

TRANSLATION ERRORS ON REPORT TEXTS BY THE FOURTH SEMESTER STUDENTS AT UIN SAYYID ALI RAHMATULLAH TULUNGAGUNG

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ABSTRACTS

This study aims to describe the phenomenon of errors in the English translation of semester IV students on report texts at UIN Sayyid Ali Rahmatullah Tulungagung (SATU). The research design is a descriptive design with a qualitative approach. The main data in this study is the results of the participants' translations of the report text and their interview answers. This study reveals four types of student errors in translating report texts into Indonesian: incomplete writing, mistranslation of pronouns, translation meaning errors, and sentence errors. Errors in giving meaning with inappropriate words are the most common mistakes made by students in this translation. While the factors that cause them to make mistakes in translation such as sloppy, lack of vocabulary, lack of vocabulary, and different structures between Indonesian and English.

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INTRODUCTION

Translation is the process of moving information from the source language to the target language. Nida (1964: 159) states translating consists of the reproduction in the receptor language of the closest natural equivalent of the source language message. If translators cannot translate the messages accurately, the readers will have difficulty in understanding the messages. To understand the messages accurately, the translation skill must be taught and mastered. It is not an easy task; for the translator to make a good translation product. A translator faces many problems either linguistic or non-linguistic. For pedagogical purposes, translation problems may be categorized as pragmatic, cultural, linguistic, or text-specific. Those problems may cause errors in translation. Errors arise because of a lack of knowledge about some elements in the source language or the language target. According to Tee, Amini, Siau, & Amirdabbaghian (2022) the categorized translation into four categories namely pragmatic, cultural, linguistics, and text-specific translation errors, and they are discussed accordingly in the next section. Pragmatic translation errors happen due to inadequate solutions to pragmatic translation problems such as the lack of receiver orientations.

In the translation process, several aspects are needed to make the translation results accurate to the source language. To achieve accurate translation results, it is necessary to have many aspects, both linguistic and non-linguistic. These two aspects are interconnected so translators must master both in order to create accurate translation results. The problem started when the translator only mastered one aspect, even less mastered both aspects. This makes their translation results less accurate. This incident was also experienced by several students majoring in English in the first semester.

Translation difficulties are generally experienced by English language students when they first take translation courses. Ehrensberger-Dow (2014) said that the description of translation as an activity that is still basic, there is a need to investigate and deepen how translation activities are effective. Many of the methods that have proven useful in the laboratory have also been applied in the field, and some of the challenges associated with investigating translation in public places are common. However, certain language barriers present special challenges for everyone involved. Generally, translation learning are available in semesters four to five. This course introduces the basic sciences for translating languages, especially English. The difficulties experienced by students in translation are caused by the majority of students still being influenced by their first language (Indonesian), students' linguistic awareness is still low, students have not been able to learn the source language well so they cannot reconstruct the same message using words and grammar of the language. target that matches the source language (Basuki, 2015: 12).

In translating English texts into Indonesian, often errors were found in the students' translation results. The translation errors mainly lie in grammatical factors and choice of words especially those related to terms in special fields or known in English for specific purposes. For that is this translation error needs to be analyzed to find out the deficiencies in students' knowledge of English, especially in terms of grammar and word selection. By knowing these deficiencies, students will be given treatment correct way to correct their translation mistakes.

Errors in translating English into Indonesian often occur, due to language structure and vocabulary knowledge from the translator himself. This research is interesting research to study because it can find out the causes of translation errors that are made by most translators or students. Several researchers also conducted research on mistakes in translating English into Indonesian. The first study was conducted by Muhamad (2019) which stated that the error in students' translation in translation learning was caused by the students' unfocused in learning, their fear to translate and choosing the right material, and to reliance on Google Translate instead of their own translation abilities. The second study was by Basuki (2015) stating that the common error in students' translation was the choice of vocabulary, the grammatical correctness, the similarity of meaning, and the coherence between each word or structure. Those errors are caused by students' linguistic awareness which is still low. The third previous study was done by Sari (2019). It revealed that the students' errors in their translation related to vocabulary were the use of prepositions and incomplete sentences. Lexical errors are related to errors in determining the equivalent of Indonesian words in English words that are appropriate in the context of English language and culture. Grammatical errors include missing in the use of tense, missing in the use of prepositions, and errors due to incomplete sentences. Errors made by the students indicate that the students still have flaws in terms of determining diction (word selection) in English correctly and lack of understanding of grammatical rules in English.

