

**THE ERROR ANALYSIS ON
TRANSLATION OF THE FOURTH
SEMESTER STUDENTS OF ENGLISH
EDUCATION STUDY PROGRAM AT
UNIVERSITAS PERADABAN BY USING
ATA STANDARDIZE ERROR MAKING**

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Abstract

The purpose of this study is to identify the faults that students' translations contain. The fourth semester of the English Education Study Program at Universitas Peradaban is the subject of this qualitative investigation. The data is examined using a standardized error category by the ATA. According to the analysis, the most common mistakes in student translations were literalness (258; 30.71%), misunderstanding (221; 26.31%), terminology (111; 13.21%), omission (88; 10.48%), faithfulness (73; 8.69%), grammar (40; 4.76%), cohesion (38; 4.52%), and syntax (11; 1.31%). Based on the findings of the study, it is possible to conclude that students' knowledge of

translation processes is relatively restricted, resulting in some errors in translating the text.

Keywords: *Error Analysis, Translation, AA Standardize Errors Making, Universitas Peradaban*

A. Introduction

English is a widely utilized medium of communication on a global scale, and communication serves as a bridge for individuals to speak with one another. It was basically utilized to interact amongst different cultures. English is important not only as a worldwide communication tool, but also in the advancement of science and technology. The purpose of communication is to convey a message from one person to another. It could be written or uttered by anybody at any time and in any place. It can be face-to-face contact or indirect communication via text or image, such as a magazine, newspaper, cartoon, etc. People create text for specific objectives of communicating a message; a good text will positively affect the reader regarding the text's message. As a result, learning the translation lesson for the pupils is critical, so that they can comprehend the English content, including any science-related articles or books.

Students still have trouble translating from English to Indonesian or vice versa. Word choice and the structure of both SL and TL are two issues that learners of Indonesian experience when translating texts from Indonesian to English or from English to Indonesian. It is crucial to be proficient in both because, when done correctly, translation transmits meaning from the source language into the target language. (1984:3) Larson. The ATA Framework's idea of translation errors was accepted based on the projects of

this study. The ATA claims that translation mistakes make it more difficult to understand or apply a target text.

Additionally, different translation language pairs produced various classifications for translation errors. However, (Molina & Albir, 2001, p. 208) advise that the following primary questions should be taken into consideration when classifying translation errors: Separate errors in the source text include covers, contrary, wrong, and non-sequiturs, as well as addition and suppression; The following target text-related mistakes are present: covers, vocabulary, syntax, coherence, and cohesion. Differentiate between functional and absolute errors, as well as between isolated, systemic, and individual translator faults. The final distinguishes between errors that happen during translation and those that happen in the final result.

B. Literature Review

1. Translation

Given the prevalence of translated content in books, comics, newspapers, magazines, and movies nowadays, translation plays a significant role in our daily lives. Different definitions of translation have been put out by professionals; generally, Hornby et al.'s (2000) Oxford Advanced Learner's Dictionary definition of translation is plainly elaborate. According to it, translation is the process of converting a written or spoken message into another language. Then, according to Catford's other experts (1978:20), translation consists of swapping out the textual meaning of the source language for its comparable textual meaning in the target language or another language. According to

him, a translator needs to be proficient in switching out words and meanings from the source language into the target language. When translating a text, the translator must take several things into consideration. The same definition provided by Nida and Taber, (1982) in Fitria, (2018) that, identical to Catford, mentioned translation as the process of translating the meaning of source language to the naturally closest of target language meaning while paying regard to meaning and style. Thus, when translating a document, it is necessary to pay attention to the meaning of words as well as the grammatical rules and style that each language possesses, in both the source and destination languages.

According to Newmark (1988), translation transfers the meaning of a language text into another language based on the author's perception of the target text. According to the description above, translation is the process of switching the role of language from source to target and transporting the meaning to the target language to ensure that the reading is understood from the translated text. Then, according to Sperber and Wilson (Bell, 1991:6), translation is the substitution of a text representation in one language with the closest text meaning in another. According to Hatim and Munday (Munday 2009:7), translation is the process of converting written content from one language to another.

