



**ERROR ANALYSIS OF STUDENTS' TRANSLATION  
(INDONESIAN INTO ENGLISH TEXT)  
AT THE SIXTH SEMESTER OF TBI STUDENTS  
IAIN PADANGSIDIMPUAN PERIOD 2019/2020**

**A THESIS**

Submitted to the State Institute for Islamic Studies Padangsidimpuan  
as a Partial Fulfillment of the requirement for the Graduate Degree of  
Islamic Education (S.Pd) in English

Written by

**JUFRI SAPUTRA PARINDURI**  
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**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2020**



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## LETTER OF AGREEMENT

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Item : 7 (Seven) Exemplars

Padangsidempuan, Oktober 2020  
To:  
Dean Tarbiyah and  
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Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Jufri Saputra Parinduri**, entitled **"Error Analysis of Students' Translation (Indonesian into English Text) at the Sixth Semester of TBI Students IAIN Padangsidempuan"** we approved that the thesis has been acceptable to complete therequirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E.Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.


Wassalamu'alaikum Wr.Wb.

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I hereby declare that I have arranged and written my thesis by my self without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of IAIN Padangsidempuan in article 14 verse 2.

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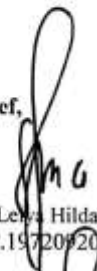


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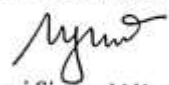
  
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**LEGALIZATION**

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## ABSTRACT

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Title of Thesis : Error Analysis of Students Translation (Indonesian into English Text) at the Sixth Semester of TBI Students IAIN Padangsidempuan Period 2019/2020

The researcher tries to conduct a research about error analysis of students' translation (Indonesia into English text) at the sixth semester of TBI students IAIN Padangsidempuan period 2019/2020. There are several important things in translation such as grammatical structure, communication situation and cultural context of the source language.

The purposes of this research were to know what kinds of students' translation error and to know what students' dominant error in translating Indonesian into English text at the sixth semester of TBI students IAIN Padangsidempuan period 2019/2020.

This research was descriptive qualitative method to analyzed the data. The researcher took 28 students of TBI students at the sixth semester as a sample. In collecting the data, the reseacher used text to test the students ability in translating the text from Indonesian into English. For chacking trustworthiness, researcher used triangulation.

After the data have been analyzed. There were four kinds of error in translation based on the surface structure taxonomy they are omission, addition, misformation, and misordering. Where, 189 or 15,15% errors of omission, 108 or 8,67% errors of addition, 945 or 75,78% errors of misformation, and 5 or 0,40% errors of misordering made by TBI students at the sixth semester of IAIN Padangsidempuan period 2019/2020. The students' dominant error in translating was misformstion. Students should study hard to understand the differences of Indonesia and English rule when they want to make a sentence or translate a sentence.

Keywords: *Error, Error Analysis, Translation, Omission, Addition, Misformation, Misordering.*



## ABSTRAK

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Judul Skripsi : Error Analysis of Students Translation (Indonesian into English Text) at the Sixth Semester of TBI Students IAIN Padangsidimpuan Period 2019/2020

Peneliti mencoba untuk melakukan sebuah penelitian tentang analisis kesalahan pada penerjemahan mahasiswa (teks bahasa Indonesia ke bahasa Inggris) pada mahasiswa jurusan TBI semester enam IAIN Padangsidimpuan periode 2019/2020. Ada beberapa hal penting dalam menerjemahkan seperti susunan tata bahasa, situasi komunikasi, dan konteks kultural dari bahasa sumber.

Tujuan dari penelitian ini adalah untuk mengetahui apa jenis kesalahan penerjemahan mahasiswa dan untuk mengetahui apa kesalahan yang dominan pada penerjemahan teks bahasa Indonesia kedalam bahasa Inggris pada mahasiswa TBI semester enam IAIN Padangsidimpuan periode 2019/2020.

Penelitian ini menggunakan metode penelian deskripsi kualitatif untuk menganalisis data. Peneliti mengambil 28 mahasiswa dari jurusan TBI semester enam sebagai sampel. Pada pengumpulan data, peneliti menggunakan teks untuk menguji kemampuan mahasiswa dalam menerjemahkan teks dari bahasa Indonesia kedalam bahasa Inggris. Untuk memeriksa keabsahan, peneliti menggunakan triangulasi.

Setelah data sudah dianalisis. Ada empat jenis error dalam menerjemahkan berdasarkan *surface structure taxonomy* diantaranya omission, addition, misformation, dan misordering. Dimana, 189 atau 15,15% kesalahan pada omission, 108 atau 8,67% kesalahan pada addition, 945 atau 75,78% kesalahan pada misformation, dan 5 atau 0,40% kesalahan pada misordering yang dibuat oleh mahasiswa TBI semester enam di IAIN Padangsidimpuan periode 2019/2020. Kesalahan mahasiswa yang paling menonjol adalah misformation. Mahasiswa harus belajar keras untuk memahami perbedaan dari peraturan bahasa Indonesia dan bahasa inggris ketika mereka ingin membuat sebuah kalimat atau menerjemahkan sebuah kalimat.

Kata Kunci : Kesalahan, Analisis Kesalahan, Terjemahan, Omission, Addition, Misformation, dan Misordering.

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4. Mrs. Dr. Lelya Hilda, M.Si as the dean of Tarbiyah ad Teacher Traiig Faculty.
5. Mrs. Fitri Rayani Siregar, M.Hum, as the chief of English Department.
6. Mrs. Rayendriani Fahmei Lubis, M.Ag, as the academic advisor.
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May Allah, the almighty bless them all, Aamiin.

Padangsidimpuan, November 2020  
Declaration maker

JUFRI SAPUTRA PARINDURI  
Reg.No. 16 203 00004

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

English is a world language or usually is called as an international language. It is very important to learn. English is one of the international language in the world that it is an important part in enhance and improve the knowledge of science, technology, and also to develop the relationship with other countries. English is a source of science and technology. Most of science are written and translated into English. English is not only limited to be used and spoken by those who are native speaker, but also those who are living in countries where English is accepted both as the second language or foreign language.

In learning a language no exception in English there are four skills that must be learnt by students, namely listening, speaking, reading, and writing. From those skills can be said that after those aspects students must learn translation. Because translation will give the significant effect from those skills above. Translation is the process of transferring the message from one language into another language or can be said that translation is replacement of message from the source language (SL) to the target language (TL). Such as transferring message from the Indonesian into English or from English into Indonesian.

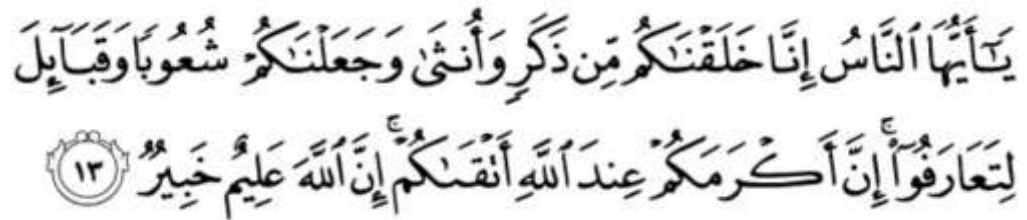
In translation there are several important things such as grammatical structure, communication situation and cultural context of the source

language. Which of the those three aspects is inseparable from translation because from those aspects will influence one another. However, translation is not an easy work. Because in translation there are several factors that make translation difficult. The first factor is translator often does not understand the purpose of the translation. The second factor is forgetting cultural sensitivity when translating even though language is related to culture. And the third factor is problem in ambiguity. But it will be easy to translate language from the source language to the target language if language is just classification for a set of general or universal concepts. And sometimes to overcome this problem it is not uncommon for a translator to translate word for word.

So, I conclude the concept of one language may differ radically from those of another, because each language articulates or organizes the word differently. The differences between the two languages and differences in cultures make the process of translating is a real challenge. The bigger the gap between the source language (SL) and the target language (TL), the more difficult the process of transfer will be.

In the reality that humans beings of the world have various languages in expressing their wish, idea, thought and feeling which triggers errors in language caused by the many and varied languages on this earth. There are Arabic, English, Indonesian and other many languages that used as communication tool in the world. Therefore, it is important to learn other languages in order to make the same understanding in communication. It is

related to what Allah said in The Holy Qur'an in the surah Al-Hujurat (49) verse 13 as follow:



*O mankind, indeed We have created you from male and female and made you into nations and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah knowing and acquainted.<sup>1</sup>*

As known that error can happen to anyone, anytime, and anywhere. The error comes from human and impact on humans too. Error is not only seen in term of behaviour but error can also occur in term of language. Error in language does not only occur in English but error in Indonesian can also occur even in the Batakese. Such as the error in translating languages, both from the source language (SL) to the target language (TL) or from the target language (TL) to the source language (SL).

In this error usually happens because the translator does not use the process of translating. Therefore, to avoid error in language, it is necessary to do the process of transfer one language to another language. Because without do the process, the translator will make many errors in translating the message.

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<sup>1</sup> Al-Qur'an Perkata Indonesia - Inggris (Jakarta: Kalam Media Ilmu, 2014).

Based on the explanation above researcher concludes that error is problematical aspect of the learners when the students are doing process of translating the language from the source language to the target language that reflect without systematically error. Here the researcher observes that there is a problem of learning English especially in translation. The problematic factor include translation like meaning. The difficulty to translate Indonesian into English sentences make students only focus with word for word translation.

In translation Indonesian into English sentences to measure the error of the instrument of the test such as omission, addition, misformation, and misordering. For example, SL: “*kamu bahagia*”. In the TL: “*you happy*”. Here, the target language must be translated correctly based on the content or consist of grammatical structure. Where, the target language after translated is “*you are happy*”. In this context students have missed one component, namely *are*. So, in this case can be called error in omission.

In this case the researcher interest to choose a location in IAIN Padangsidimpuan as a place of research because students in IAIN Padangsidimpuan especially English department has learnt lessons about listening, speaking, reading, writing, structure, and so on which in the end all the lessons aim to translate. While for the sample is taken from TBI students at the sixth semester because at this time students are focusing to learn about translation.

Based on the explanation above, the researcher interest and need to analyse up toward these factors above with the title **“Error Analysis of Students’ Translation (Indonesian into English Text) at the Sixth Semester of TBI Students IAIN Padangsidempuan Period 2019/2020”**.

#### **B. Focus of the Research**

Based on the description above in this research, the researcher focuses on students’ problem of their error in translating Indonesian into English text at TBI-1 students IAIN Padangsidempuan. The researcher limits on analyzing types of error based on Surface Structure Taxonomy by James and Tono. They are, omission, addition, misformation, and misordering. The type of translation researcher uses communicative translation and the technique of translation researcher uses literal translation. The text of instrument is taken from English for Islamic Studies book.

#### **C. Formulation of the Problem**

Dealing with the description stated in the background above, the researcher formulates the research question as follow:

1. What kinds of students’ translation error (Indonesian into English text) at the sixxth semester of TBI students IAIN Padangsidempuan?
2. What are students’ dominants translation error (Indonesian into English text) at the sixth semester of TBI students IAIN Padangsidempuan?
3. How do the lecturer to overcome the error in translation?

#### **D. Aims of the Research**

The aims of this research are:

1. To know the kinds of students' translation error (Indonesian into English text) at the sixth semester of TBI students IAIN Padangsidempuan.
2. To know the students' dominants translation error (Indonesian into English text) at the sixth semester of TBI students IAIN Padangsidempuan.
3. To know the lecturer' overcome the error in translation.

#### **E. Definition of Key Terms**

1. Error

Error is a failures that use of foreign language ways in correctly which are caused by the lack of student knowledge in used language ways correctly.<sup>2</sup> Error is a derivation caused by lack of knowledge in understanding an object being studied, especially in the order of the language is used so that the composition of the language becomes correct.