Based on the previous research, there are still many Indonesian students, especially in the English department who experience errors in translation. The majority of errors that often occur are vocabulary choice, missing of using tenses, inappropriate use of prepositions, and the transposing of meaning from the source language to Indonesian. This is influenced by

students' perceptions of linguistics, especially the difference between the contextual meaning of a language from the source language and the target language.

From the explanation above, the previous research above is presented to prove that this research is different from previous research. This research contains elements of novelty or gaps. The difference lies in the research subject, namely students who make translation mistakes in English. The researcher has carried out a descriptive study related to error analysis in translating. The focus of the analysis is on by The Fourth Semester Students At Uin Sayyid Ali Rahmatullah Tulungagung.

RESEARCH METHOD

Research Design

This research design was descriptive design with a qualitative approach. The purpose of the qualitative approach is research that effort to tried to interpret the phenomenon to the readers, thus they can know the pattern of the phenomenon easily and effectively (Creswell, 2009: 4). This study aimed to describe the phenomenon of the error in fourth semester English students' translations result of report text at UIN Sayyid Ali Rahmatullah Tulungagung (SATU).

Research Sample

Data collection used documentation. The documentation that was done was to collect the results of the translation of the report text from several students who were in the 4th semester at UIN Sayyid Ali Rahmatullah Tulungagung. The researcher took 5 students who were considered to represent the presentation of the objectives in this study. The researcher gave a report text in English, then some of the students were asked to translate them into English, then the researcher analyzed some of the errors in their translation results. The subject of this research was the fourth semester English students at UIN SATU that have passed the translation learning, while the secondary source is data from the related theory in other journals or research. The students' translation error in the report text was revealed from primary data and secondary data, that was from translation results from students and related theory from another research as a grand theory of research analysis.

Instruments

In qualitative research, the researcher used two instruments in the data collection technique; interview guide list and guide of translation errors. The research instrument is a tool used in research to collect and obtain data so that the research carried out can be easily implemented. In this study, researchers act as an instrument as well as the data collector itself by asking, listening, observing, and retrieving research data.

In addition, the other instruments used in this study are interview guidelines, as well as recording tools for documentation and document formats. In conducting interviews, researchers require two aids, namely interview guides and recording equipment. Guidelines Interviews can be in the form of questions to ask sources in the form of long answers. Recording equipment used in research are tape recorders, cell phones, and video recording if required in certain circumstances. Another instrument is a student text document.

Data Analysis

The researcher conducted data analysis into three phases. The two phases of analysis data are as follows:

1. Analyze the types of students' errors in translating report text into Indonesian.

The first step to analyzing the types of students' translation errors is reducing data. In this step, the researcher sorted the data by removing the data that was not relevant to the

topic discussed based on the common translation error in ELT which are missing words, word order, incorrect words, unknown words, and punctuation. The second step is displaying the data found in the reduction part. The data displayed in this research is the presentation or interpretation of data that has been analyzed in the reduction part. The interpretation of data in this research by describing the findings in data reduction and making it easy to understand by giving the supporting theory from another research. The last step is drawing a conclusion. In the data conclusion, the interpretation or data display is compared with the research questions. The result of the conclusion is the answer to the research questions that reveal the types of students' translation errors in report text

2. Analyze the source of students' errors in translating report text into Indonesian

The first step to reveal the source of students' errors in translation report text is data reduction. The second step is displaying the data found in the reduction part. The data displayed in this research is the presentation or interpretation of data that has been analyzed in the reduction part. The interpretation of data in this research is by describing the findings in data reduction and making it easy to understand by giving the supporting theory from another research. The last step is drawing a conclusion. In the data conclusion, the interpretation or data display is compared with the research questions. The result of the conclusion is the answer to the research questions that reveal the source of students' translation errors in report text.

RESEARCH FINDINGS AND DISCUSSION

1. The Types of Students' Errors in Translating Report Text into Indonesian.

a. Incomplete Writing

Data 1

Text: They send electromagnetic microwaves from the base station to the base station.

Translation: "*Electromagnetic microwaves*" → "*Gelombang mikro*"

Analysis:

Based on data 1, shows the error that was incomplete writing. The word Electromagnetic microwaves was a noun phrase that has the meaning of electromagnetic microwaves so the unit interpreting the noun was Greek using incomplete words that were "*Gelombang mikro*". It should be written *Electromagnetic microwaves*

Data 2

Text: The first mobile phone network was created in Japan in the late 1970s

Translation: "*Telepon pertama kali dibuat di Jepang pada akhir tahun 1970 an*"

Analysis:

Based on the data above, made an incomplete translation of the word "cell phone". "Cellular telephone" was a noun phrase that means "cellular telephone", so DN made an incomplete translation, namely "telephone" which should have been written "*jaringan telepon*" *pertama kali dibuat di Jepang pada akhir tahun 1970 an*

Data 3

Text: Handphones are largely used by most of us.

