An Error Analysis of 4th Semester College Students' Translation by Using ATA Standardize Error Making Theory

Akhmad Nurkholis[1*]
Yuniar Fatmasari[2]

[1,2] English Education Program, Faculty of Teacher Training and Education, Peradaban university, Bumiayu, 52276, Indonesia.

Abstract

This purpose of this research was to find out the errors occur in students' translation product, this was a qualitative research and the object of the research was 4th- semester college students. The data was analyzed by using an error category by ATA's standardized error making. The analysis revealed that the most errors occured on students' translation are literalness: 258 occurrences (30,71%), misunderstanding: 221 occurrences (26,31%), terminology: 111 occurrences (13,21%), omission: 88 occurrences (10,48%), faithfulness: 73 occurrences (8,69%), then the next is grammar: 40 occurrences (4,76%), cohesion: 39 occurrences (4,52%) and the last is syntax: 11 occurrences (1,31%). Based on the research result it could be concluded that students' knowledge of translation techniques was very limited, that caused errors in translating the text. In translating process, they must master translation techniques to translate certain text. This research probably gave some literature about the errors made by students and could be used by the teacher of translation material delivered more lesson of translation techniques and gave them more exercise in translating certain text. Then for the students, this research could be used as guidance to be more aware of errors occurred in translation process, for another researcher should conduct other research with another point of view.

Keywords: *College Students, Translation Errors, ATA standardize Errors making.*

1.   Introduction

English is a medium of international communication. Besides being an international communication device in science and technology development, it had a vital role. Communication had the goal in delivering the message from one to another. It could be written or spoken in any time and everywhere. It could be direct communication by face-to-face or indirect by text or picture, i.e., magazine, newspaper, comic, etc. The text made by people had specific purposes of delivering the message; a good text would positively impact the reader about the text's message. So, it was essential mastered the translation lesson for the students, so they could understand the English text even in an article or a book of science. Students still had difficulties in translating either Indonesian to English or English to Indonesian. There were several difficulties translating text from Indonesian to English or English to Indonesian experienced by Indonesian learners such as: word choice, and the structure of both SL and TL. It is very important mastered because if the learner in doing so, it would cause the message un-delivered. Larson (1984:3) stated that the translation was transferred the meaning of the source language into the receptor language. Based on the projects of this study, the concept of translation errors was adopted by the ATA Framework. According to ATA, translation errors negatively impact(s) the understanding of a source text to target text message. Furthermore, different translation language resulted different translation errors classification.   In translation error classification, however, (Molina & Albir, 2001:208) suggest that some main questions should be considered as follows; Errors differentiation related to the source text: covered, opposite, wrong, and non-sense, also addition and suppression; The errors related the target text: that covered, spelling, vocabulary, syntax, coherence, and cohesion, systematic (recurrent) and random errors

(isolated); then differentiate between errors that occur in the translation product and when in the process of translation.

The first previous studies were about the analysis of translation errors that occurred in the EFL learners' translation product that conducted by Parisa Farrokh, then Popeschu Theodora, and the other conducted by Pam. The first researcher had a research question; the most common linguistic errors of English translation students were investigated in by Farrokh, (2011) in this study the errors analysis by "Corder's" taxonomy the analysis indicated that the errors resulting from wrong selection of words, permutation and errors of incorrect use of tenses were the most frequent errors respectively. The second study was conducted by Popescu, (2013), on Romanian EFL Learners, who translate journalistic texts; The identified errors were classified into three main types: linguistic, comprehension and translation errors. They also revealed useful insights into methodological approaches, on how to develop students' awareness of their own types of translation errors. The last researcher by Pam (2018), concerned with the error analysis of EFL learners in Vietnam, based on the study resulted errors related to lexical choice, syntax and collocations are the most frequently committed by the students. The source of the errors could be attributed to inter-lingual, intra-lingual interference or errors can be the integration of the source. While the other researcher there were, Silalahi, Rafli, and Rasyid, Salam, Aqil, and Rahman, then Rahmatillah, are conducted some research related to a translation error. The first by Silalahi et al., (2018) tried to investigate the analysis of errors in science text of translation from English to Indonesian that The results showed that the majority of students used semantic strategy, especially modulation in translating scientific texts and at least used the special structural strategies of addition, lexical error,