2. Error Analysis

Error analysis is a technique to identifying, classifying and systematically interpreting the unacceptable forms produced by learners learning foreign language, using any principles and procedures provided

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<sup>2</sup>Dwi Rizky Amalya et al., "Errors in Indonesian to English Translation Text Made by Students of SMA Negeri 13 Pangkep," *Jurnal Keguruan dan Ilmu Pendidikan (JKIP)* 5, no. 1 (2018): p.4, <https://www.reseachgate.net>.

by linguistics.<sup>3</sup> Error analysis is a study that requires a technique or process in identifying, classifying, examining or analyzing unacceptable forms that produced in learning a foreign language.

### 3. Students

Students are the person who is studying at the school, at the university or other place of higher education. Students can be children, teenagers, or adults who are going to school, but it may also be other people who are learning. Here, TBI is an abbreviation of Tadris Bahasa Inggris. TBI students means students who are studying in the English education department at one of collage. Institut Agama Islam Negeri Padangsidempuan is one of the state universities located in North Sumatera. People usually abbreviate the name of this collage as IAIN Padangsidempuan.

### 4. Translation

Translation is a process of replacing or transferring messages, thoughts, ideas, meaning or information from the source language to the target language.<sup>4</sup> Translation is the process of replacing the language from the source language to the target language or from the target language to the source language.

So, from the short explanation about those categories above the researcher makes conclusion to choose the title of this research is error

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<sup>3</sup>Silvia Utami, "The Source of Errors in Indonesian-English Translation," *Jurnal Kata* 1, no. 2 (2017): p.193, <https://ejournal.kopertis10.or.id>.

<sup>4</sup>Dina Merris dan Maya Sari, "An Error Analysis on Student ' s Translation Text," *Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra* 3, no. 2 (2019): p.67, <https://ojs.unm.ac.id>.

analysis of students' translation (Indonesia into English text) at the sixth semester of TBI students IAIN Padangsidempuan.

#### **F. Significances of the Research**

The result of this research will give the benefit to some categories below:

1. Head of Department, to encourage English lecturers in teaching English especially in Translation.
2. Lecturer, to find out the suitable and best way in teaching English especially in Translation.
3. Students, to motivate and make them interest in learning English especially in Translation.
4. Researcher, who wants to conduct a research as the references for further other research.

#### **G. Outline of the Thesis**

The outline of the script include into five chapters, they are:

1. Chapter I consist of background of the problem, focus on the research, formulation of the problem, the aims of the research, definition of key terms, and the significances of the research and the outline of the thesis.
2. Chapter II consist of the theoretical description; definition of error, definition of error analysis, types of error, causes of error, definition of translation, types of translation, process of translation, techniques of translation, and review of related finding.



3. Chapter III consist of place and time of the research, kind of research, data and source of data, instrument of collecting data, validity of instrument technique of collecting data, technique of the data analysis, and technique of checking trustworthiness.
4. Chapter IV consist of result of the research.
5. Chapter V consist of conclusion and suggestion.

## CHAPTER II

### THEORETICAL DESCRIPTION

In introduction of the research, theories are needed to explain some concepts or terms applied in the research concerned. Some concepts or terms are used in this research and need to be theoretically explained. In the following part theoretical elaboration on the concepts or terms used will be presented.

#### A. Theoretical Description

##### 1. Error Analysis

###### a. Definition of Error

Error in simple words is the problematic aspect of learners.<sup>5</sup> The word “error” entails different meaning and usage relative to how it is conceptually applied. Error is a derivation caused by lack of knowledge in understanding an object being studied, especially in the order of the language is used so that the composition of the language becomes correct. And also, error is the condition at believing what is not true (e.g error about date). In *Kamus Inggris - Indonesia*, error means “*kesalahan, kekeliruan dalam cara-caranya bekerja/tindak-tanduknya*.”<sup>6</sup>

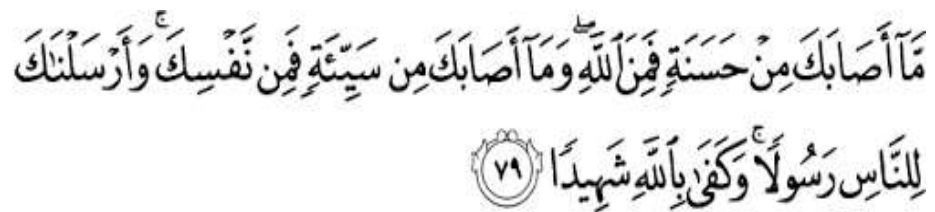
Indeed an error can not be avoided but error can be corrected by analysing or reviewing. Because the error comes from oneself and everything that is true only comes from Allah SWT. It is related to

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<sup>5</sup>Zainar M Salam, Mansur Akil, dan Andi Qashas Rahman, “Translation Errors Made by Indonesian-English Translators in Crowdsourcing Translation Application,” *ELT Worlwide* 4, no. 2 (2017): p198.

<sup>6</sup>John M. Echols dan Hassan Shadily, *Kamus Inggris Indonesia*, Cet. III (Jakarta: PT Gramedia Pustaka Utama, 2015), p.273.

what Allah said in The Holy Qur'an in the surah An-Nisa' (4) verse 79 as follow:



*Whatever of good reaches you, is from Allah, but whatever of evil befalls you, is from yourself. And We have sent you (O Muhammad SAW) as a messenger to mankind, and Allah is sufficient as a witness.*<sup>7</sup>

According to Current from Muhammad Hasby's journal article said that error in using language is something done wrong.<sup>8</sup> Error is an error in language usage due to speaker or writer violating rules or grammar.<sup>9</sup> According to Corder in thesis of Siti Hikmah state that error can be defined as systematic consistent deviance characteristic of the learner's linguistic system at a given stage of learning.<sup>10</sup>

So, from the explanation above concludes that error is the characteristic of something done wrong by students in language usage due to by violating rule of structur and grammar.

<sup>7</sup>*Al-Qur'an Perkata Indonesia - Inggris.*

<sup>8</sup>Muhammad Hasby dan Magfirah Thayyib, "Error Analysis in Translating English from Indonesian of Semester Sixth Students of Cokroaminoto University," n.d.

<sup>9</sup>Mardin Silalahi, Zainal Rafli, dan Yumna Rasyid, "The Analysis of Errors in Translation of Scientific Text from English to Indonesian Language," *Journal of Education, Teaching and Learning* 3, no. 1 (2018): p.24.

<sup>10</sup>Siti Hikmah, *Spelling Error Analysis in Students' Writing at Tenth Grade in MAN 1 Boyolali in the Academic Year of 2016/2017*, 2017, p.10.

## b. Definition of Error Analysis

Error analysis is a theory which focuses on the errors made by second language learners.<sup>11</sup> Error analysis is a method applied to analyze second/foreign language learners' speech or written performance.<sup>12</sup> So, error analysis is indeed a lot of on speaking and writing but does not close the possibility of translation because if the speaking or writing give the error so the meaning will be wrong. It is related to Youvi in Tia Aprilianti Putri's journal article said error in translation faced by the translator is not only because they lack of knowledge of the target language, but they seemly lack of knowledge in both of source and target language such as the structure, vocabulary, and punctuation.<sup>13</sup>

Error analysis is described as a set of procedures to identify, describe and explain learners' errors. On the other hand, error analysis is the study or process of describing errors made by the second language learners.<sup>14</sup> So, error analysis is a part that required

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<sup>11</sup>Sun Rui, "Error Analysis in English Writing of Engineering College Students Based on Pigai.org.," *Advances in Social Science, Education and Humanities Research* 157 (2017): p.184.

<sup>12</sup>Fatemeh Amiri dan Marlia Puteh, "Error Analysis in Academic Writing: A Case of International Postgraduate Students in Malaysia," *Advances in Language and Literary Studies* 8, no. 4 (2017): p.141, <http://www.journals.aiac.org.au>.

<sup>13</sup>Tia Aprilianti Putri, "An Analysis of Types and Causes of Translation Errors," *Etnolinguist* 3, no. 2 (2019): p.23.

<sup>14</sup>Agostinho dos Santos Goncalves et al., "Error Analysis of Writing Skill of Using Simple Present Tense," *ISCE: Journal of Innovative Studies on Character and Education* 2, no. 2 (2018): p.282.

by the learners in developing their ability in understanding in learning the language.

Error analysis is an activity to reveal error found in writing and speaking. Because speaking or writing give the significant to translation. On the other hand, if someone write down the target language incorrect so the meaning in translation will be different and so with speaking. If someone wrong in mention the word the meaning will be different.

Error analysis is also is the study of error made by the second and foreign language learners. Error analysis may be carried out in order to find out how well someone knows a language, to find out how a person learns a language, and obtain information on common difficulties in language learning as an aid in teaching or in the preparation of teaching materials.

Error analysis as the process to observe, analysis, and clasify the derivation of the rules of the second language and then to reveal the systems operated by learners. From the definition above, it can be concluded that error analysis is an activity to identify, clasify and interprete or describe the error made by someone in translation through speaking or writing and it is carried out to obtain information on common difficulties faced by someone in speaking on in writing English sentences.

### c. Types of Error

Classifying error is an important step to analyze learners' error. There are some experts proposing the classification of error. According to James and Tono error can be classified into two types; they are linguistic category classification and the surface structure taxonomy.<sup>15</sup> So, category classification and the surface structure taxonomy will be explained below.

#### 1) Linguistic Category Classification

This category specifies in terms of linguistics. It indicates the level of language errors that occur in phonology, grammar, lexis, text or discourse. The linguistic category includes the language levels of error, class rank, and grammatical system.<sup>16</sup>

#### 2) The Surface Structure Taxonomy

This category refers to the ways surface are changed. There are four kinds of the category; omission, addition, misformation, and misordering.<sup>17</sup>

##### a) Omission

An omission is a type of surface structure taxonomy that means the absence of an element that must appear in a

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<sup>15</sup>Novita Kusumaning Tyas, "Grammatical Errors in Students' Translating Text By The Informatics Department Students in STEKOM Semarang," *NOBEL: Journal of Literature and Language Teaching* 9, no. 1 (2018): p.48, <http://jurnalfahum.uinsby.ac.id>.

<sup>16</sup>Tyas, p.48.

<sup>17</sup>Carl James, *Error in Language Learning and Use: Exploring Error Analysis* (New York: Routledge, 2013), 108–12.

well-formed utterance. For example: “*Sometime, I lunch in canteen*”. The sentence should be “*Sometime, I have lunch in canteen*”. The learner does not put the “verb” form in this sentence.

**b) Addition**

Addition is a contrary from an omission. It means the presence of an element that must not appear in a well-formed utterance. For example, the learner produces the sentence “*I am complete the task*”. This sentence should be “*I complete the task*”. The learner adds “am” as the auxiliary verb in this sentence whereas this sentence does not need an auxiliary verb.

**c) Misformation**

Misformation is the use of the wrong form of the morpheme or structure. For example, L2 learners make a sentence “*I cleaned my room and showered*”. This sentence should be “*I clean my room and take a shower*”.

**d) Misordering**

Misordering is the incorrect placement of a morpheme or group of morpheme in an utterance. “*What mommy is going?*” is the example of a sentence produced by the L2 learner. This sentence belongs to misordering because the

incorrect of sentence structure. This sentence should be

*“What is mommy going?”*

In this final report, researcher limits the scope of discussion. However, there are many kinds of error but the researcher would like to analyze the error about omission, addition, misformation, and misordering

#### **d. Causes of Error**

Error are related to some causes. Several experts describe the cause of errors. According to Richards from Novita Kusumaning Tyas' journal article categorize the causes into two categories: interlingual errors and intralingual errors.<sup>18</sup> Below will be explained what interlingual and intralingual errors are.

- 1) Interlingual errors are caused by interference of the mother tongue. It means when learners wrongly use the rule of the first language when they produce sentence to the target language.
- 2) Intralingual errors are caused during the learners' language learning process of the second language. It means that learners' lack of knowledge about their target language.<sup>19</sup> So, the interlingual error occurs because it is caused by interference or mistake from mother tongue (L1) itself. While intralingual error

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<sup>18</sup>Tyas, “Grammatical Errors in Students' Translating Text By The Informatics Department Students in STEKOM Semarang,” p.49.