Translation: "*Ponsel digunakan oleh sebagian besar dari kita*"

Analysis:

In accordance with the sentence above, there was an error in grammar in the translation. The word "used" is use the second form of the verb "use + ed". so that it showed that the sentence was a simple past sentence, it was a sentence that has

occurred or passed. Therefore the correct translation sentence was to use the past word in the form of " Ponsel telah digunakan oleh sebagian besar dari kita ".

Sari (2019) explains the results show that students make errors in terms of vocabulary, use of prepositions, and incomplete sentences. Error analysis can also be implemented in teaching translation through five stages, namely test, correction, discussion, revision, and evaluation. According to Hambali (2008) the highest average number of mistakes was 2.3 on subject-verb agreement type, and the lowest one was 1 on the absence of subject and verb. From the error analysis, it could be generalized that the students were probably influenced by their native language system which does not exist in English. Therefore, differences of the language system especially in grammar should be introduced to the students during translation studies The additional result explanation from Tandikombong, Atmowardoyo, & Weda (2016). The research findings reveal that the most frequent errors in both levels are errors in verbs; and that most of the errors are due to overgeneralization and the ignorance of the rule restriction

b. Mistranslation of Pronoun

Data 4

Text: This is called wireless communication.

Translation: *"Inilah yang disebut dengan komunikasi nirkabe"*

Analysis:

In writing the Indonesian translation, it would be better if it was written using the correct pronoun, the correct subject. Based on the data above, the student wrote transition with the word "this" at the beginning of the sentence. It was not justified because "this" in Indonesian should be written with a noun as the subject, namely wave. So the correct one is *"Gelombang yang disebut dengan komunikasi nirkabel"*.

Data 5

Text: It has been the primary need of our daily life.

Translation: *"Itu sudah menjadi kebutuhan utama dalam kehidupan kita sehari-hari"*

Analysis:

Likewise the results of the translation from DD, it showed that based on the data above it was a subject that should be written with the correct noun. "it" was a pronoun of the word before. The word in the previous sentence was "mobile phone", so a better Translate sentence was to write handphone as the subject *"Telepon genggam sudah menjadi kebutuhan utama dalam kehidupan kita sehari-hari"*.

Data 6

Text: It can slide out the number keys or mini keyboards

Translation: *"Itu dapat menggeser tombol angka atau keyboard mini"*

Analysis:

DN also did the same thing, showing that Based on the data above it was a subject that should be written with the correct noun. "ini" was a pronoun of the word before. The word in the previous sentence was *"rel geser"*, so a better Translate sentence would be to write *"rel geser"* as the subject

"Rel geser dapat menggeser tombol angka atau keyboard kecil".

"Rel geser ini dapat menggeser tombol angka atau keyboard kecil"

Data 7

Text: It has been the primary need of our daily life

Translation: *“Itu sudah menjadi kebutuhan utama dalam kehidupan kita sehari-hari”*

Analysis:

This data from WH’s translation. There was a mistranslation of the pronoun "it". Where the meaning of that word was refer to the previous word "ponsel". *“Ponsel sudah menjadi kebutuhan utama dalam kehidupan kita sehari-hari”*.

Pronoun is a pronoun with a different meaning according to the context, so if you do a translation you don't know the actual substitute or pronoun according to the context, the meaning of the translation will be wrong, as the previous reserach by Anindya & Yonatri (2022) said that the data focused on the translation errors based on ATA Error Categories in the words or phrases level. The results showed there were 14 types of errors found, namely: literalness (31.05%), usage (22.22%), punctuation (7.84%), terminology (7.52%) The study recommended that translators have sufficient knowledge about the target language mechanics, produce clear renditions of the source text, and maintain the writing quality of the target text

Ismailia (2022) says that the lexical errors that found in the result of translating informative text by Google is for about 98 %. The other errors also found in grammar example pronoun for about 0,007%, semantic for about 0.008% and discourse for about 0.005%. It means that Google translate made many errors in translating informative text, but it can be as an alternative choice to get the rapid translation result from English text into Bahasa Indonesia.