morphological errors, syntactic errors, and the factor causing errors in translation most of students did not understand the source language text and the quality of source language using the incorrect grammatical, resulted the sentence was vague, the idea was not coherent and many incorrect punctuations. Then by Salam et al., (2017), in their research focused on describing the types of translation error made by Indonesian/English translators based on the analysis showed that there were 5 kinds of translation errors covered 3 (0,85%) translation errors in inversion of meaning, 11 (3.12%) translation errors in omission of meaning, 8 (2.27%) translation errors in addition of meaning, 44 (12.46%) translation errors in deviation of meaning, and 9 (2.55%) in modification of meaning. Dominant kind of the translation error that the Indonesian-English translators made was in deviation of meanings, it was more than half (58,67%) of the total translation errors.

2. LITERATURE REVIEW

2.1. Definition of Translation

Translation took an important role in our lives since many books, comics, newspapers, magazines, and films published were the translation product. Some experts had proposed various definitions of translation; Generally, Hornby et al., (2000). in Oxford Advanced Learner's Dictionary, obviously elaborated definition of translation according them, translation was the process of transferring the meaning of something written or spoken into another language. Then the other experts by Catford (1978:20) stated that translation was replacing the textual meaning of source language with the equivalent textual meaning of target or another language. He suggested that a translator must be fluent in replacing the equivalent word and meaning from the source language to the target language. Some subjects must be noticed by the translator in

translating a text. The same definition stated by Nida and Taber, (1982) in Fitria, (2018) that similarly with Catford, mentioned that translation was the process of transferring the meaning of source language to the naturally closest of target language meaning which paid attention to the meaning and the style. Thus, when translating a text, it meant paying attention to the meaning of words and paid attention to the grammatical rules and style that every language has their style and grammar, of both source language and target language.

Newmark, (1988), stated that translation was transferred the meaning of a language text into another language according to the author's interpretation that was expected of the target text. From the definition above, translation was about exchanging the role of language from source to target and carrying the meaning to the target language to ensure the reading can be understood from the translated text. Then Sperber and Wilson (as cited in Bell, 1991:6) stated that translation was substituting a text representation in one language with the closest text meaning in another language. According to Hatim and Munday (Munday 2009:7), stated that translation was the process of rendering the written text of source language to target language text; translation can be defined as the rendering messages of the specific source language into the closest equivalent message of the target language.

In addition, Koller, (1995) in Shahrokhi, (2016), explained that translation was the activity of processing certain text by transferring the source language meaning into the target language with the closest equivalence meaning. Hatim, and Mason, (1997), creating good translation should be flexible and should be tricky and should be more creative and innovative in doing complicated translation processes. They added that creativity was seen when the adaptation of language and

social life is delivered with the real interpretation by the translator, which increases our understanding that the language plays an important role within social life.

2.2. Definition of Translation error

Error was a simple word that is the problem that the learner faces. That can be some part of speech that may come from any specific languages' accepted norms. As long as the general phenomenon of all language is norms, a text without systematical error cannot be offered by beginner translators of language, Dulay, Burt & Krashan, (1982). An error was an un-precise structure from the standardized language structure that reflects a student's language skill, Brown, (1980). There was a systemic diversion of learners who have not learned something who will make mistakes constantly. They are the systemic diversion of the target language norm that is being studied, Corder, (1987) cited in (Nurul, 2014, p,10). Funder, (1987), states that an error is an appraisal of experimental simulant that comes from a judicial process sample.

If this model was normative, the error could represent an incorrect judgment as cited in Hartono and Priyatmojo, (2016). Hansen, (2010), concluded that translation errors happened when something was missed during rendering and moving the message from the source language to the target language. According to Hartono, (2017), an error was something that is unconsciously or unintentionally done wrong. Based on the explanation above, it can be concluded that translation error was a systematic deviation that is unconsciously or unintentionally done in translation.