<sup>19</sup>Kanyakorn Sermsook, Jiraporn Liamnimitr, dan Rattaneekorn Pochakorn, “An Analysis of Errors in Written English Sentences : A Case Study of Thai EFL Students,” *English Language Teaching* 10, no. 3 (2017): p.103, <https://doi.org/10.5539/elt.v10n3p101>.



itself occur during process of learning related of the second language (L2).

## **2. Translation**

### **a. Definition of Translation**

Before explaining the translation, known that translation is one of subject that are offered in curriculum for the students of university to be learned because by having this subject the students are able to transfer meaning from source language into target language in correct way. The collage students, especially English Deparment of the sixth and seventh semester of IAIN Padangsidempuan have specific subject on translation, namely Translation I and Translation II as stated in the syllabus..

In those subjects, the students are expected to be able to transfer meaning from the source sentence namely Indonesian and the target sentence that is English and also from English into Indonesian well, correctly and acceptable translation.

Translation is the process of transferring message or meaning from the source language to target language.<sup>20</sup> Translation is the process of reproducing message from one language (SL) with the closest natural equivalence of another language (TL), in written or in

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<sup>20</sup>Astati Hendrawati dan I wayan Budiarta, "The Translation of Idiomatic Expression in Bloodline into 'Garis Darah,'" *Jurnal Ilmu Bahasa* 3, no. 2 (2017): p.38, <https://doi.org/10.22225/jr.3.2.295.228>.

oral form, first in terms of meaning and secondly in terms of style.<sup>21</sup>

Translation is the mental term used for all tasks where the meaning of an expression in one language (the source language) is turned into the meaning of another (the target language).<sup>22</sup> It is an operation performed on language through the replacement of textual material in SL by equivalent textual material in TL. Source language (SL) means the form from which the translation is made and target language (TL) is the form into which the SL is to be changed.

So, from the explanation above researcher concludes that translation is the process of replacing the word, sentence or text from one language into another language without change the aim or sense.

#### **b. Types of Translation**

Translation not only used for formal purposes but also for informal purposes. Therefore, translation can occur in two fields, namely in the factual field/formal (e.g textbook, magazine, letter, etc) and in the literary field/informal (e.g poetry, drama, opera, etc). According to Newmark translation can be classified into eight types, they are; word for word translation, literal translation, faithful

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<sup>21</sup>Salam, Akil, dan Rahman, "Translation Errors Made by Indonesian-English Translators in Crowdsourcing Translation Application," p.197.

<sup>22</sup>Muhammad Olatunde Yaqub, "Text-types, Translation Types and Translation Assessment : A Case Study of Chapter 112 of the Holy Quran in Rodwell , Al-Hilali and Khan ' s Translation," *International Journal of Humanities and Social Science* 4, no. 8 (2014): p.226.

translation, semantic translation, adaptation translation, free translation, idiomatic translation, and communicative translation.<sup>23</sup>

### **1) Word for Word Translation**

In translating word for word translation, word order of source language (SL) is preserved and words in SL are translated one by one according to general meaning, and not considering context.

### **2) Literal Translation**

In this translation, grammatical construction of source language (SL) is shifted into the closest grammatical construction of target language (TL), but the lexical words are still translated singly, out of context.

### **3) Faithful Translation**

In this type of translation, contextual meaning is transferred from SL into TL, although within the limitations of TL's grammatical structure. Cultural word are transferred and the level of grammatical and lexical abnormalities persist.

### **4) Semantic Translation**

This type of translation emphasize the beauty value of SL. The translation of this modal is more flexible by providing space for the creativity and intuition of the translator

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<sup>23</sup>Kardimin, "Ragam Penerjemahan," *MUKADDIMAH: Jurnal Studi Islam* 2, no. 1 (2017): p.195-196, <https://ejournal.uin-suka.ac.id>.

### **5) Adaptation Translation**

This type of translation is the “most free” from of translator which is commonly used in drama and poetry.

### **6) Free Translation**

In this type of translation, messages are reproduced, regardless of the form in the source language. In other words, in translating this type, contents are translated without following forms as in SL.

### **7) Idiomatic Translaton**

In this type of tranlation, messages are reproduced in TL but there is a tendency to distort nuances of meaning, because the actual use of ideoms does not exist in SL.

### **8) Communicative Translation**

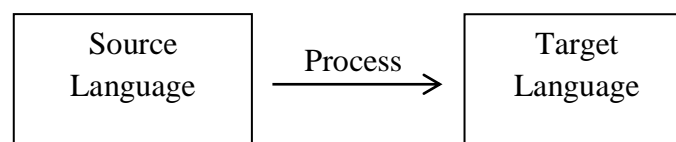
In this type of tanslation, the contextual meaning of SL is transferred in such a way that the message and language are accepted and can be understood by the reader who is the target of translation.

So, the researcher take the communicative translation as type of translation is used by students. Because, communicative translation tries to create effect that experienced by reader of target language same within the source language. Therefore, it should there is no part of translation that difficult to be understood and felt stiff.

In this translation, the translator can correct or repair logic of source language text, replace stiff words and structure with the flexible and elegant one, omit unclear text, omit repetition, and modify jargon usage. Furthermore, communicative translation is a subjective translation because it tries to reach the thought effect or certain action on the target language of the reader.

### c. Process of Translation

The process translation can be defined as the activity of translation. The translation process is often used a translator when translating a text from a source language into target language. Suryawinata stated in Tira Nur Fitria's journal article that the translation process is a modal which is used to describe the thinking process did by translator when translating something.<sup>24</sup> In the past, people argued that translation occurred directly and in one way. It means that the translator directly rewrites the sentence in the source language into the target language.



**Figure 1.** Linear Translation Process

However it is not easy, actually to translate one language into another language requires several processes. Here, some authors

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<sup>24</sup>Tira Nur Fitria, "Translation Technique Found in English to Indonesian Abstract Translation of Journal Edunomika 2018," *Journal Abstract* 05, no. 02 (2018): p.148.

(Beaton, Bombardier, Guillemin and Ferraz) in Khrisna Regmi's journal article have suggested some common stages involved in the process of translation:

- 1) Determination of the relevant context,
- 2) Forward-translation of the research instruments,
- 3) Backward-translation,
- 4) Examination of the translated meaning in both source and target language, and then finally
- 5) Revisiting the whole process to get similar interpretations.<sup>25</sup>

#### d. Techniques of Translation

Translation technique is a procedure to analyze and classify how translation equivalence works. In translating there are some techniques, they are:

- 1) Borrowing. It is the way of translating by taking the words without translation. In this procedure, a word or an expression is taken from source language and used in target language, but the translator needs to pay attention on the grammatical or pronunciation of the target language.  
For example:  
SL: Abangku suka mendownload berita dari *internet*.  
TL: My brother likes to *download* news from *internet*.
- 2) Calque. It can be defined as a foreign word or phrase translated and incorporated into another language, or in other words it can be said that a word or phrase which is literally translated from source language into target language.  
For example:  
SL: Jangan lupa menulis nama pena dia.  
TL: Do not forget to write his *pen name*.

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<sup>25</sup>Krishna Regmi dan Pgcrt Researcher, "Understanding the Processes of Translation and Transliteration in Qualitative Research," *International Journal of Qualitative Methods* 9, no. 1 (2010): p.20.

- 3) Word for word. It means that the procedure of translation by translating the text based on dictionary without any structure and grammatical change in the target language.  
For example:  
SL: Saya makan nasi.  
TL: *I eat rice.*
- 4) Literal Translation. It is translated the source text literally into target language, focuses on form and structure without any addition or desuction into target text.  
For example:  
SL: Dimana kamu?  
TL: Where are you?
- 5) Transposition. It is a change of sequence of part of speech with another without changing the meaning of the message.  
For example:  
SL: Dia (Lk) mempunyai *rumah mewah*.  
TL: He has *luxury house*.
- 6) Amplification. This procedure adds detailed information which does not exist in the source sentence namely explicit paraphrase. It occurs when the TL uses more signifiers to cover syntactic or lexical gaps.  
For example:  
SL: Saya lahir pada *tahun* 1973.  
TL: I was born *in* 1973.
- 7) Reduction. It is procedure of translation by reducing unnecessary words in a target language.  
For example:  
SL: Ibu saya suka nanas.  
TL: My mother likes pineapple *very much*.
- 8) Generalization. This procedure of translation is applied by using general term or neutral term in target language.  
For example:  
SL: Mereka suka *gambar* itu.  
TL: They love that *wallpaper*.
- 9) Variation. This procedure is used by changing the linguistic or paralinguistic elements that effecting to linguistic variation.  
For example:  
SL: Tolong panggil *polisi*!  
TL: Please call *911*!
- 10) Substitution. It is procedure of translating by replacing the linguistics elements in the linguistics elements or vice verse.  
For example:  
SL: Bawa pasien ke *UGD*.  
TL: Take the patient to *ICU*.

- 11) Adaptation. It is to replace a source text cultural element with one from the target culture. For example: to change *baseball*, for *kasti* in translation into Indonesia.
- 12) Description. Description procedure of translation is usually used to replace a term or expression with a description of its form or/and function. For example: to translate *panetto* as *kue tradisional Itali yang dimakan pada saat malam tahun baru*.
- 13) Discursive Creation. It is a procedure of translation that is used to establish a temporary equivalence that is totally unpredictable out of context.
- 14) Established Equivalent. It is a translation that used to introduce a term or expression recognized (by dictionaries or language in use) as an equivalent in the target language. For example: word *guru* is translated into *teacher* in English.
- 15) Linguistic Amplification. It is function to add linguistics element in the translation from source into target language. It is often used in consecutive interpreting and dubbing. For example: expression *Cuma main-main saja* is translated into *just kidding*.
- 16) Linguistic Compression. It is translation procedure that is functioned to synthesize linguistic elements in the target language. This kind of procedure is usually used in simultaneous interpreting and in sub-titling. For example: the translation of Indonesian question *lalu?* as *yes, then?*.
- 17) Modulation. It is a translation procedure that is usually used to transfer the point of view, focus or cognitive category in relation to the source language; it can be lexical or structural. For example: the translation of phrase *anda akan menjadi seorang bapak*, instead *anda akan mempunyai anak* as *you are going to have a child*.
- 18) Particulation. It is used to translate a more precise or concrete term, such as word *vehicle* in English is translated into *mobil* in Indonesian. It is opposition to generalization.<sup>26</sup>

## B. Review of Related Finding

Actually, there are some related findings in this research. They are:

Melia Annisa Fitri, from the students of SMK SMTI consisted 283 students and the sample was 30 students the data analyzing showed the students' error in translating plural. There are 29 items of omission error (23%), 6 items of

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<sup>26</sup>Nurlaila, "Translation Procedures Applied by Students in Translating Indonesian Specific Terms Into English," *Conference Proceeding* 2, no. 1 (2018): p.466-468.



addition (simple addition) error (5%), 10 items of addition (regularization) error (8%), 16 items of misformation (regularization) error (13%), 58 items of misformation (alternating form) error (46%), and 6 items of misordering error (5%).<sup>27</sup> So, from the data above concluded that misformation in alternating form was the highest error that made by students.

Saniatun Mu'minah, She got the result from her research there are 51 or 59% omission error, 15 or 18% addition error, 8 or 9% misordering error, and 12 or 14% misformation error made by students.<sup>28</sup> It means that omission was the dominant error made by students.

Bena Florita Krisetyawati showed the result research from the compilation error, there are 355 error (39,44%) of the possible errors made by the students in translating English noun phrases into Indonesian (900) that are classified into four types. They are omission errors (175 or 49,30%), misformation errors (144 or 40,56%), misordering errors (27 or 7,61%), and addition error (9 or 2,53%).<sup>29</sup> So, from the four types error, omission error have the highest number of error.