Furthermore, Koller (1995) emphasized in Shahrokhi (2016) that translation is the action of processing a document by translating the source language meaning into the target language with the closest equivalence meaning. According to Hatim and Mason (1997), successful translation should be flexible and challenging, as well as more creative and

innovative in completing complicated translation processes. They went on to say that creativity may be seen when the adaption of language and social life is supplied with the true interpretation by the translator, which strengthens our knowledge that language plays a vital role in social life.

2. Translation Error

As long as the general phenomena of every language is normative, novice language translators cannot provide a document free of systematical faults. Dulay, Burt, and Krashan (1982). A mistake is a non-precise structure that deviates from the standardized language structure and demonstrates a student's language proficiency. Brown, (1980). There is a systematic misdirection of learners who have not learned and will continue to make mistakes. They are the systemic deviations from the target linguistic norm under investigation. Nurul (2014), p.10, quotes Corder (1987). According to Funder (1987), an error is an evaluation of an experimental simulant derived from a judicial process sample.

According to Hartono and Priyatmojo (2016), if this model is normative, the error can indicate an inaccurate judgment. Hansen (2010) found that translation errors occur when anything is overlooked during rendering and translating the message from the source language to the target language. According to Hartono (2017), a mistake is something that is done incorrectly carelessly or accidentally. Based on the information above, it is possible to conclude that translation error is a systematic departure that occurs in translation accidentally or unintentionally.

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

1. Addition: (A): Additional errors will occur when translation produces unwanted information or stylistic effects. Translators generally need to resist the tendency of "descriptive" material.
2. Ambiguity: (AMB): Ambiguity errors occur when in the source and target language segments occur multiple semantic interpretations, which they have no counterpart of other languages.
3. Capitalization: (C): Occur when the translation does not obey the capitalization rules in the target language.
4. Cohesion: (COH): Cohesion error occurs when the translation product of the target language appears inconsistent with the incorrect pronoun, improper conjunction, and other structural errors.
5. Dialectic mark/accent: (D) Dialectic mark error occurs when the target language is different from accent and pronunciation.
6. Faithfulness: (F): A faithfulness error occurs when the meaning of the target language does not appropriate in interpreting the source language meaning as close as possible.
7. Faux Ami: (FA): a Faux Ami error occurs when the word has a similar form; however, it has a different meaning of both source and target languages.
8. Grammar: (G): grammar errors occurred when the grammar of translation product in target language occurred improper use of subject, part of speech, and verb agreement.

9. Illegibility: (ILL): illegibility errors occur when the translation product of the translator cannot be read or understood by others.
10. Indecision: (IND): an indecision error occurs when a translation product has the various option of a unit of translation.
11. Literalness: (L): a literalness error occurs when in a translation product, the translator only pays attention to the source language text of a word-for-word translation which causes an awkward, unidiomatic, and idiomatic interpretation.
12. Mistranslation: (MT): occurs when the target text does not transfer the meaning of the source language genuine text segment.
13. Misunderstanding: (MU): a misunderstanding error occurs when the emulator can identify the increased errors in the translation product evaluation since the use of words' misreading.
14. Omission: (O): an omission error occurs when the information source text's elements are missed transferred in the target language, which involves the author's intention and textual information.
15. Punctuation: (P): a punctuation error occurs when in the target language translation, the use of commas, semicolon, colon, and quotation marks are ignored by the translator.
16. Register: (R): a register error occurs when in the target language translation, the application of level of degree and formality is improper of the targeted audience
17. Spelling: (SP)/ (Character (CH) for non-alphabetic language): a spelling/ character error

occurs when in the target text translation occurred miss-spelled or incorrect use of word or character. It does not meet the target text convention.