Analyzing the errors in this research is based on the ATA's framework for Standard Error Making. First, that can be interpreted as follows:

1. Addition: (A): Additional errors will occur when translation produces unwanted information or stylistic effects. Translators generally need to resist the tendency of "descriptive" material.

2. Ambiguity: (AMB): Ambiguity errors occur when in the source and target language segments occur multiple semantic interpretations, which they have no counterpart of other languages.

3. Capitalization: (C): Occur when the translation does not obey the capitalization rules in the target language.

4. Cohesion: (COH): Cohesion error occurs when the translation product of the target language appears inconsistent with the incorrect pronoun, improper conjunction, and other structural errors.

5. Dialectic mark/accent: (D) Dialectic mark error occurs when the target language is different from accent and pronunciation.

6. Faithfulness: (F): A faithfulness error occurs when the meaning of the target language does not appropriate in interpreting the source language meaning as close as possible.

7. Faux Ami: (FA): a Faux Ami error occurs when the word has a similar form; however, it has a different meaning of both source and target languages.

8. Grammar: (G): grammar errors occurred when the grammar of translation product in target language occurred improper use of subject, part of speech, and verb agreement.

9. Illegibility: (ILL): illegibility errors occur when the translation product of the translator cannot be read or understood by others.

10. Indecision: (IND): an indecision error occurs when a translation product has the various option of a unit of translation.

11. Literalness: (L): a literalness error occurs when in a translation product, the translator only pays attention to the source language text

of a word-for-word translation which causes an awkward, unidiomatic, and idiomatic interpretation.

12. Mistranslation: (MT): occurs when the target text does not transfer the meaning of the source language genuine text segment.

13. Misunderstanding: (MU): a misunderstanding error occurs when the emulator can identify the increased errors in the translation product evaluation since the use of words' misreading.

14. Omission: (O): an omission error occurs when the information source text's elements are missed transferred in the target language, which involves the author's intention and textual information.

15. Punctuation: (P): a punctuation error occurs when in the target language translation, the use of commas, semicolon, colon, and quotation marks are ignored by the translator.

16. Register: (R): a register error occurs when in the target language translation, the application of level of degree and formality is improper of the targeted audience

17. Spelling: (SP)/ (Character (CH) for non-alphabetic language): a spelling/ character error occurs when in the target text translation occurred miss-spelled or incorrect use of word or character. It does not meet the target text convention.

18. Style: (ST): a style error occurs when a specific translation style of inappropriate is used to translate the professional publication or professional use.

19. Syntax: (SYN): a syntax error occurs when words or another sentence in the target language, the element of the syntactic rule is arranged improperly, which usually occurred in the arrangement of unnatural word order, lack of parallelism, improper modification.

20. Terminology: (T): a terminology error occurs when the translator applies a specific subject of a content word or phrase. It can be a noun, verb, or modifier that is translated with inappropriate meaning in the source text meaning.

21. Text Type: (TT): a text type error occurs when some translation's component is translated with an inappropriate meaning which is targeted to the educated monolingual speakers of the target language.

22. Unfinished: (UNF): unfinished error occurs when a passage is translated unfinished, which is some words are missed to be translated at the end of the sentence.

23. Usage: (U): a usage error occurs when the target language wording or phrasing agreement is not followed. The errors can be the use of definite or indefinite articles and prepositions and collocations.

24. Verb Form: (VF): a verb form error occurs when the translation applies the incorrect form of grammatical form, which covers person, number, gender, etc, that is translated in the different meaning of source text form.

25. Word Form/Part of Speech (WF/PS): A word form error occurs when in the target language the translation of the root of the word is correct. However, the word's form such as number, noun or pronoun such as number, noun or pronoun in the target language, is incorrect.

26. Other Errors (OTH-MT): occur when the errors occurred in the translation are not included in the above description. In other words, the errors that occurred are out of the above description.