Rahma Yuni, the research result showed that the students make error in translating terminology and get difficulties to look for the equivalent meaning based on the context. It can be seen from the percentage of error in

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<sup>27</sup>Melia Annisa Fitri, "An Error Analysis of Students' Translation From Indonesian into English in Transforming Plural Nouns at Tenth Grade of Second Semester of SMK SMTI Bandar Lampung in 2017/2018 Academic Years".

<sup>28</sup>Saniatun Mu'minah, "An Error Analysis of Students' English-Indonesian Translation of Recount Text Made by the Eleventh Grade Students of SMA Muhammadiyah Purworejo in the Academic Year of 2016/2017".

<sup>29</sup>Bena Florita Krisetyawati, "An Error Analysis on the Translation of English Noun Phrases into Indonesian of the Fifth Semester Students of the English Department of Teacher Training and Education Faculty , Sebelas Maret University in the Academic Year 2009 / 2010" (2010).

terminology type higher than grammatical and omission error type. Where, wrong terminology 76 (42,2%), grammatical error 66 (36,6%), and missing word 58 (32,2%).<sup>30</sup>

Ayu Safitri Nasution, in the research she found that there are twelve errors made by students in translating Indonesian into English language text. They are: verb error, preposition error, article error, possessive adjective error, conjunction error, omission, addition, misordering, lexical error, capitalization, punctuation, and spelling error.<sup>31</sup>

From the related findings above, the I conclude and want to know what are types and the most dominant error in translating Indonesian into English text are made by TBI-1 students of IAIN Padangsidempuan. Moreover, the researcher wants to research about “Error Analysis of Students’ Translation (Indonesian Into English Text) at the Sixth Semester of TBI Students IAIN Padangsidempuan Period 2019/2020”.

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<sup>30</sup>Rahma Yuni, “Common Errors in Translating English into Indonesian ath the Second Year Students of SMAN 1 Tualang Siak”.

<sup>31</sup>Ayu Safitri Nasution, “An Error Analysis in Translating Indonesian into English at the Eleventh Grade Students”.

### **CHAPTER III**

#### **RESEARCH METHOD**

In this point presents the research methodology and data analysis. It covers place and time of the research, kind of research, data and source of data, instrument of collecting data, validity of instrument, technique of collecting data, technique of the data analysis, and technique of checking trustworthiness.

##### **A. Place and Time of the Research**

The location of this research was in State Institute for Islamic Studies (IAIN) Padangsidimpuan. It is located on Jl. H. T. Rizal Nurdin Km. 4,5 Sihitang, Padangsidimpuan Tenggara, Kota Padangsidimpaun, North Sumatera. The respondent of this research is the sixth semester of TBI-1 students in IAIN Padangsidimpuan. Then, the schedule of this research on August Fourth 2020 until August 15<sup>th</sup> 2020 through online media, namely WhatsApp group.

##### **B. Kind of Research**

The kind of this research is qualitative research. John W. Craswell said that qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.<sup>32</sup> In this research used descriptive qualitative research. Descriptive qualitative research is to describe the situation or status of phenomena. The process of research involves emerging questions and procedures, data typically collected in the participants setting, data analysis inductively building from particulars to

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<sup>32</sup>John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Fourth Edition (Nebraska: SAGE Publications, 2014), p.32.

general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation.

From the explanation above, the researcher concludes that descriptive qualitative research is a kind of research that describe the social situation of the human problem. In this research has purposes to gain description of status of phenomena that appear in the current situation. It can be that the researcher come to field to obtain the information about students errors, to write, to describe them, then analyze based on the surface strategy taxonomy, they are; omission, addition, misformation, and misordering.

**Table 1**  
**Indicator of Error**

No.	Respondents	Types of error				Total
		Omi	Add	Mf	Mo	
1.						
2.						
3.						
4.						
↓						
↓						
28.						
<b>Total</b>						
<b>Error percentage</b>						

Note: Omi = Omission

Add = Addition

Mf = Misformation

Mo = Misordering

### **C. Data and Source of Data**

The data of this research consist of analysis quantitative data. The data of this research was translating the text. Meanwhile, the data are taken from the sources as follows:

1. Respondent : All students at the sixth semester of TBI-1 with number 37 students of IAIN Padangsidempuan.
2. Informants : English Lecturer of translation at IAIN Padangsidempuan.
3. Document : All written by students as resources that are needed in this research.

### **D. Instrument of Collecting Data**

To collect the data of this research, the researcher uses test as instrument for collecting the data. According to Brown, test is a method of measuring a person's ability or knowledge in a given domain, with an emphasis on the concepts of method and measuring.<sup>33</sup> Tests is instrument that is usually carefully designed and that has identifiable scoring rubrics. So, test is a way of measuring or discovering the ability or quality of students' knowledge. The test is constructed by the researcher. The researcher uses traslating text for the

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<sup>33</sup>H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, Third Edit (America: Library of Congress Cataloging, 2007), p.445.

test to analysis or to identify the students' error in translating. Translating text in this test sources based on the book of English for Islamic Studies.

#### **E. Validity of Instrument**

Validity is the most important of consider in developing and evaluating measuring instrument. By far the most complex criterion of a good test is validity, the degree to which the test actually measures what it is intended to measure.<sup>34</sup> Therefore, in this research applies content validity.

#### **F. Technique of Collecting Data**

To collect the data, researcher asks students to translate the text from Indonesian into English with the following techniques:

1. The researcher distributed paper of the test to the students.
2. The students translated Indonesian text into English text to point out some errors on translation.
3. After the test finished, the researcher collected the answer sheets. It would facilitate the researcher in identifying translation error made by TBI-1 students in translating Indonesian text into English text.

#### **G. Technique of the Data Analysis**

In this research, data analysis is the important steps. According to Miles and Huberman, analysis can be define as considering as three current flows of activity that is data reduction, data display, and conclusion drawing/verification.<sup>35</sup>

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<sup>34</sup>Brown, p.448.

<sup>35</sup>Matthew B. Miles dan A. Michael Huberman, *Qualitative Data Analysis* (America: SAGE Publications, 1994), p.10-11.

1. Data reduction. Based on James'<sup>36</sup> theory, reduction is refers to the process selecting, focusing, simplifying, abstracting, and transforming the data by circling the error, they are; omission, addition, misinformation, and misordering.
2. Data display, it is refers to organized, compressed assembly of information that permits conclusion drawing and action.
3. Conclusion drawing/ verification, it is refers to conclude the result of the research.

On the other hand, there are some techniques of data analysis in error analysis by Rod Ellis, they are: identifying the error, describing the error, explaining or interpreting the error, and evaluating the error.<sup>37</sup> So, in this research uses Rod Ellis' theory in analyzing the data.

1. Identifying the error, by circling the error which the researcher should compare the text that learner produces with what would be correct text in the target language.
2. Describing the error, the identified error is described and classified into the error in order to know error type.
3. Explaining or interpreting the error, it discuss the error types described in description.
4. Evaluating the error, it determines what should be more emphasized or treated and what should be not to the students.

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<sup>36</sup>James, *Error in Language Learning and Use: Exploring Error Analysis*.

<sup>37</sup>Rod Ellis, *Second Language Acquisition*, Ninth Impr (New York: Oxford University Press, 2003), p.15-19.

5. The researcher continue by tabulation of data into percentage. To calculate the percentage, the researcher uses the formula as follow:<sup>38</sup>

$$P = \frac{F}{N} \times 100\%$$

Where: P = Persentase Number

F = Frequency of Error

N = Number of Case

## H. Technique of Checking Trustworthiness

Trustworthiness is important to establish the findings of the research are validity. There are various ways to establish a sense of trustworthiness and validity. Lincoln and Guba said that the trustworthiness consist of the following components, they are; credibility, transferability, dependability, and confirmability.<sup>39</sup> The fourth of them will be explained one by one below.

### 1. Credibility

Credibility in qualitative research means the research of qualitative research is believable and trustworthy from the perspective of a participant or subject in the research. Credibility contributes to belief in the trustworthiness of data through the following attributes, they are:

- a. Triangulation. It is accomplished by asking the same research question of different research participants and by collecting the questions.

<sup>38</sup>Anas Sudjono, *Pengantar Statistik Pendidikan* (Jakarta: Rajawali Pers, 2014), p.43.

<sup>39</sup>Yvonna S. Lincoln dan Egon G. Guba, "Establishing Trustworthiness," in *Naturalistic Inquiry* (Newbury Park: SAGE, 1985), p.300.



- b. Member checks. It occurs when the researcher asks participants to review both the data collected by the interviewer and the researcher's interpretation of the interview data. Participants are generally appreciative of the member check process and knowing that they will have a chance to verify their statements tend to cause the study participants to willingly fill in any gaps from earlier interviews. Trust is an important aspect of the member check process.

## 2. Transferability

Transferability refers to the degree to which the result of qualitative research can be generalized or transferred to other context or setting. From a qualitative perspective, transferability is primarily the responsibility of the one doing the generalizing.

## 3. Dependability

Dependability means emphasizing the need for the researcher to account for the ever-changing context within which research occurs. The researcher is responsible for describing the change that occurs in the setting and how those changes affected the research approach of research.

## 4. Confirmability

Confirmability refers to the degree to which the result could be confirmed or corroborated by others. The researcher got documented procedures for checking and rechecking the data throughout the research. Confirmability entails full revelation of the data upon which all interpretations are based or at least the availability of the data for

inspection. In other words, the researcher should be able to examine the data to confirm the result interpretation.

So, from those techniques that explained above the researcher only use credibility through source triangulation for technique of establishing or checking trustworthiness.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter divided into two parts of presentation. They are finding and discussion. The researcher analyzed the students' error in translating the text from Indonesian into English at the sixth semester of TBI students IAIN Padangsidempuan period 2019/2020 through online media, namely the WhatsApp group.

#### **A. Findings**

In this research, the research presents the analysis of discussion and the research result. The research used translation test to find out the students' error in translating the text from Indonesian into English. The researcher presented the result data collection administrated on August 4<sup>th</sup> 2020 until August 15<sup>th</sup> 2020 at the sixth semester of TBI-1 students IAIN Padangsidempuan period 2019/2020.

The main of instrument in this research was test. The data gained from the students' translation in translating text from Indonesian into English. In collecting the data, the researcher has chosen 37 students who came from one class of TBI-1 students at the sixth semester IAIN Padangsidempuan to complete the data in this research. The researcher asked students to translate the text from Indonesian into English. The numbers of students were 37 students, but the sample of this research was 28 students because when researcher took the data 9 students were absent.

In this case, the researcher focus to findings first because findings is the main part of this research. Here, the researcher provides the result of analysis in finding the kinds of error found in translating the text from Indonesian into English. The researcher only provides the data with which contain the kinds of error that is explained before.

### 1. Kinds of Students' Translation Error

Based on the theory or test result, there were four kinds of error in translation made by TBI-1 students of IAIN Padangsidimpuan. They are, omission, addition, misformation and misordering.

#### a. Omission

Omission is an error that occur due to the reduction of letter, word, subject, object, verb, preposition, auxiliary verb, tobe, and so on. In this type of error the students omit one element in the correct sentence. In this research, the researcher found 189 error in omission that are made by students.

- 1) SL : Dia sangat menyayangi anak-anaknya dan dia ingin mereka menjadi muslim yang baik saat mereka tumbuh dewasa.  
 TL : He loves his children and he wants wants them to be a good muslim when they grow up.  
 TL-Key : He loved his sons *very much* and he wanted them to be good *muslims* when they grew up.<sup>40</sup>

The translation above is not well-formed. There are miss a letter and word in this sentence. It is “very much” and “s”. This error

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<sup>40</sup>TBI-1 Students, “Result Task of Translation from Indonesian into English at the Sixth Semester of IAIN Padangsidimpuan,” August fourth until 15th 2020.

happened in sample PDW, ADP, ARD, MRH, HR, WMM, IFD, EH, MS, NSS, SS, NLM, WL, WRS, and RHH.