Koman, Hartono, & Yuliasri (2019) say that the result of the analysis showed that there were 21 translation errors of 26 error categories according to ATA’s Framework for Standardized Error Making grammar. In conclusion, the three most prominent error categories made by the students were grammar, syntax, and faithfulness error. The errors were mostly influenced by extratextual factors such as sender, intention, recipient, medium, time, motive, and text function. In addition, lexis was also an influencing factor in making errors

c. Meaning Error of Translation

Data 8

Text : These phones can be used for sending an e-mail, browsing the Internet, playing music and games, and many other functions that the computer can do

Translation: *“Telepon ini dapat digunakan untuk mengirim pesan elektronik (e-mail), menyelancar di.....”*

Analysis:

There was a mistranslation of the word "browsing". This translation was actually true and can be used, but in the context of this sentence it would be more suitable to be interpreted as "menjelajah". The better translation is *“Telepon ini dapat digunakan untuk mengirim pesan elektronik (e-mail), menjelajah di internet”*

Data 9

Text: Older phones also used computer technology

Translation: *“Telepon tua juga menggunakan teknologi komputer”*

Analysis:

There was a mistranslation of the word "older phones". This translation was actually true and can be used, but in the context of this sentence it would be more

suitable to be interpreted as "tua". It could be written by "Telepon lama juga menggunakan teknologi komputer"

Data 10

Text: The shape of a candy bar phone is similar to a candy bar, and the buttons and the screen are on the same surface

Translation: "Bentuk ponsel mirip dengan candy bar, dan tombol serta layar berada di permukaan yang sama"

Analysis:

The translation written by DD above has a translation error, which was a waste of words. In the sentence above the conjunction was written twice in one sentence this was a waste of words that should be the words "dan", "serta" it was written only once, so it could be written in a better sentence like "Bentuk ponsel mirip dengan candy bar, tombol, dan layar berada di permukaan yang sama"

Data 11

Text: They send electromagnetic microwaves from the base station to the base station

Translation 1: "Mereka mengirimkan gelombang mikro elektromagnetik dari pangkalan pemancar kepada pangkalan pemancar"

Analysis:

NV also made a translation error seen in data 12 above, that NV repeated the word "transmitter base". For the word "transmitter base", the first should be written "transmitter center" so that the correct translation can be written like "Mereka mengirimkan gelombang mikro elektromagnetik dari pusat pemancar kepada pangkalan pemancar".

The errors also were written in data 12 up to 19, as follows:

Data 12

Translation 2: "Mereka mengirimkan gelombang mikro elektromagnetik dari stasiun dasar ke stasiun dasar"

Analysis:

The same mistake was as a translation error in the word "based" or the bus station referred to by the first based station was the center station or base station. So what was meant by the electromagnetic microwave traveling wave starts from the central station to the base station. then the correct translation can be written "Mereka mengirimkan gelombang mikro elektromagnetik dari stasiun pangkalan kepada stasiun pangkalan"

Data 13

Text: These phones can be used for sending an e-mail, browsing the Internet, playing music and games, and many other functions that the computer can do. This is because mobile phones are small computers

Translation: "Ponsel-ponsel itu bisa digunakan untuk mengirim e-mail, menelusuri internet, memutar musik dan bermain game, dan banyak fungsi lainnya yang dapat komputer lakukan. Ini karena ponsel adalah komputer kecil"

Analysis:

The sentence above showed a mistake in the translation, namely repeating the word "dan" too much. There shouldn't be added the word "dan" to the word "memutar musik dan bermain game" because it included a compound sentence or

complex sentence which should be written once at the end of the sentence so that it becomes *"Ponsel-ponsel itu bisa digunakan untuk mengirim e-mail, menelusuri internet, memutar musik dan bermain game, dan banyak fungsi lainnya"*

Data 14

Text: The sliding phone slides on the sliding rail

Translation 1: *"Telepon geser meluncur pada rel geser"*

Analysis:

There was a mistranslation of the word "slides". This translation was actually true and can be used, but in the context of this sentence it would be more suitable to be interpreted as *"digeser"*. It should be *"Telepon geser digeser pada rel geser"*

Data 15

Translation 2: *"Telepon geser meluncur pada rel geser"*

Analysis:

There was a mistranslation of the word "slides". This translation was actually true and can be used, but in the context of this sentence it would be more suitable to be interpreted as *"digeser"*. It should be written *"Telepon geser digeser pada rel geser"*.

Data 16

Text: The rotating shaft rotates on the shaft.