3.   METHODS

This research focuses on data analysis of translation techniques and translation errors of students' translation. This research deploys descriptive qualitative in the form of study. Related to this, Nunan, (1991)

suggests that the qualitative approach advocates using qualitative methods concerned with understanding of human behavior from the actor's frame of reference, exploratory, descriptive, and process-oriented. Moreover, the descriptive approach was used to describe the existing situations by collecting data. The different understanding about qualitative stated by Mujiyanto, (2011), stated the qualitative approach attempt to utter the phenomenon appropriate and comprehensive way in the context by applying data collection naturally used by the researcher as an instrument key in the study. This descriptive study also uses an inductive approach for the data analysis. This research was analyzed the written data from students' translation of fourth-semester students of university. The data came from the original version of the English text made by the lecturer in the final test of Translation I (English-Indonesia) and the translation text in Bahasa Version. The analysis of this research will be applied to the translation technique by Molina and Albir, (2002), which proposed several translation techniques. Furthermore, the error will be analyzed at ATA's framework for Standard Error Making ATA, (2017). The scope of data source was limited to 18 students' translation of the final test at the 4th semester of university.

4. FINDING AND DISCUSSION

4.1 Finding

Based on the analysis done by the researcher showed that in the students' translation of English to Indonesia there are 841 errors in general, which covers eight translation errors from 26 translation errors proposed by ATA's standardized error making. The nine errors are; omission, terminology, syntax, misunderstanding, literalness, grammar, and cohesion. The most common errors of student's translation are literalness with 258 occurs, then misunderstanding with 221 occurs, the

third terminology with 111 occurs, then omission with 88 occurs, faithfulness with 73 occurs, then the next is grammar with 40 occurs, and the last is cohesion with 39 occurs and syntax with 11 occurrences. The complete categories of errors are shown in the table below.

Table 1. Translation Errors occur in Student's translation of the 4th-semester final test

No	Errors Categories	Total Occurrences (840)	Percentages (%)
1	Literalness	258	30.71
2	Misunderstanding	221	26,31
3	Terminology	111	13.21
4	Omission	88	10.48
5	Faithfulness	73	8.69
6	Grammar	40	4.76
7	Cohesion	39	4.52
8	Syntax	11	1,31

There are 26 categories of errors based on ATA's standardized error making, but in the student's translation of 4th-semester students' final test, the researcher only found eight categories of errors that occur in their translation. The most errors that occur in the student's translation is literalness with 258 (30,71%) occurs, then misunderstanding follows the errors occurrences with 221 (26,31%) occurrences, the third errors of frequencies is terminology with 111 (13,21%) occurrences, then omission with 88 (10,48%) occurrences, the next is faithfulness with 73 (8,69%) occurrences, then the next is a grammar that occurs 40 (4,76%) occurrences, the next is cohesion with 39 (4,52%), and the last error is syntax at least with 11 (1,31%) occurrences.

4.2 DISCUSSION

Translation Error

1. Literalness

This technique occurs when the translator translates source text language word to the target language with a word for word translation so it causes awkward or un idiomatic rendition, the example is shown below, this error is the most occurred, the examples are shown below;

> (1). SL : However, such conversion also comes at a cost.
> TL : *Bagaimanapun, seperti perubahan juga mendatangkan uang atau penghasilan.*

From those examples, it can be seen that the translation in the target language is awkward and unidiomatic the message of source language un delivered properly as stated in the definition of literalness that the translation translated word by word is shown in 'such conversion also comes at a cost' into *'seperti perubahan juga mendatangkan uang atau penghasilan'* this translation is not coherent with the meaning of the previous phrase that *'seperti perubahan juga mendatangkan uang'* the translator does not consider the coherent of source language message 'comes at a cost' should be translated *'mendatamgkan kerugian'* where the source language message should be *bagaimanapun perubahan lahan juga mendatangkan kerugian*.