- 2) SL : Dia mengira bahwa tak seorang pun yang bisa melihatnya.  
 TL : He thinks nobody can see him.  
 TL-Key : He thought *that* no one could see him.<sup>41</sup>

The translation above is not well-formed. There is one element miss in this sentence. It is “that”. This error happened in RHH, WRS, EH, IFD, WMM, ARD, ARS, MW, UH, SH, and LH.

- 3) SL : Dia memberi anak-anaknya beberapa kue dan meminta mereka untuk memakannya di sebuah tempat dimana tak seorang pun bisa melihat mereka.  
 TL : He gives his sons some cakes and asks them to eat where no one can see them.  
 TL-Key : He gave his sons some cake and asked them to eat *it in a place* where no one could see them.<sup>42</sup>

The translation above is incorrect. There are missing words in this sentence. They are “it, in, a, place”. The error happened in DAW, KA, MAP, PDW, HR, NLM, WL, LH, SH, ARS, ARD, IFD, and EH.

- 4) SL : Ali mengambil kue itu dan dia pergi ke kamarnya.  
 TL : Ali takes the cake and go to his room.  
 TL-Key : Ali took the cake and *he* went to his room.<sup>43</sup>

The translation above is incorrect. The is miss subject in this sentence. It is “He”. This error happened in DAW, HR, WMM, WRS, RHH, SS, EH, and WL.

- 5) SL : Dia menutup pintu dan memakan kue itu.  
 TL : He closed the door ate the cookies.  
 TL-Key : He shut the door *and* ate the cake.<sup>44</sup>

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<sup>41</sup>TBI-1 Students, “Result Task of Translation from Indonesian into English at the Sixth Semester of IAIN Padangsidempuan,” August fourth until 15th 2020.

<sup>42</sup>Students.

<sup>43</sup>Students.

The translation above is incorrect. There is miss conjunction in this sentence. It is “and”. This error happened in NLM.

- 6) SL : Dia memakan kue itu dikegelapan gua.  
 TL : He ate the cake in the dark of the cave.  
 TL-Key : He ate the cake in the darkness of the cave.<sup>45</sup>

The translation above is not well-formed. There is a suffix miss by students. It is “ness”. This error happened in WMM, SKR, and AP.

- 7) SL : Dia mengingat bahwa Allah selalu melihatnya.  
 TL : He remember that Allah could see him.  
 TL-Key : He remembered that Allah could see him.<sup>46</sup>

The translation aboce is not well-formed. There is a suffix miss in the sentence. It is “ed”. This happened in MS, MRH, DAW, and ADP.

- 8) SL : Hasan kembali dan mengembalikan kue itu kepada ayahnya dan berkata bahwa tidak ada tempat yang rahasia dari Allah.  
 TL : Hasan came back and returned the cake to his father saying there is no secret place from Allah.  
 TL-Key : Hasan came back and returned the cake to his father *and* said *that* there was no place *whichwas* secret from Allah.<sup>47</sup>

The translation above is not well-formed. In this sentence there are missing words. They are “and, that, which and was”. The error happened in SKR, WRS, RHH, AP, and LH.

- 9) SL : Jadi, dikatakan, mereka seharusnya tidak melakukan sesuatu yang buruk bahkan dalam rahasia.  
 TL : So, said, they should not do anything bad even in secret.  
 TL-Key : So, *itwas* said, they should not do anything bad even in secret.<sup>48</sup>

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<sup>44</sup>TBI-1 Students, “Result Task of Translation from Indonesian into English at the Sixth Semester of IAIN Padangsidimpuan,” August fourth until 15th 2020.

<sup>45</sup>Students.

<sup>46</sup>Students.

<sup>47</sup>Students.

<sup>48</sup>Students.

The translation above is not well-formed. There is a word miss in this sentence. It is “it was”. This error happened in IFD, DAW, PDW, HR, WL, ARD, EH, MA, ADP, MRH, MS, SS, RHH, WMM, and WRS.

#### **b. Addition**

Addition is the opposite of omission. Addition occurs when the learners add one or more elements in the sentence which should not exist. In this research, the researcher found 108 error in addition made by students, below will be explained.

- 1) SL : Pak abdullah memiliki tiga anak laki-laki.  
 TL : Mr. Abdullah has three soons.  
 TL-Key : Mr. Abdullah had three sons.<sup>49</sup>

The sentence above is not well translated. There is a letter added in this sentence. It is “o”. This error happened in NSS, MRH, and ADP.

- 2) SL : Yang tertua adalah Ali.  
 TL : The oldest one is Ali.  
 TL-Key : The oldest was Ali.<sup>50</sup>

The sentence above is not well translated. There is one element added by students. It is “one”. This error happened in RHH, PDW, HR, and NLM

- 3) SL : Dia ingin mereka menjadi muslim yang baik saat mereka tumbuh dewasa.  
 TL : He wants them to be a good muslims when they grow up.  
 TL-Key : He wanted them to be good muslims when they grew up.<sup>51</sup>

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<sup>49</sup>TBI-1 Students, “Result Task of Translation from Indonesian into English at the Sixth Semester of IAIN Padangsidempuan,” August fourth until 15th 2020.

<sup>50</sup>Students.

<sup>51</sup>Students.

The sentence above is not well translation. There is an article added by students. It is “a”. This error happened in HR, NLM, MAP, KA, IFD, RHH, WL, FSF, ADP, and MRH.

- 4) SL : Dia memberikan anak-anaknya beberapa kue dan meminta mereka memakannya.  
 TL : He gave his sons some cakes and asked them to eat it.  
 TL-Key : He gave his sons some cake and asked them to eat it.<sup>52</sup>

The translation from this sentence above is not well. There is a letter added by students. It is “s”. This error happened in SS, NSS, MS, MRH, ADP, AP, MA, EH, WL, WMM, SKR, WRS, DAW, and HR.

- 5) SL : Dia mengira bahwa tak seorang pun yang bisa melihatnya.  
 TL : He thinks that there is no one can see him.  
 TL-Key : He thought that no one could see him.<sup>53</sup>

The translation of this sentence above is incorrect. There is a word added in the sentence. It is “there is”. This happened in HR, and DAW.

- 6) SL : Ahmad pergi ke sebuah gua di dekat rumahnya.  
 TL : Ahmad went to a cave near to his house.  
 TL-Key : Ahmad went to a cave near his house.<sup>54</sup>

The sentence above is not well translation. There is a word added in the sentence by student. It is “to”. This error happened in NLM, and SS.

- 7) SL : Mereka seharusnya tidak melakukan sesuatu yang buruk bahkan dalam rahasia.  
 TL : -They should not do anything bad even in secret thing.  
 -They must not do anything the bad even in secret.

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<sup>52</sup>TBI-1 Students, “Result Task of Translation from Indonesian into English at the Sixth Semester of IAIN Padangsidempuan,” August fourth until 15th 2020.

<sup>53</sup>Students.

<sup>54</sup>Students.Students.TBI Students, “Result Task,” n.d.



-They should not be doing anything bad that is bad even in secret.

TL-Key :They should not do anything bad even in secret.<sup>55</sup>

The translation above is not well-formed. There are words added in the sentence. It is “thing, the, that is”. This error happened in HR, WL, PDW, MA, and ADP.

### c. Misordering

Misordering is the incorrect placement of word in the utterance or sentence. The kind of this error occurs when the students place the sequence of word inappropriately in the sentence. The researcher found 5 errors in misordering that happened in students.

- 1) SL : Dia mengingat bahwa Allah selalu melihatnya.  
 TL : He remembered that Allah *always can* see him.  
 TL-Key : He remembered that Allah could always see him.<sup>56</sup>

The translation above is not well-formed. There is an incorrect placement from this sentence. It is “always can”. This error happened in WL and HR.

- 2) SL : Dia yakin tidak ada disana yang bisa melihatnya.  
 TL : He guaranteed that nobody can see him *there*.  
 TL-Key : He was sure that nobody was *there* who could see him.<sup>57</sup>

The translation above is incorrect. Here, the learner misordered the word “there” and the well-formed in this sentence is “This error happened in PDW.

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<sup>55</sup>TBI-1 Students, “Result Task of Translation from Indonesian into English at the Sixth Semester of IAIN Padangsidempuan,” August fourth until 15th 2020.

<sup>56</sup>Students.

<sup>57</sup>Students.

3) SL : Mereka seharusnya tidak melakukan sesuatu yang buruk bahkan dalam rahasia.

TL : They should not do *bad anything* even in secret.

TL-Key : They should not do anything bad even in secret.<sup>58</sup>

The translation above is not well-formed of position in grammar .

This error happened in AP and SKR.

#### d. Misformation

Misformation is the use of wrong form or structure. This error occur when the students choose the wrong tenses, verb, adverb, preposition, subject, object, and so on. In this case, the researcher found 945 error in misformation.

1) SL : Pak Abdullah memiliki tiga orang anak laki-laki, yang tertua adalah Ali, yang kedua adalah Ahmad dan yang termuda adalah Hasan.

TL : Mr. Abdullah has three sons, the oldest is Ali, the second is Ahmad and the youngest is Hasan.

TL-Key : Mr. Abdullah had three sons, the oldest was Ali, the second was Ahmad and the youngest was Hasan.<sup>59</sup>

The translation above actually correct, but students wrong in choosing verb and to be. So, the students have to translate the sentence based on the tenses. This error happened in all the students except PDW.

2) SL : Dia sangat menyayangi anak-anaknya dan dia ingin mereka menjadi muslim yang baik saat mereka tumbuh dewasa.

TL : He loves his children so much/ very much and he wants them will be/ to be good muslims when they grow up.

TL-Key : He loved his sons very much and he wanted them to be good muslims when they grew up.<sup>60</sup>

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<sup>58</sup>TBI-1 Students, "Result Task of Translation from Indonesian into English at the Sixth Semester of IAIN Padangsidempuan," August fourth until 15th 2020.Students.

<sup>59</sup>Students, "Result Task."

<sup>60</sup>Students.

The translation of the sentecen above is not well. There are some words that are not quite right in the selection. This error happened in all the students.

- 3) SL : Suatu hari pak Abdullah mengujia anak-anaknya untuk mengetahui kepercayaan mereka kepada anak-anaknya.  
 TL : One day, Mr. Abdullah tests/examine his children/sons to know/find out their belief/believe/trust in/to God.  
 TL-Key : One day, Mr.Abdullah tested his sons to know their belief in God.<sup>61</sup>

The translation above is incorrect. This error happened in all students although not entirely wrong in the specified section.

- 4) SL : Dia memberi anak-anaknya beerapa kue dan meminta mereka untuk memakannya di tempat dimana tak seorangpun bisa melihat mereka.  
 TL : He gives his sons some cookies and asks them to eat it in a place where no one can see them.  
 TL-Key :He gave his sons some cake and asked them to eat it in a place where no one could see them.<sup>62</sup>

The translation above is not well. The sentence should according to the tenses. This error happened in WRS, RHH, LH, ARS, ARD, FSF, NS, HR, EH, AP, MA, UH, WMM, SKR, MS, NLM, SS, MW, DAW, MAP, WL, and IFD.

- 5) SL : Ali mengambil kue itu dan dan dia pergi ke kamarnya.  
 TL : Ali takes the cake and he go to his room.  
 TL-Key : Ali took the cake and he went to his room.<sup>63</sup>

The translation of the target language is incorrect. This error happened in MS, SS, DAW, WL, WMM, AP, EH, HR, WRS, RHH, PDW, and ADP.

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<sup>61</sup>TBI-1 Students, "Result Task of Translation from Indonesian into English at the Sixth Semester of IAIN Padangsidempuan," August fourth until 15th 2020..

<sup>62</sup>Students.

<sup>63</sup>Students, "Result Task."

- 6) SL : Dia menutup pintu dan memakan kue itu.  
 TL : He closed the door and ate the cake.  
 TL-Key :He shut the door and ate the cake.<sup>64</sup>

The translation is good but there is a wrong word in choosing. This error happened in all the students.

