

Ellis (1997:15) says that error analysis is a procedure used by both researcher and teachers. It involves collecting sample of learner language, identifying the errors in sample, describing these errors, classifying them according to their hypothesized



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

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

### RESEARCH METHODOLOGY

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

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

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

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

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

Where:

n=stands for the percentages of errors

fx=stands of the total frequency of the sub-categories errors

N=stands for the total errors of all categories

### FINDINGS AND DISCUSSION

#### 1. Categories of Errors

After the writer got the data. Then, she corrects the students' answer. She found that there are some errors in the students' answer. The errors consist of some categories. They are omission, addition, misinformation, and

misordering. It can be showed in the table Pemilihan Umum Jakarta Pusat below.

**Table 1 Categories of Error**

Paragraphs	Categories of Error			
	Omission	Addition	Misinformation	Misordering
1	1	-	-	4
2	40	14	4	5
3	16	4	-	12
4	7	2	3	3
5	-	-	2	-
6	3	-	-	-
Total	67	23	9	24

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

### A. Paragraph 1

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

When the students translated the paragraph above, some students did errors. The students' errors in the first paragraph are omission, addition, and misordering. The students did errors when they translated the phrase "*The Jakarta General Elections Commission*". Some students translated it to be: 1. Komisi Pemilihan Umum, 2. Komisi Pemilihan Umun di Jakarta, 3. Jakarta, Komisi Pemilihan Umum, 4. Komisi

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

### B. Paragraph 2

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

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



ommission. The students did not translate the calon itu menyerahkan sebuah surat yang article “a” in this case. The article “a” is **mendeskripsikan/menyatakan** bahwa baik absent. So, the right translation should be mereka sakit atau memiliki sesuatu yang “**sebuah surat**”. The other error for penting pada agenda mereka yang ommission can be found in the noun phrase mengharuskan mereka tidak mengikuti debat “**the candidates**”. Here the student translated tersebut”. The other error that found in the it to be “kandidat”. According to Indonesia second paragraph is *misordering*. When the grammatical, it is wrong. It should be “**para** students translated the noun phrase “**KPU kandidat itu** atau **para calon itu**” because it is **Jakarta commisioner**”, the student translate plural noun. to be KPU Jakarta komisaris. It is wrong

The next error that the students did is based on Indonesia grammatical. They did not *addition*. The students did error when they translate the phrase based on Indonesia translated the word “**they**” in the bold word grammatical. It should be “*Komisaris KPU* above. The translated the word to be “**salah Jakarta**”.

**satu dari mereka**” they added the word **C. Paragraph 3**

“**salah satu dari**” in this case. It should be “One of the sanctions is that they will “**mereka**”. Then, the next error that found in lose their rights to get free or state-funded second paragraph when the students translated campaign facilities,” She said on the sidelines “*unless the candidates submitted a letter that of a discussion about Jakarta elections described that they were either sick or had preparations on Saturday.*

*something urgent on their agenda requiring* In the third paragraph, the errors that *them to skip the debate*. Here the student did students did are *ommission*, *addition*, and error, namely misinformation. The student *misordering*. First for ommission, the writer translate it to be “kecuali para calon itu found it when the students translated clausa menyerahkan sebuah surat yang diajukan “*to get free or state-funded campaign* bahwa baik mereka sakit atau memiliki *facilities*”. Here the students translated it to be sesuatu yang penting pada agenda mereka “*untuk mendapatkan fasilitas kampanye yang mengharuskan mereka tidak mengikuti gratis*”. It is wrong because they did not debat tersebut”. The underlined word is an translate the word “*state-funded*”. They error. Here the students thought that it is assume that the word is absent. That’s why passive voice. Actualy the sentence is active they did not translate it. So, it should be voice. So it wrong. It should be “kecuali para “*untuk mendapatkan fasilitas kampanye gratis*



atau yang didanai negara”. In other example Here they did not translate it based on the rule of omission that the writer found when the in Indonesian grammatical. Whereas in the students translated the phrase “Jakarta second case, the students did not only do election preparations”, here the students did misordering but also *addition*. Here, the not translated the word Jakarta. The students students did not arrange the sentence based on assumed that it is absent. So, the students Indonesian grammatical. They translate it translated it to be “*persiapan pemilu*”. The freely. They also added the word “*umum*” in students’ translation is wrong. They did not their translation whereas it was not found in only do *ommission* but also *addition* (the source language.