> (2). SL : The same forests that are being turned into oil palm or timber plantations and other land use fulfill an important role in the lives of the local people.
> TL : *Hutan-hutan yang sama yang dirubah kedalam minyak sawit atau ramuan tanaman dan penggunaan lahan/tanah lain memenuhi kepentingan didalam kehidupan dari orang-orang lokal/setempat*

The other sample show how errors of literalness in source language phrase 'turned into oil palm or timber plantations' is translated word for word translation that oil palm or timber plantation' translated into *'minyak sawit atau ramuan tanaman'* this translation is unidiomatic and

awkward in structure and meaning that cause the source language meaning undelivered correctly in above translation it should be translated *dirubah menjadi perkebunan kelapa sawit atau perkebunan komersi.* This literalness occurs with the most prominent errors in the student translation, since students' knowledge of translation Errors are very limited since most of them almost know two Errors in translating the text when they study translation one called literal translation and calque.

2. Misunderstanding

This error occurs when the translation clearly results from misinterpreted word or idiom or the incorrectly parsed structure of a phrase or sentence, the examples of misunderstanding are shown below:

> 1). SL : This plug gets infected with bacteria and swelling results.
> TL : *Penghalang ini dapat melindungi infeksi dari bakteri, dan menghasilkan peradangan.*

In the above example, the misunderstanding occurs in translating 'gets infected' to *'dapat melindungi'* this obviously that the word should be translated *'terinfeksi/mendapat infeksi'* in this case, the error also included in terminology error since the verb of the sentence is misinterpreted by the students. In some cases, one word, phrase, or sentence can occur more than one error.

> (1). SL: Indonesia's peatlands store about 35 billion tons of carbon.
> TL: *Toko tanah gambut Indonesia mencapai hampir 35 milyar/ton karbon.*

In the other example also almost the same case with the first example that in the target language translation, the students translate 'Indonesia's peatlands store about 35 billion tons' into *'Toko tanah gambut Indonesia mencapai hampir 35 milyar/ton'* the word *store* is mistranslated with *toko* so causes fatal mistranslation of whole text's meaning; the translation should be *tanah gambut Indonesia menyimpan,* the students careless in choosing the meaning of *store* the word store means *toko,* but here the students should

have the intuition of target language meaning coherence, which they should be using a verb in translating word store than a noun.

3. Terminology

This error occurs when in general text of the translation product, the translator selects the appropriate meaning of the content word or phrase (noun, verb, modifier) with the source language meaning. The examples of terminology errors are shown below;

> (1). SL : Peatlands including those that form the wetland-like floor of Indonesia's rainforests are one of the world's largest carbon sinks.
>
> TL : *Tanah yang dapat dipakai sebagai bahan bakar yang terbuat dari tanah basah atau gambut seperti lantai dari hutan hujan tropis terbesar Indonesia adalah satu dari dunia sebagai penghasil karbon terbesar.*

In above example the terminology error occurs in 'Indonesia's rainforests are one of the world's largest carbon sinks' into *'hutan hujan tropis terbesar Indonesia adalah satu dari dunia sebagai penghasil karbon terbesar'.* In this case the student misinterprets whole sentence 'largest carbon sinks' that translated into *'penghasil karbon terbesar',* which caused fatal interpretation of source language meaning that should be translated into *'penyerap karbon terbesar di dunia'.* Generally, the translation should be *'lahan gambut termasuk yang membentuk lahan basah menyerupai lantai dari hutan hujan Indonesia merupakan salah satu penyerap karbon terbesar didunia'.* The other example of error is shown below:

> (2). SL : Indonesia's peatlands store about 35 billion tons of carbon.
>
> TL : *Tanah yang digunakan dapat digunakan sebagai bahan bakar milik Indonesia ini menyimpan sekitar 35 milyar ton karbon.*

In above example terminology error occurs in 'Indonesia's peatlands store about 35 billion tons of carbon' into *'Tanah yang digunakan dapat digunakan sebagai bahan bakar milik Indonesia ini menyimpan sekitar 35 milyar ton karbon'.* The error exactly in ''Indonesia's peatlands'' that translated into *'Tanah yang digunakan dapat digunakan sebagai bahan bakar milik Indonesia'*

the translation actually mistranslation of *'tanah yang digunakan dapat digunakan sebagai bahan bakar'* the translation should be *'lahan gambut Indonesia menyimpan sekitar 35 milyar ton karbon'*.