- 7) SL : Itu gelap di dalam gua,  
 TL : It is dark in the cave.  
 TL-Key :It was dark in the cave.<sup>65</sup>

The translation above is correct, but according to context is incorrect because in this context the test used past tense. This happened in All the students except ADP, PDW, ARD, FSF, MW, NSS, NLM, and MRH.

- 8) SL : Hasan berpikir dan berpikir tentang menemukan tempat dimana tidak ada yang bisa melihatnya.  
 TL : Hasan thinks and thinks about finding a place where no one can see him.  
 TL-Key :Hasan thought and thought about finding a place where nobody could see him.<sup>66</sup>

The translation above is incorrect in choosing the verb and noun based on the tenses. This error happened in SKR, DAW, and HR.

- 9) SL : Dia memngingat bahwa Allah bisa selalu melihatnya.  
 TL : He remembers that Allah can always see him.  
 TL-Key : He remembered that Allah could see him.<sup>67</sup>

The translation is not well-formed. This error happened in WRS, RHH, ARD, FSF, HR, AP, MA, WMM, KA, MAP, WL, and NLM.

- 10) SL : Sehingga dia tidak memakan kue itu.  
 TL : Until he does not eat the cake.

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<sup>64</sup>TBI-1 Students, "Result Task of Translation from Indonesian into English at the Sixth Semester of IAIN Padangsidempuan," August fourth until 15th 2020.

<sup>65</sup>Students.

<sup>66</sup>Students.

<sup>67</sup>Students.

TL-Key : So he did not eat the cake.<sup>68</sup>

The translation above is not well. This error happened in EH, WRS, WMM, NSS, DAW, WL, AP, HR, ARD, and SKR.

11) SL : Ali dan Ahmad kembali ke ayahmerekan dan memberitahunya tentang apa yang mereka lakukan.

TL : Ali and Ahmad come back to their father and tell/inform about what they do/have done.

TL-Key : Ali and Ahmad came back to their father and told him about what they did.<sup>69</sup>

The translation above is incorrect. There are some words that wrong in choosing the words. This error happened in SKR, NLM, PDW, WRS, RHH, LH, SH, ARS, ARD, NS, HR, EH, AP, MA, UH, IFD, WL, DAW, MW, and SS.

12) SL : Hasan kembali dan mengembalikan kue itu kepada ayahnya dan berkata bahwa tidak ada tempat yang rahasia dari Allah.

TL : Hasan comes back and give back the cake to his father and said that no one place that secret from Allah.

TL-Key : Hasan came back and returned the cake to his father and said that there was no place which was secret from Allah.<sup>70</sup>

The translation above is not well-formed. In this case, the error happened in SS, MW, DAW, WL, IFD, WMM, UH, MA, AP, EH, HR, ARD, ARS, LH, WRS, PDW, and SKR.

13) SL : Pak Abdullah sangat senang dengan Hasan dan mengatakan kepada kedua putranya untuk belajar pelajaran dari saudara laki-laki mereka, Hasan.

TL : Mr. Abdullah was very happy with/to Hasan and told/said his two/second/both of sons to learn/studying a lesson from their brother, Hasan.

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<sup>68</sup>TBI-1 Students, "Result Task of Translation from Indonesian into English at the Sixth Semester of IAIN Padangsidimpuan," August fourth until 15th 2020.

<sup>69</sup>Students, "Result Task."

<sup>70</sup>Students.

TL-Key :Mr. Abdullah was very pleased with Hasan and told his two sons to learn a lesson from their brother, Hasan.<sup>71</sup>

The translation above is not well-formed. This error happened in NSS, MRH, MS, SKR, WRS, ADP, RHH, LH, SH, ARS, ARD, NS, HR, EH, AP, MA, UH, WMM, IFD, WL, DAW, MW, and SS.

14) SL : Dia mengatakan bahwa Allah mengetahui segalanya, melihat semuanya dan bersama mereka sepanjang waktu.

TL : He said that Allah knows everything, sees/looking everything and always/together with them all the time/ as long time.

TL-Key : He said that Allah knew everything, saw everything and was with them all the time.<sup>72</sup>

The translation above is incorrect. This error happened in all the students except SS, DAW, WL, MAP, KA, IFD, WMM, UH, MA, AP, EH, HR, NS, ARD, ARS, SH, RHH, LH, ADP, WRS, PDW, NLM, SKR, MS, MRH, and NSS.

15) SL : Mereka seharusnya tidak melakukan sesuatu yang buruk bahkan dalam rahasia.

TL : They must not do anything bad even in secret.

TL-Key : They should not do anything bad even in secret.<sup>73</sup>

The translation above is not well-formed. In this case, it happened in WRS, RHH, ARD, HR, EH, MA, WMM, WL, and SS.

## 2. Students' Dominant Translation Error

Dealing with findings of the students' translation error, in this case will be answered the students' dominant translation error. As for the

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<sup>71</sup>TBI-1 Students, "Result Task of Translation from Indonesian into English at the Sixth Semester of IAIN Padangsidempuan," August fourth until 15th 2020.

<sup>72</sup>Students.

<sup>73</sup>Students.

number of error made by students in translation will be explained as follow:

**a. Omission**

After analyzed the data, the researcher found that the total of error made by TBI-1 students were 189 errors in omission with total percentage 15,15%. This case occurred because students omit or miss the element in the utterance or sentence in the text.

**b. Addition**

In this case, the researcher found the number of error addition were 108 with total percentage were 8,67%. Addition occurred when the students add the element that not suitable in the text.

**c. Misformation**

In misformation the researcher found the number of error were 945 with total percentage were 75,78%. This error occurred when the students used the wrong form or incorrect in choosing the word, verb, tobe, and so on.

**d. Misordering**

In misordering the researcher found the number of error were 5 with total percentage were 0,40%. In this case, the error occurred when the students made incorrect placement of word in their translation.

After analyzing the error the researcher can conclude that from the fourth errors made by students, the most dominant error is

misformation with total 945 or 75,78% in percentage. From the data analysis above the researcher conclude that students were not careful in choosing words, verb, to be, adverb, and others because they did not pay attention to the context of the text were given.

The researcher has identified the students' error and calculated the number of each error. The researcher draws up the result of the calculation into table and convert them into percentages. Then, the researcher makes a pie chart based on the result. This table below is the recapitulation of the students' error in translating the text from Indonesian into English.

**Table 2**  
**The Capitulation of Students' Translation Error**

No.	Students' Code	Types of Error				Total
		Omi	Add	Mf	Mo	
1.	SS	8	5	38	-	51
2.	WMM	9	3	45	-	57
3.	FSF	5	2	22	-	29
4.	KIR	-	-	-	-	-
5.	IFD	7	1	42	-	50
6.	ADP	5	5	31	-	41
7.	SH	8	2	20	-	30
8.	WRS	14	8	52	-	74
9.	UH	5	3	26	-	34
10.	NSS	4	4	29	-	37



No.	Students' Code	Types of Error				Total
		Omi	Add	Mf	Mo	
11.	NS	-	3	25	-	28
12.	AP	3	4	40	1	48
13.	NSL	-	-	-	-	-
14.	ARD	7	3	42	-	52
15.	HR	10	7	39	1	57
16.	MS	7	3	34	-	44
17.	MRH	3	5	31	-	39
18.	WL	13	10	45	1	69
19.	LH	9	3	29	-	41
20.	KA	7	1	20	-	28
21.	MAP	6	1	21	-	28
22.	SWH	-	-	-	-	-
23.	EH	9	4	45	-	58
24.	NLM	8	4	26	-	38
25.	PDW	9	13	29	1	52
26.	RHH	4	4	38	-	46
27.	DAW	7	3	40	-	50
28.	MA	5	2	39	-	46
29.	MP	-	-	-	-	-
30.	LL	-	-	-	-	-

No.	Students' Code	Types of Error				Total
		Omi	Add	Mf	Mo	
31.	MW	1	-	27	-	28
32.	TAH	-	-	-	-	-
33.	HIH	-	-	-	-	-
34.	ARS	9	4	23	-	36
35.	SKR	7	1	49	1	58
36.	SA	-	-	-	-	-
37.	MRS	-	-	-	-	-
<b>Total</b>		189	108	945	5	1.247

Note : Om : Omission

Add : Addition

Mf : Misformation

Mo : Misordering

Based on the table above, it can be seen that there are 189 errors of omission, 108 errors of addition, 945 errors of misformation, and 5 errors of misordering. The percentage of this capitulation of students' error will be converted into pie chart by using the formula as follow:

$$P = F/N \times 100\%$$

Where : P = Percentage Number

F = Frequency of Error

N = Number of case

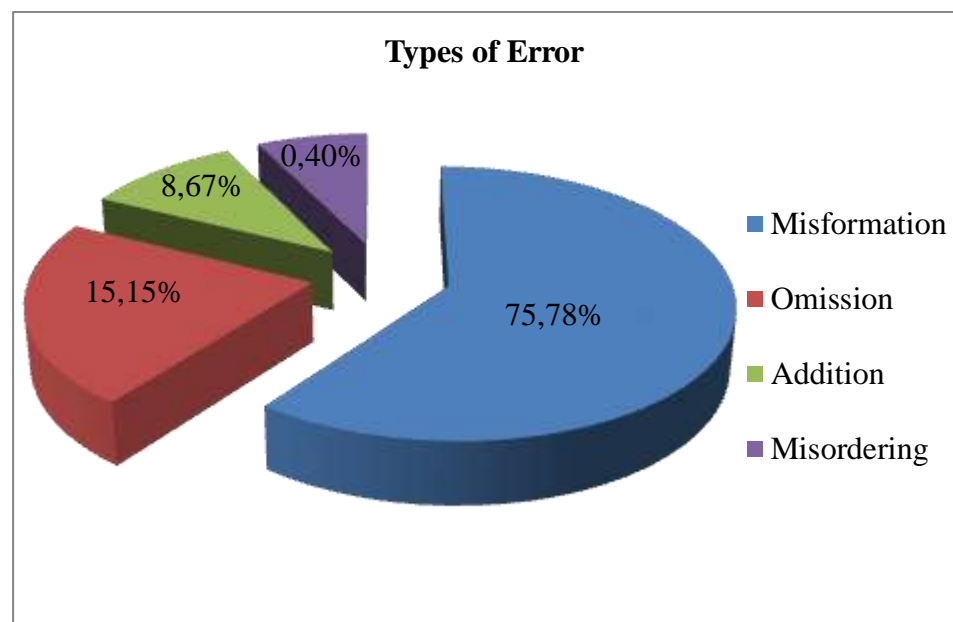
Omission :  $189/1.247 \times 100\% = 15,15\%$

Addition :  $108/1.247 \times 100\% = 8,67\%$

Misformation:  $945/1.247 \times 100\% = 75,78\%$

Misordering :  $5/1.247 \times 100\% = 0,40\%$

Here, the pie chart covers the highest until the lowest rank as follow:



**Figure 2.** The Types of Students' Translation Error

Based on the pie chart above, it can be stated that the most students' dominant translation error is misformation. It can be seen from the percentage of pie chart that students make error in omission 15,15%, addition 8,67%, misformation 75,78%, and the last misordering 0,40%.

### 3. Lecturer's Overcome Error in Translation

The interview result with lecturer of translation at the sixth semester of IAIN Padangsidimpuan period 2019-2020, said:

To solve the students' error in translation especially in terms of omission, addition, misformation, and misordering. In term of material, at the beginning of the lesson I remind the material that has been studied, responsiveness to mastery of the material just studied, and create the mapping for each title. In term of task, at the end of each lesson I give translating assignments, and searching the online article on the same topic as the material being studied to find out some examples. For the references, I give the book as additional material, and asking the students to make a self assignments book.<sup>74</sup>

On the other hand, every topic have a method it self to overcome the students' problem in translation error. They are:

- a. In terms of omission the lecturer asks students to understand how to apply grammar completely in translation. So that there is no error which generally such as omit the elements of structure of grammar, letter, word, and so on.
- b. Likewise in terms of addition, so that there is no additional element students must pay more attention to structure and grammar related to translation.
- c. In terms of misformation, students are focused to pay attention the word formation with correct and appropriate based on the context of the text, be it in choosing word, tenses, and so on. So that the grammatical structure is not confused.
- d. In terms of misordering, the lecturer asks students to understand about word order which one should come first so that the word matches in placement.<sup>75</sup>

From the test result of research, misformation is the most dominant error that occur on students. So, the lecturer focusses to more pay attention of students' problem in misformation. It can be concluded from lecturer's overcome error in translation that said before, to overcome the

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<sup>74</sup>Translation Lecturer at the Sixth Semester of IAIN Padangsidimpuan, Private Interview, November 16<sup>th</sup> 2020.