students not only ommit the word “Jakarta” **D. Paragraph 4**

but also add translation, namely “*umum*”).

Three Candidate pairs, namely Agus

The right translation is “*persiapan Harimurti Yudhoyono-Sylviana Murni, pemilihan Jakarta*”. Then, the other addition Basuki “Ahok” Tjahaja Purnama-Djarot that the student did when the student Saiful Hidayat and Anies Baswedan-Sandiaga translated the sentence “*One of the sanctions Uno, are scheduled to attend debates that will is that they will lose their rights to get free or be held on Jan. 13, Jan. 17 and Feb. 10.*

*state-funded campaign facilities*”. She In the forth paragraph, the errors that the translated it to be “*Salah satu sanksi adalah writer found are omission, addition, bahwa mereka akan kehilangan hak-hak misinformation, and misordering. The error of mereka akan kehilangan hak-hak mereka omission was found when the students untuk mendapatkan promosi (kampanye) translated preposition phrase “on Jan. 13, Jan. fasilitas gratis atau didanai negara*”. Here the 17, and Feb. 10”. They omitted the word student do error addition, namely double “Jan.” and “Jan. 17” when they translated it. marking. She translated it over and over (look They assumed that it was absent. So they at the bold sentence above). translated it to be “*pada 13 Januari, 17, dan*

The next error that the writer found in the *10 Februari*” and “*pada 13 Januari, dan 10* third paragraph is *misordering*. The error *Februari*”. It should be “*pada 13 Januari, 17* found when the students translated phrase *Januari, dan 10 Februari*”. The next is “*Jakarta election preparation*”. They translate addition. The writer found it when the it to be “*pemilihan Jakarta persiapan*” and students translated preposition phrase “*on* “*pemilu Jakarta persiapan*”. In this first case *Jan. 13, Jan. 27, and Feb. 10*”. They added the students did error, namely *misordering*. the word “2017” after the word “*Januari*”.



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

### E. Paragraph 5

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

### F. Paragraph 6

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

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

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

sebelumnya dilaksanakan oleh stasiun **REFERENCES**

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students omitted the word “only”. They Albir, A.H and Molina. 2002. *Translation*

assumed the absence of “only”. So they did *Technique Revisited: A Dynamic and Functionalist Approach*. Meta, Vol

not translate it. The right translation should be XLVII, no. 4.

“Seperti diberitakan sebelumnya, dua debat Barli, Bram. 1995. *Write Well Improving Writing Skill*. Yogyakarta: Kanisik

sebelumnya dilaksanakan oleh stasiun televisi swasta yang *hanya* dihadiri oleh Barli, Bram. 1995. *Write Well Improving Writing Skill*. Yogyakarta: Kanisik

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

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

“hanya”. She assumed the presence of “akan”. Here is the result of translation “Seperti New Jersey: Prentice Hall,Inc.

## 2. Percentage of Errors

The percentage of each error can be seen Catford, J.C. 1878. *A Linguistic Theory of Translation*. London: Oxford University Press

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

Table 4.3 shows that the percentage of Dulay, Burt, Krashen. 1982. *Second Language Acquisition and Universal Grammar*. NewYork: Oxford University Press.

ommission is 54,5%, addition 18,7%, Ellis, Rod.1997. *Second Language Acquisition*. NewYork: Oxford University Press.

misinformation 7,3%, and misordering 19,5%. And the category has more error is





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