4. Omission

This error occurs when one or more elements of source language meaning are missed in the target language. The miss in this error can be textual information and the author's tone. The examples of omission errors are shown as follows:

> (1). SL : Skin cells, sebum, and hair can clump together into a plug.
> TL : *Sebum dan rambut dapat memisahkan bersama sama kedalam sebuah sumbatan.*

From the example above the error occur in 'Skin cells, sebum, and hair can clump' into *'Sebum dan rambut dapat memisahkan'* which the skin cell is not translated into a target language, the translation should be *'sel kulit, sebum, dan rambut dapat menjadi gumpalan'* by mistranslated of skin cell, the source language meaning undelivered clearly.

The other example of omission occurs in:
> (1). SL : Follicles connect the glands to the pores
> TL : *Folikel Terhubung ke pori-pori.*

From the example above the error occur in 'connect the glands to the pores' into *'Terhubung ke pori-pori',* in this translation the students miss in translating the glands; the translation should be *'folikel menghubungkan kelenjar ke pori-pori'* by mistranslation the glands the meaning of source language is unclear and incomplete, since in the translation follicle as a media that connected glands and pores

5. Faithfulness

This faithfulness error occurs when the target text does not respect the meaning of the source text as much as possible in other words that the faithfulness error when the translation product doesn't catch the source language message at all, can be over-translated the source text message. The examples of faithfulness errors are shown as follows:

(1). SL : Chikungunya virus is spread to people by the bite of an infected mosquito.

TL : *Chikungunya virus yang membahayakan dalam waktu sekejap yang bisa terinfeksi seterusnya.*

From the example above, the translation product does not have coherence and also respects to the source language meaning. The unrespect translation is in 'is spread to people by the bite of an infected mosquito.' That translated into *'yang membahayakan dalam waktu sekejap yang bisa terinfeksi seterusnya'* where the translator really does not think about source language message and also the sentence structure is not match in target langauge structure, that the translation should be *'virus cikunya menjangkit ke manusia melalui gigitan nyamuk yang terinfeksi virus tersebut'*

The other example occurs in:

(2). SL : Other symptoms may include headache, muscle pain, joint swelling, or rash

TL : *Lainnya   hanya penyakit seperti tulang sendi, panas tinggi, demam, dan banyak atau lain.*

From the example above, the errors occur in the whole text of target language translation that it does not get the source language message at all, that 'Other symptoms may include headache, muscle pain, joint swelling, or rash' into *'Lainnya   hanya penyakit seperti tulang sendi, panas tinggi, demam, dan banyak atau lain',* how the translation text unrespect about the source language which can be said that the translation is so rude, which the translation should be 'gejala lain bisa berupa sakit kepala, nyeri otot, sendi bengkak, atau ruam.

6. Grammar

Grammar error occurs when the translation result violates the grammatical rules in the target language, which covers incomplete agreement rule between subject-verb incorrect verb inflection. The example of Grammar errors is shown as follow:

(1). SL : Forest conversion for other land uses is often considered as a key to the rapid economic development of Indonesia

TL : *Area perubahan untuk lainnya sehingga dalam melakukan sesuatu yang hanya ekonomi permasalahan di Indonesia.*

From the example above it can be seen that the error of grammar in Indonesian rules so the researcher focuses on a subject, predicate, and object. The translation does not meet the rule of Indonesian grammar such as in 'Forest conversion for other land uses is often considered as a key to the rapid economic development of Indonesia' into *'Area perubahan untuk lainnya sehingga dalam melakukan sesuatu yang hanya ekonomi permasalahan di Indonesia'*. The error in target language 'area perubahan untuk lainya' that there is no object in the sentence also predicate or a verb and the object. This translation should be *'pemanfaatan hutan untuk lahan lain sering dianggap sebagai kunci pertumbuhan ekonomi Indonesia yang cepat'*.

The other example of grammar error is shown as follow:

(2). SL : However, such conversion also comes at a cost.