<sup>75</sup>Translation Lecturer.

problem, the lecturer asks students to understand how to generalize correct rules, which include; correct word formation, understanding the language rules or grammatical structure, choosing the correct tenses, and choosing the correct word based on the context of text that will be translate.

## **B. Discussion**

The result of this research showed that there were four kinds of error. They are, omission, addition, misinformation, and misordering. From the fourth error the researcher found there were 1.247 of total error. Where, there were 189 (15,15%) error in omission. Next, there were 108 (8,67%) error in addition. Then, there were 945 (75,78%) error in misinformation. The last, there were 5 (0,40%) error in misordering. The most dominant error in this research was misinformation. The researcher had written the findings of other studies also that came from Melia Annisa Fitri, Saniatun Mu'minah, Bena Frlorita Krisetyawati, Rama Yuni, and Ayu Safitri Nasution.

In Melia Annisa Fitri's<sup>76</sup> research, she found that there were 29 items of omission error (23%), 6 items of addition (simple addition) error (5%), 10 items of addition (regularization) error (8%), 16 items of misinformation (regularization) error (13%), 58 items of misinformation (alternating form) error (46%), and 6 items of misordering error (5%). So, from the data above concluded that misinformation in alternating form was the dominant error that

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<sup>76</sup>Melia Annisa Fitri, "An Error Analysis of Students' Translation to English in Transforming Plural Nouns at Tenth Grade of Second Semester of SMK SMTI Bandar Lampung in 2017/2018 Academic Years,".

made by students. On the other hand, it is contrast with the researcher was analyzed four types of error and in the result misinformation was the dominant error also made by students.

In Saniatun Mu'minah's<sup>77</sup> research, she found the result from her research there were 51 or 59% omission error, 15 or 18% addition error, 8 or 9% misordering error, and 12 or 14% misinformation error made by students. It means that omission was the dominant error made by students. On the other hand, it is contrast with the researcher was analyzed 4 types of error. But, in the result it was different with this research. In this reseach, researcher found misinformation was dominant error but she found that omission was dominant error made by students.

In Bena Florita Krisetyawati's<sup>78</sup> research, she found that omission errors (175 or 49,30%), misinformation errors (144 or 40,56%), misordring errors (27 or 7,61%), and addition error (9 or 2,53%). So, from the four types error, omission error have the highest number of error. It has same types of error in this research but different in dominant error. In this research, dominant error was misinformation but in her research was omission.

In Rahma Yuni's<sup>79</sup> research, she analyzed three kinds of error. They are, wrong terminology, grammatical error, and missing word. From her research

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<sup>77</sup>Mu'minah, "An Error Analysis of Students' English-Indonesian Translation of Recount Text Made by the Eleventh Grade Students of SMA Muhammadiyah Purworejo in the Academic Year of 2016/2017."

<sup>78</sup>Krisetyawati, "An Error Analysis on the Translation of English Noun Phrases into Indonesian of the Fifth Semester Students of the English Department of Teacher Training and Education Faculty , Sebelas Maret University in the Academic Year 2009 / 2010."

<sup>79</sup>Yuni, "Common Errors in Translating English into Indonesian ath the Second Year Students of SMAN 1 Tualang Siak."

showed that wrong terminology 76 (42,2%), grammatical error 66 (36,6%), and missing word 58 (32,2%). It was different in this research which analyzed four types of error.

The last in Ayu Safitri Nasution's<sup>80</sup> research, she found there were twelve types of error. They are, verb error, preposition error, article error, possessive adjective error, conjunction error, omission, addition, misordering, lexical error, capitalization, punctuation, and spelling error. It has different in this research which analyzed four kinds of error. They are, omission, addition, misformation, and misordering.

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<sup>80</sup>Ayu Safitri Nasution, "An Error Analysis in Translating Indonesian into English at the Eleventh Grade Students,".

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter the researcher divides into two parts. This chapter will be presented the conclusion and suggestion based on the research result and discussion.

#### **A. Conclusion**

Based on the result of the research, the conclusion of this research are:

1. There are four types of error that occur in students' translation text from Indonesian into English. They are omission, addition, misordering, and misformation.
2. The result of research showed that students error in omission were 189 (15,15%), 108 (8,67%) errors in addition, 945 (75,78%) errors in misformation, and 5 (0,40%) errors in misordering. After analyzing the data, the researcher concluded that misformation was the most dominants error that occur in students' transalation text from Indonesian into English at the sixth semester of IAIN Padangsidempuan period 2019/2020.
3. To overcome the students' error in translating the next especially in trem of misformatin students are focused to pay attention the word formation with correct and appropriate based on the context of the text, be it in choosing word, tense, and so on. So that the grammatical structure is not confused.



**B. Suggestion**

After finishing the research, the researcher got many informations in English. Therefore the researcher wants to give suggestion as follow:

1. Head of department, to pay attention about the lecturer performance while teaching.
2. For lecturer, to develop students ability in translating the text according to the context based on the tenses, so the students are not confuse when choosing the right word.
3. For students, to understand sructure and grammar, the context of text that given to students and able to choose the appropriate word.
4. For researcher, to useful as source of information for further related studies.

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## **CURRICULUM VITAE**

### **A. PERSONAL INFORMATION**

Name : Jufri Saputra Parinduri  
Reg. Number : 16 203 00004  
Gender : Male  
Place of Birth : Padangsidempuan  
Date of Birth : October 25<sup>th</sup> 1997  
Address : Jl. Sudirman, Kamp. Kelapa LK. III kel. Timbangan  
Padangsidempuan  
Religion : Islam  
Nationality : Indonesian



### **B. NAMES OF PARENTS**

Father : Burhanuddin Parinduri  
Mother : Alida Ariyani Harahap

### **C. EDUCATIOANAL BACKGROUND**

Elementary School : SD Negeri 200109/14 Padagsidempuan  
Junior High School : SMP Swasta Muhammadiyah 29 Padangsidempuan  
Senior High School : SMA Negeri 6 Padangsidempuan  
College : IAIN Padangsidempuan

**APPENDIX 1**  
**INSTRUMENT TEST**

**Name** : .....

**Reg. Number/ Class** : .....

**Translate this text below from Indonesian into English text!**

**ALLAH MENGETAHUI SEGALANYA**  
***ALLAH KNOWS EVERYTHING***

Pak Abdullah memiliki tiga anak laki-laki, yang tertua adalah Ali, yang kedua adalah Ahmad dan yang termuda adalah Hasan. Dia sangat menyayangi anak-anaknya dan dia ingin mereka menjadi Muslim yang baik saat mereka tumbuh dewasa. Sebagai seorang ayah, Pak Abdullah adalah seorang Muslim yang baik sehingga anak-anaknya bisa menganggapnya sebagai model mereka.

Suatu hari Pak Abdullah menguji anak-anaknya untuk mengetahui kepercayaan mereka kepada Tuhan. Dia memberikan anak-anaknya beberapa kue dan meminta mereka untuk memakannya di tempat dimana tak seorang pun yang bisa melihat mereka. Ali mengambil kue itu dan dia pergi ke kamarnya. Dia menutup pintu dan memakan kue itu. Dia mengira bahwa tak seorang pun yang bisa melihatnya. Ahmad pergi ke sebuah gua di dekat rumahnya. Itu gelap di gua. Dia yakin tidak ada yang ada disana yang bisa melihatnya. Dia memakan kue itu di kegelapan gua. Hasan berpikir dan berpikir tentang menemukan tempat dimana tidak ada yang bisa melihatnya. Dia berpikir bahwa tidak ada tempat seperti itu. Dia mengingat bahwa Allah bisa selalu melihatnya. Sehingga dia tidak memakan kue itu.

Ali dan Ahmad kembali ke ayah mereka dan memberitahunya tentang apa yang mereka lakukan. Hasan kembali dan mengembalikan kue itu kepada ayahnya dan berkata bahwa tidak ada tempat yang rahasia dari Allah. Pak Abdullah sangat senang dengan Hasan dan mengatakan kepada kedua putranya untuk belajar

pelajaran dari saudara laki-laki mereka, Hasan. Dia mengatakan bahwa Allah mengetahui segalanya, melihat semuanya dan bersama mereka sepanjang waktu. Jadi, dikatakan, mereka seharusnya tidak melakukan sesuatu yang buruk bahkan dalam rahasia.

### **Key Answer**

Mr. Abdullah had three sons, the oldest was Ali, the second was Ahmad and the youngest was Hasan. He loved his sons very much and he wanted them to be good Muslims when they grew up. As a father, Mr. Abdullah was a good Muslim so that his sons could regard him as their model.

One day Mr. Abdullah tested his sons to know their belief in God. He gave his sons some cake and asked them to eat it in a place where no one could see them. Ali took the cake and he went to his room. He shut the door and ate the cake. He thought that no one could see him. Ahmad went to a cave near his house. It was dark in the cave. He was sure that nobody was there who could see him. He ate the cake in the darkness of the cave. Hasan thought and thought about finding a place where nobody could see him. He thought that there was no such place. He remembered that Allah could always see him. So he did not eat the cake.

Ali and Ahmad came back to their father and told him about what they did. Hasan came back and returned the cake to his father and said that there was no place which was secret from Allah. Mr. Abdullah was very pleased with Hasan and told his two sons to learn a lesson from their brother, Hasan. He said that Allah knew everything, saw everything and was with them all the time. So, it was said, they should not do anything bad even in secret.