Translation: *"Poros yang berputar berputar pada poros"*

Analysis:

There was a mistranslation that occurred when they translated using Google Translate, this translation looks a little confusing. This translation was actually true and can be used, but it confuses the reader. The better translation would be *"Poros berputar pada porosnya"*

Data 17

Text: Modern phone manufacturers have been able to use smaller parts.

Translation 1: *"pembuat telepon modern sudah mampu untuk digunakan bagian lebih rinci"*

Analysis:

The data above showed a translation error in the word "manufacture" which means "maker". The true meaning of "manufacture" was *"pembuatan"*, *"perusahaan"*, or *"pabrik"*. Therefore the translation that should be written is *"Pembuatan telepon modern sudah mampu untuk digunakan bagian lebih rinci"*.

Data 18

Translation 2: *"Produsen telepon modern telah dapat menggunakan bagian-bagian yang lebih kecil"*

Analysis:

In this sentence, the mistake provided a complex and difficult to understand translation of the word "smaller parts" the meaning of smaller parts here was the detailed and detailed things can be found from modern phones that are now full of features. *"Produsen telepon modern telah dapat menggunakan bagian-bagian yang lebih rinci"*

Data 19

Text: Handphones are largely used by most of us

Translation: *“Telepon genggam Sebagian besar telah digunakan oleh kebanyakan dari kita”*

Analysis:

The data above showed that a translation that mean "ambiguous" on the adjective "amount" i.e. the words *"sebagian besar"* and *"kebanyakan"* were the words that had the same meaning but were used in one sentence at the same time. Therefore, it was better for both words to use One so that it can be written as *“Telepon genggam Sebagian besar telah digunakan oleh kita”*, or other sentence, *“Telepon genggam telah digunakan oleh kebanyakan dari kita”*.

Data 20

Text: Many 21st century mobile phones are smartphones

Translation: *“Banyak ponsel abad ke-21 adalah smartphone”*

Analysis

There was a mistranslation of the word "many". Although the meaning of many was *“banyak”* but in this context the word of “many” interpreted as *“kebanyakan”*. It should be written such as: *“Kebanyakan ponsel abad ke-21 adalah telepon pintar”*.

Data 21

Text: The wave is sent through the antenna

Translation: *“Gelombang merupakan pengirim yang menggunakan antena”*

Analysis:

There was a mistranslation that occurred when they translated using Google Translate, this translation looked a little confusing. This translation was actually true and can be used, but it confused the reader. It should be written by *“Gelombang tersebut dikirimkan melalui antena”*

Data 22

Text: You can save data on your phone, type your task, take and customize your picture

Translation 1: *“Kamu bisa menyimpan data di ponselmu, tipe penulisan, mengambil dan memilih fotomu”*

Analysis:

There was a mistranslation in the sentences of “type your task” and “customize your picture. It should be written by *“Kamu bisa menyimpan data di ponselmu, menulis tugasmu, mengambil dan mengedit fotomu”*

Data 23

Translation 2: *“Anda dapat menyimpan data di ponsel Anda, mengetik tugas Anda, mengambil dan menyesuaikan gambar Anda dan yang paling penting adalah Anda dapat menghubungkan ponsel Anda dengan koneksi internet, tentu saja dengan opsi penyedia kartu SIM”*

Analysis:

The translation based on the data above, showed the writing in waste. Word wasting was done because there is the word "you" repeated in each phrases. Therefore, a better translation was to write the word "you" in one sentence like the following: *“Anda dapat menyimpan data di ponsel, mengetik tugas, mengambil dan*

menyesuaikan gambar, dan yang paling penting adalah dapat menghubungkan ponsel dengan koneksi internet, tentu saja dengan opsi penyedia kartu SIM”

In translating texts, the main goal is to obtain meaning that understands and can understand the context. As the utterance from Koman, Hartono, and Yuliasri (2019), explain the result of their research that the translation itself, if can be *summarized* that it is a process of “transfer or meaning” from *one* language to another language. There is no overriding reason to insist on perfect linguistic competence or extensive text analysis before getting down to translating, since errors are going to be made, and the best way to learn is often to start making them. We all fall into error. Errors are going to be made during the process of translation, so our task as translator to get rid of the errors and try hard to present the target text as equivalent as the source text.