18. Style: (ST): a style error occurs when a specific translation style of inappropriate is used to translate the professional publication or professional use.
19. Syntax: (SYN): a syntax error occurs when words or another sentence in the target language, the element of the syntactic rule is arranged improperly, which usually occurred in the arrangement of unnatural word order, lack of parallelism, improper modification.
20. Terminology: (T): a terminology error occurs when the translator applies a specific subject of a content word or phrase. It can be a noun, verb, or modifier that is translated with inappropriate meaning in the source text meaning.
21. Text Type: (TT): a text type error occurs when some translation's component is translated with an inappropriate meaning which is targeted to the educated monolingual speakers of the target language.
22. Unfinished: (UNF): unfinished error occurs when a passage is translated unfinished, which is some words are missed to be translated at the end of the sentence.
23. Usage: (U): a usage error occurs when the target language wording or phrasing agreement is not followed. The errors can be the use of definite or indefinite articles and prepositions and collocations.

24. Verb Form: (VF): a verb form error occurs when the translation applies the incorrect form of grammatical form, which covers person, number, gender, etc, that is translated in the different meaning of source text form.
25. Word Form/Part of Speech (WF/PS): A word form error occurs when in the target language the translation of the root of the word is correct. However, the word's form such as number, noun or pronoun such as number, noun or pronoun in the target language, is incorrect.
26. Other Errors (OTH-MT): occur when the errors occurred in the translation are not included in the above description. In other words, the errors that occurred are out of the above description.

C. Method of Investigation

The descriptive qualitative study design is used in this investigation. Nunan (1991) states that the qualitative approach recommends adopting exploratory, descriptive, and process-oriented qualitative methodologies concerned with understanding human behavior from the actor's frame of reference. Furthermore, the descriptive approach was employed to collect data and characterize the current situations. The translation results from the fourth semester of the English Education study program at Universitas Peradaban serve as the data source. The translation results are based on the written final exam of 18 translation students. Specifically, from English to Indonesia. The ATA Standard Error Making, (2017) will be used to examine the translation here.

D. Findings and Discussion

According to the researcher's analysis, there are 840 faults in the students' translation of English to Indonesia in general, which includes eight translation errors out of the 26 translation problems offered by ATA's standardized error making. The nine mistakes are: omission, terminology, syntax, misunderstanding, literalness, grammar, and cohesiveness. The most common errors in student translation are literalness (258 occurrences), misunderstanding (221 occurrences), terminology (111 occurrences), omission (88 occurrences), faithfulness (73 occurrences), grammar (40 occurrences), and syntax (11 occurrences). The table below lists all of the mistake categories.

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

No	Errors Categories	Total Occurrences	Percentages (%)
1	Literalness	268	30.71
2	Misunderstanding	221	26,31
3	Terminology	111	13.21
4	Omission	88	10.48
5	Faithfulness	73	8.69
6	Grammar	40	4.76
7	Cohesion	39	4.52
8	Syntax	11	1,31

According to the ATA's standardized error making, there are 26 types of errors, but the researcher only detected eight categories of errors in the student's translation of the 4th-semester students' final test. The most errors that occur in the student's translation are literalness with 268 (30,71%) occurrences, misunderstanding with 221 (26,31%) occurrences, terminology with 111 (13,21%) occurrences, omission with 88 (10,48%) occurrences, faithfulness with 73

(8,69%) occurrences, grammar with 40 (4,76%) occurrences, cohesion with 39 (4,52%), and the last error is cohesion with 39 (4,52%).

E. Conclusion

Some inferences may be drawn from the research and results presented in the preceding chapter. Second, there are eight translation errors in the translation in the Translation 1 final exam material. There were 88 occurrences of omission, 111 occurrences of terminology, 11 occurrences of syntax, 221 incidents of misunderstanding, 251 occurrences of literalness, 2 occurrences of grammar, 73 occurrences of fidelity, and 38 instances of cohesion.

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