*(Sumber: English for Islamic Studies Book)*

**APPENDIX 2**  
**THE STUDENTS' NAME**

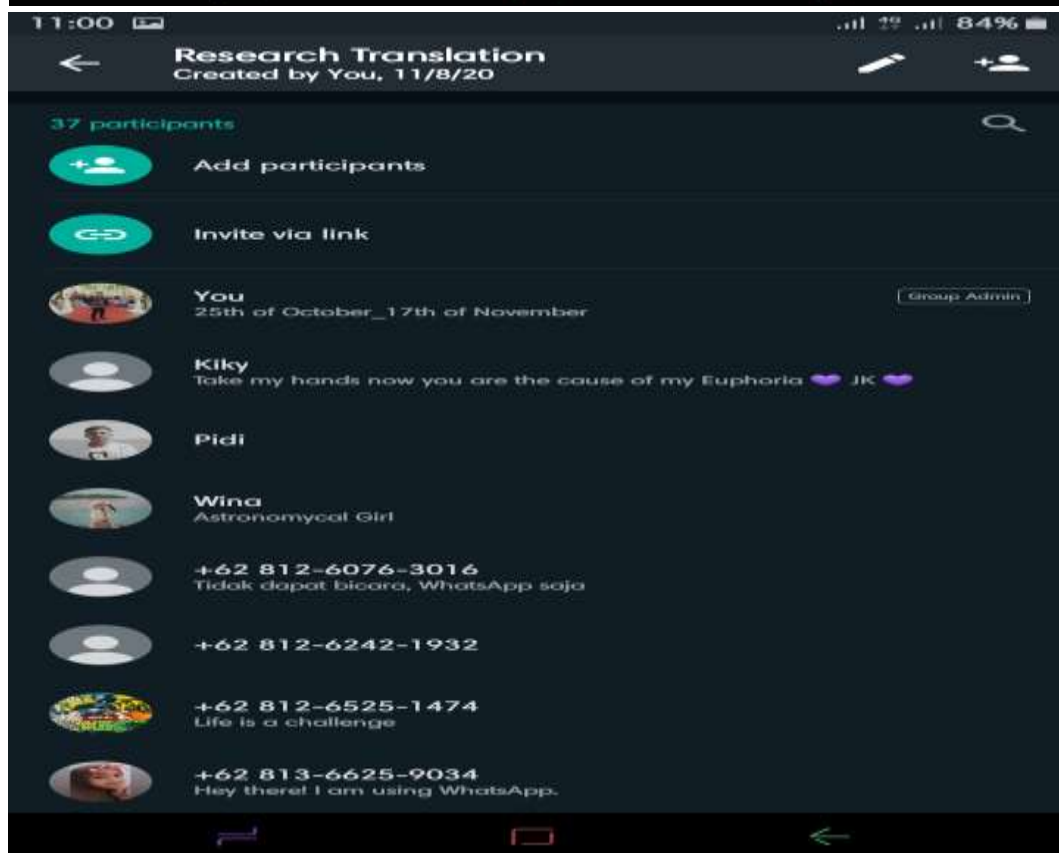
<b>No.</b>	<b>Students' Name</b>	<b>Students' Code</b>	<b>Reg. Number</b>
1.	Sintia Siregar	SS	17 203 00001
2.	Winni Murru Mora Hrp	WMM	17 203 00002
3.	Febri Sakinah Fadjrin	FSF	17 203 00003
4.	Karina Indah Putri	KIR	17 203 00007
5.	Indah Febrianingsih Dongoran	IFD	17 203 00008
6.	Aditya Dwi Prayoga	ADP	17 203 00013
7.	Salmah Hasanah	SH	17 203 00014
8.	Winda Rahmadani Siregar	WRS	17 203 00016
9.	Ummu Hani	UH	17 203 00020
10.	Nur Safitri Simanjuntak	NSS	17 203 00021
11.	Nia Syahri	NS	17 203 00022
12.	Ade Pratiwi	AP	17 203 00024
13.	Nur Sakinah Lubis	NSL	17 203 00025
14.	Ardiani	ARD	17 203 00026
15.	Hotni Rambe	HR	17 203 00027
16.	Meliana Sinaga	MS	17 203 00028
17.	Muhammad Rivai Hrp	MRH	17 203 00030
18.	Winda Lestari	WL	17 203 00031
19.	Lia Hardianti	LH	17 203 00032
20.	Kiki Andriati	KA	17 203 00033

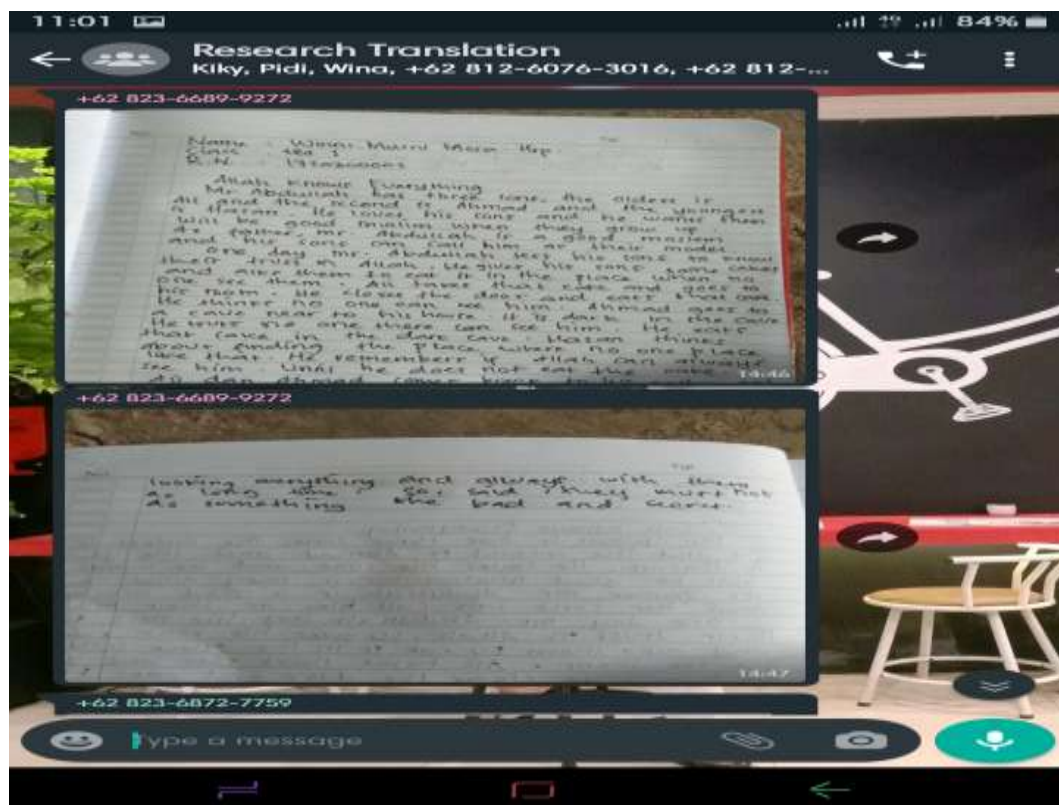
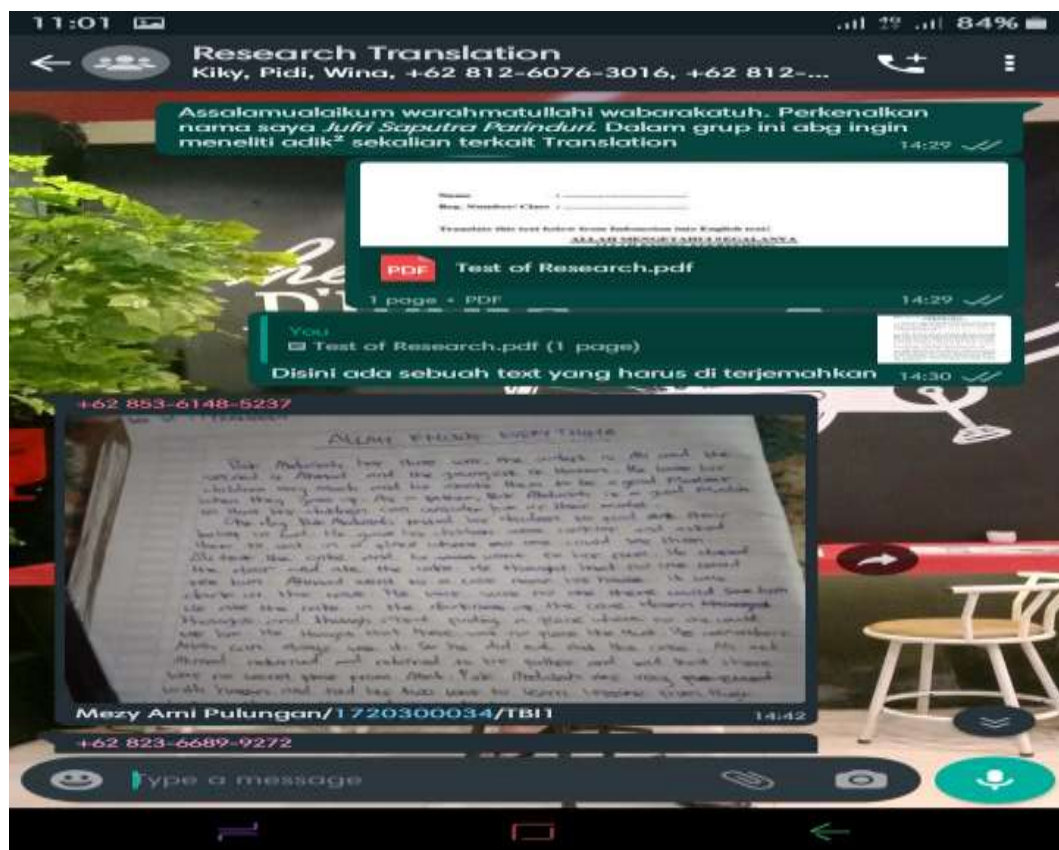


<b>No.</b>	<b>Students' Name</b>	<b>Students' Code</b>	<b>Reg. Number</b>
21.	Mezy Arni Pulungan	MAP	17 203 00034
22.	Siti Wildayati Hsb	SWH	17 203 00035
23.	Erwina Hasibuan	EH	17 203 00037
24.	Nelmawati	NLM	17 203 00039
25.	Pidiwansah	PDW	17 203 00043
26.	Risdatun Hasanah Hsb	RHH	17 203 00051
27.	Diah Ayu Wahyuni	DAW	17 203 00054
28.	Maya Angela	MA	17 203 00066
29.	Melisa Pohan	MP	17 203 00077
30.	Latifahannum Lubis	LL	17 203 00080
31.	Mahrenda Wulandari	MW	17 203 00089
32.	Titi Arisdawati Hasugian	TAH	17 203 00091
33.	Hany Isma Handayani	HIH	17 203 00109
34.	Alfi Rahma Safitri	ARS	17 203 00127
35.	Siti Kholijah Ray	SKR	17 203 00129
36.	Syaiful Anwar	SA	17 203 00130
37.	Muhammad Ridwan Siregar	MRS	17 203 00131

### APPENDIX 3

### EVIDENCE OF ONLINE RESEARCH







**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733  
Telephone (0634) 22080 Faximile (0634) 24022

September 2019

Nomor : 116 /In.14/E.6a/PP.00.9/09/2019  
Lamp : -  
Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:

1. Zainuddin, S.S., M.Hum.
2. Yusni Sinaga, M.Hum

(Pembimbing I)

(Pembimbing II)

di-Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama	: Jufri Saputra Parinduri
NIM	: 16 203 00004
Fak/Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi	: <b>Error Analysis of Students' Translation (Indonesian into English Text) at the Sixth Semester of TBI Students IAIN Padangsidimpuan Period 2019/2020</b>


Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

  
**Fikri Rayani Siregar, M.Hum.**  
NIP. 19820731 200912 2 004

**PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING**

~~BERSEDIA/TIDAK BERSEDIA~~  
Pembimbing I

  
**Zainuddin, S.S., M.Hum.**  
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~~BERSEDIA/TIDAK BERSEDIA~~  
Pembimbing II

  
**Yusni Sinaga, M.Hum.**  
NIP. 19700715 200501 2 010



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733  
Telepon (0634) 22080 Faksimile (0634) 24022

Nomor : B - 063 /n.14/E.1/TL.00/08/2020  
Hal : Izin Penelitian  
Penyelesaian Skripsi.

/0 Agustus 2020

Yth. Ketua Prodi Tadris/Pendidikan Bahasa Inggris  
Kota Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Jufri Saputra Parinduri  
NIM : 1620300004  
Program Studi : Tadris/Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "Error Analysis of Students' Translation (Indonesian into English Text) at the Sixth Semester of TBI Students IAIN Padangsidimpuan Period 2019/2020".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n.Dekan  
Wakil Dekan Bidang Akademik

Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd  
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN  
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TADRIS BAHASA INGGRIS**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733  
Telephone (0634) 22080 Faximile (0634) 24022

12 Agustus 2020

Nomor : 66 /In.14/E.6a/PP.00.9/08/2020  
Hal : Surat Keterangan Penelitian

Ketua Program Studi Tadris /Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa:

Nama : Jufri Saputra Parinduri  
NIM : 16 203 00004  
Program Studi : Tadris/ Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah benar telah melakukan penelitian di Program Studi Tadris/ Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan pada tanggal 04 Agustus 2020 s/d 15 Agustus 2020 dengan judul "Error Analysis of Students' Translation (Indonesia into English Text) at the Sixth Semester of TBI Students IAIN Padangsidimpuan Period 2019/2020".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Ketua Program Studi Tadris Bahasa Inggris

  
Fitri Rayani Siregar, M. Hum  
NIP. 19820731 200912 2 004