Then, Sinaga (2022) says that the semantic mistake (121 mistakes) was the dominant mistake committed by the *students* of morning class. The second order was occupied by the lexical mistake (75 mistakes), and followed by the grammatical mistake (48 mistakes) in the third position. Most of the students used an adapted translation method in translating the accounting text. It could be seen from the attempt of the students to add some information from the source language text (SLT) into the target language text (TLT). Factors that caused the mistakes in students’ translations were the linguistic factors (semantics, lexical, and grammar), besides the external factors, such as the cultural factor and the personal factors of the students. Wongranu (2017) adds the explanation of the research that the causes of errors found in this study included translation procedures. It is recommended that more class time be spent to address the problematic points. In addition, more authentic translation and group work should be implemented to increase self-confidence and decrease anxiety

d. Students Still Use of English Terms

This error was also made by YN, DD, WH, and DN where the error was in the writing of words that were still in English form.

Data 24

Text: There are some kinds of cell phones like smartphones

Translation: “Ada beberapa jenis ponsel seperti *smartphone*”

Analysis:

The mistake is made a "smartphone" writing error. Smartphone was a term in English which means "smartphone" But they still wrote in the term "smartphone" in English translation, it was better written with the word “*ponsel pintar*”. There was a mistranslation of the word "smartphone". This translation was still in English. Although the term in Indonesian the word "smartphone" can be used, for translation it should still use its true meaning.

Data 25

Text: It can slide out the number keys or mini keyboards

Translation: “*Itu dapat menggeser tombol angka atau keyboard mini*”

Analysis

The translation error in writing the word "Mini". In the phrase "mini keyboard" means a "smartphone" it has a " keyboard kecil". Meaning small was different from a laptop keyboard. The word Mini should be translated into a word in terms of the

Indonesian language, namely “kecil”. So the correct translation is like this. “*Itu dapat menggeser tombol angka atau keyboard kecil*”

Data 26

Text: They send electromagnetic microwaves from the base station to the base station.

Translation: “*Mereka mengirimkan micro elektromagnetik dari stasiun dasar ke stasiun dasar*”

Analysis:

Based on the translation of the word "micro" electromagnetic there was a translation error in the form of the word "micro" where micro was still in English. "micro" means small in the form of an absorption word whereas in the Indonesian form "micro" was written with the word "*mikro*", so a better translation was written with “*Mereka mengirimkan mikro elektromagnetik dari stasiun dasar ke stasiun dasar*”.

Data 27

Text: The shape of a candy bar phone is similar to a candy bar

Translation: “*Bentuk ponsel candy bar mirip dengan candy bar*”

Analysis:

There was a mistranslation of the word "candy bar". The error lay in the word “Candy Bar” which means saying at the candy bar is a noun phrase that means the form shape of the phone. It was still using English words to make the translation. It should be written “*Bentuk ponsel batangan mirip dengan permen batangan*”

Differences in structure, context, and culture of using Indonesian and English often become a factor in students' difficulty in translating. As the result of Laksana's, and Putri's research (2018) shows that the most frequent error types are wrong lexical choice, bad word form, missing auxiliary word, short-range word level word order, and extra word. The other error types rarely occur in the translation.

Munawir (2020) also give the result of the research and concluded that the abstracts found various errors. Errors in the kinds of translation were Omission – Deviation –Modification –Addition - and the least is Inversion. The result of this research provides new information about translation to the students, especially to non-English students, and motivates them to translate the abstract well. Indira and Adha (2022) say that there were some translation errors made by the students in translating texts from Bahasa Indonesia into English. The causes of errors made by the students were: it was difficult to translate texts from Bahasa Indonesia into English; most students did not know how to differentiate between literal and idiomatic translation; most students were not familiar with translation methods; most students did not master English vocabularies well; and the students felt difficult to choose the appropriate meaning of words that have various meaning

e. Sentence Error

Sentence errors were also found in the translation of some of the data in this study, sentence errors meant that some students made mistakes in writing sentences in a good Indonesian language order so their translation results cannot be understood properly and did not produce correct meaning.

Data 28

Text: The rotating shaft rotates on the shaft

Translation: *“Poros yang berputar berputar pada poros”*

Analysis

There was a mistranslation that occurred when we translated using Google Translate, this translation looked a little confusing. This translation was actually true and can be used, but it confused the reader. It should be written *“Poros berputar pada porosnya”*

Data 29

Text: There are some kinds of cell phones like smartphones.

Translation: *“Ada beberapa jenis ponsel seperti seperti telepon pintar (smartphones)”*

Analysis:

The wrong sentence in the translation above written by the unit was found in the complementary or adverb sentence. the sentence above was basically appropriate because it contained a subject, a predicate, and an object, which was a nominal sentence, but in the description, there is the word *“seperti”* which is repeated twice so that it became a waste of words and created a double meaning, in the end, a better translation was by simply writing the word *“seperti”* ones.