TL : *Akibatnya ada perubahan suatu yang mudah terjadi.*

From the example above the target language translation miss of subject, verb, and object, in the above translation just like a phrase that consists of a group of words that does not have any meaning. The translation of the source language should be *'namun, perubahan menyebabkan kerugian'*

7. Cohesion

This error occurs when the target text is hard to follow since the translation uses inconsistent structural elements such as terminology, pronoun, inappropriate or missing conjunction. This error is related to the lexical, grammatical, and logical relation. The examples of cohesion errors are shown as follows;

(1). SL : Chikungunya virus is spread to people by the bite of an infected mosquito

TL : *Virus cikungunya merupakan virus disebabkan oleh gigitan inveksi nyamuk yang menyebar dari satu orang ke orang lain.*

In the above example, the error occurs in 'the bite of an infected mosquito' that translated into *'oleh gigitan inveksi nyamuk'* in this error the student translates the infected mosquito into inveksi nyamuk that the message of

the source language is not delivered correctly to the target language. That cause the target language in coherence in meaning, actually the translation of infected mosquito should be nyamuk yang terinfeksi so the translation should be *'Virus cikungunya merupakan virus disebabkan oleh gigitan nyamuk yang terinfeksi yang menyebar dari satu orang ke orang lain'*.

The other example of cohesion is as follows:

(2). SL : Indonesia has already lost 72 percent of its intact forests.
    TL : *Indonesia sudah wilayahnya seluas 72% luasnya area.*

In the above example, the error occurs in the whole text of 'Indonesia has already lost 72 percent of its intact forests', into *'Indonesia sudah wilayahnya seluas 72% luasnya area',* on the text the student does not pay attention to the result of target language translation that the message is delivered correctly or not. The translation should be *Indonesia telah kehilangan hutan yang masih utuh sebesar 72%.*

8. Syntax

This error occurs when the arrangement of words or other elements in a sentence does not meet the target language's syntactic rules, which cover improper modification, lack of parallelism, unnatural word order, and runon structure. The examples of the errors are shown as follow:

(1). SL : Peatlands including those that form the wetland-like floor of Indonesia's rainforests are one of the world's largest carbon sinks.
    TL : *Tanah gambut termask itu bahwa terbentuk tanah basah dihutan hujan Indonesia adalah salah satu penghasil karbon terbesar di dunia.*

From the example of error above the error occur in 'Peatlands including those that form' into *'Tanah gambut termasuk itu bahwa terbentuk'* at the example the students translate those that form into *termasuk itu bahwa terbentuk* the error occurs in the arrangement of the words that cause syntax error which the translation should be *'tanah gambut termasuk yang membentuk'*. The other example is shown as follow:

(1). SL : Peatlands including those that form the wetland-like floor of Indonesia's rainforests are one of the world's largest carbon sinks.

TL : *Lahan gambut lahan tanah yang bisa dipakai sebagai bahan bakar seperti bentuk tanah liat seperti tanah di hutan hujan Indonesia adalah salah satu bagian dari hutan terbesar dunia yang menghasilkan karbon.*

The error occurs in 'Peatlands including those that form the wetland-like floor of Indonesia's rainforests' into *'Lahan gambut lahan tanah yang bisa dipakai sebagai bahan bakar seperti bentuk tanah liat seperti tanah di hutan hujan Indonesia'* the students translate *'the wetland-like floor of Indonesia's rainforests'* into *'seperti bentuk tanah liat seperti tanah di hutan hujan Indonesia'* on the translation seems that that phrase is miss constructed into syntactical structure of Indonesian rule.

Those are the Errors found in the student's translation that occur in translating the final test of English-Indonesia translation material, generally, the errors are influenced by their knowledge of translation error that they have not got any material about translation error in their study.

5.   CONCLUSION

After the research conducted the result presented in the previous chapter, some conclusions can be drawn; 8 translation errors occurred in the translation result of the student's translation in translation final test text of Translation 1. The error that occurred was omission with 88 occurrences, terminology with 111 occurrences, syntax with 11 occurrences, misunderstanding with 221 occurrences, literalness with 258 occurrences, grammar with 40 occurrences, faithfulness with 73 occurrences, and 39 cohesion occurrences.

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