Data 30

Text: Handphones are largely used by most of us

Translation: *“Ponsel sebagian besar digunakan oleh sebagian besar dari kita”*

Analysis:

The sentence written in the translation above was the wrong sentence structure because the additional word was written twice, namely *“most of”* the subject and verb and object has been written correctly. Therefore, a better translation was to write the word *“most”* once. It should be *“Ponsel telah banyak digunakan oleh sebagian besar dari kita”*.

Data 31

Text: A mobile phone (also called a cordless phone, cell phone, or cellular phone) is a very small portable radiotelephone.

Translation: *“Telepon Genggam (atau juga disebut telepon tanpa kabel, ponsel atau telepon seluler) adalah radio telepon portabel yang sangat kecil”*

Analysis:

The translation word or sentence above was also wrong because the conjunction was written twice in the form of *“or”*. Therefore, the correct transaction was to write *“or”* only once like *“Telepon Genggam (telepon tanpa kabel, ponsel, telepon seluler) adalah radio telepon portabel yang sangat kecil”*

Data 32

Text: You can save data on your phone, type your task, take and customize your picture and the most important thing is you can connect your phone with an internet connection, of course with the options of your SIM card provider.

Translation: *“Kamu bisa menyimpan data pada telepon mu, menulis tugasmu, mengambil dan merubah foto mu dan hal paling penting adalah kamu dapat menghubungkan ponselmu dengan koneksi internet, tentu dengan pilihan dari provider kartu SIM mu”*

Analysis:

The arrangement of the sentences written was wrong because there were too many pronouns in the form of "mu" as well as additional conjunctions in the form of "and". therefore a better transition would be to write the pronoun once and consume "and" as much as one *"Kamu bisa menyimpan data pada telepon, menulis tugas, mengambil, merubah foto, dan hal paling penting adalah dapat menghubungkan ponsel dengan koneksi internet, tentu dengan pilihan dari provider kartu SIM"*

In explaining the mistake in compiling this sentence, some researchers have found several results, as follows: Kusumawati (2017) is another that finds the answer students are they mean part of the sentence. The term doesn't know means emptied or even written in English. So when read the whole text is not has a clear meaning. From the overall student answers are only a few which performs the refinement stage. This matter happened due to time constraints to re-read the entire answer and interpret one word at a time. Shanty & Bustamin (2016) say that the students often use a type of literal translation which results in the translation results becoming unnatural and the meaning is unclear in the context of phrases, clauses as well as sentences. For the results of the questionnaire analysis; students have enough time to learn English, through formal channels and other learning media such as media electronics and the internet

2. The Sources of Students' Errors in Translating Report Text into Indonesian

The error in translating in Indonesian made by some of the students mentioned above was due to several factors, such as lack of practice, carelessness, lack of vocabulary, and different structure. Researchers conducted interviews related to these factors. Some of these sources or factors were as follows:

a. Lack of Practice

Data 33

Participant 1 said that "My knowledge of translation is indeed lacking, so I still have difficulty in translating English. The structure of using word order in translating report text is still weak".

Analysis:

Based on data 1, participant 1 said that the translation error was caused because she lacked experience in translating. That meant translating English to Indonesian was an activity that he didn't do often, so he found it difficult to translate English into Indonesian.

Data 34

On the other hand, Participant 2 also explained that the factors that caused the translation error were "I find it difficult to translate often turn around in arranging or interpreting words. This is because I am used to using my native language, which is Indonesian.

Analysis:

Furthermore, participant 2 explanation of the reasons for making mistakes was sourced from the arrangement of sentences or phrases that were often turned around and not quite right between the subject, verb, predicate, or complement. The sentence structure was often confused, it was because participant 2 had lack of experience.

b. Careless

Data 35

Participant 3 explains that "I am often careless when interpreting English to Indonesian and also still don't understand the material and points about translation.

Analysis:

Participant 3 in data 2 also explained that the mistakes in doing the translation were also caused by several sources or factors such as that participant 3 was a careless person. Careless here can be interpreted that he was a person who was not careful in doing something, so when he was working on the translation errors often occur in the writing of words, or the structure of sentences.

Data 36

Participant 4 is also a student who has difficulty explaining. "I already understand how to translate but sometimes I am still confused about the grammar structure. I'm also not very careful in choosing words."

Analysis:

Data 5 showed that there was an explanation from participant 4 about the factors that caused errors in translating because of carelessness. The main factor was the confusion that participant 4 still felt in learning grammar so participant 4 was also often confused about English. Therefore participant 4 was often wrong in using words and compiling sentence structures into correct sentences.

c. Lack of Vocabulary

Data 37

Participant 5 added that "I still don't understand about the material I lack vocabulary and my English knowledge is still poor".

Analysis:

Meanwhile for participant 5 according to him, the mistakes made in doing the translation stem from the lack of vocabulary. In general, the lack of knowledge about vocabulary was definitely caused by a lack of practicality in doing English exercises, such as rarely doing English questions, rarely reading and rarely doing activities related to English. This causes a lack of knowledge about vocabulary and it was difficult to translate correctly.

Data 38

Participant 6 also explained, "I do not know well the material explained by the lecturer. I don't memorize vocabulary enough, so it makes it difficult to interpret and often gets it wrong to analyze sentence structure".

Analysis:

Meanwhile, participant 6 explained the source or the factor that she made a mistake in the translation the main factor that caused the error was that participant 6 did not understand the material explained by the lecturer in the class about translation because of lack of vocabulary. The power to remember vocabulary was also weak so it was easy for her to forget the words or vocabulary she had learned. This causes a lot of mistakes made when doing the translation.

d. Different Structure Between Indonesian and English

Data 39

Participant 7 also added an explanation of the factors behind the error in the translation, namely: "I didn't understand the material in translating, so I was

confused when translating into English. The element of my native language is also influential, namely Indonesian because the structure of English and Indonesian have their own characteristics.

Analysis:

The data above is an explanation from participant 7 about the mistakes made in the translation caused by several factors, namely the lack of understanding of the translation material, and being careless or not careful in doing or arranging sentences and occupying good grammar. In addition, the important role of Indonesian which was often carried out made her accustomed to interpreting English with the Indonesian version so that its characteristics were often distorted.

Data 40

I am also still confused about writing report text because of my lack of understanding in applying English grammar rules”

Analysis:

This was also because participant 3 did not really understand the important points that must be done in translating English to Indonesian, especially the grammar rules.

Several factors can cause students difficulties in translating, at least some researchers have found some results that translators often make mistakes both in the arrangement of meaning and meaning as the first explanation from Kusumawati research results (2014) mentioned that students experience Difficulty understanding reading from books English text begins with an error in interpreting vocabulary. There are two factors that causes it, first The vocabulary has another deep meaning used in everyday life and the vocabulary is difficult to find equivalent or meaning in Indonesian. For translate english text with well must have a treasury quite a broad vocabulary. Meanwhile, Trisnawati & Bahri (2017) stated that in their research prospective students tend to use local strategies and literal methods in their translations. This matter affects the quality of the translation, making it less natural in the target language. Besides that, there is translation errors due to the wrong choice of words, causing the message in the source text to fail be delivered. According to Kusumawati (2017), his research stated that (1) there are many students make mistakes in translating sentences because they don't know the meaning of something vocabulary; (2) Students translate a text by interpreting one word at a time without understand the meaning of the previous text; (3) With limited time, students do not have time to examine go back or read the translated text in its entirety.

CONCLUSION

There are four types of students' errors in translating report text into Indonesian, they are incomplete writing, and sstudentswrote an English translation into Indonesian with incomplete sentences. The errors were 5% error sentences. Mistranslation of Pronoun, this data is a student error in interpreting or translating pronouns that often appear in the text. Error Meaning of Translation, Students' mistakes often place meaning in a word with words that are ambiguous or unclear in their use in the sentence. Students Still Use English Terms, students still use words that are basically English words. Then, Sentence Errors, Errors in giving meaning with words that are not appropriate is the mistakes that are mostly made by students in this translation.

The second is there are three errors that are the Sources of Students' Errors in Translating Reports. Text into Indonesian Lack of Practice, the factors that caused them to make mistakes in translation were obtained. Careless, The carelessness referred to in the translation of this case is that the participant does not examine the subject used, is it in accordance with the verb and object that is arranged in the translation, so that often the subject and verb do not match which causes the sentences to become wrong in the translation. Lack of Vocabulary, their background in making mistakes in translation was that they did not often read English texts so they lacked vocabulary. Different Structure Between Indonesian and English, it was stated that the participants used Indonesian every day as the main language, so the sentence structure used was Indonesian.

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