ABSTRACT


This study is aimed to find out the errors made by the second grade students in translating past tense (narrative text). Based on the purpose, the writer intends to answer these questions (1) What mistakes were usually made by 2nd grade students at Bina Bangsa Computer Cilegon in translating past tenses, especially in narrative texts “Malin Kundang”? (2) Why did the students make the errors in translating past tenses of narrative texts “Malin Kundang” from English into Indonesian? In doing this study the writer uses qualitative method. He analyzes each students’ answer from their answer sheet to find out the kinds of error the students do most. Population of the research are sixs students of second grade at SMA Bina Bangsa Cilegon.

The result of the research shows that the students mostly did not have good capability in translating narrative text. The higher of error frequency showes in translating past tenses patern. Those errors are caused by their lack of English vocabulary knowledge, over generalization the form of word, the influence of their native language or inter language transfer.

Based on the finding previously it can be suggest that (1) the teacher should explain the good way in learning English, not only in grammatical term but also in translation it. (2) the teacher has to be creative in teaching English translation, so it makes the students interst to study more. (3) the teacher ough to motivate the students to be more active in learning English, translating English text in to indonesian. (4) the students are better to get familiar with dictionary and get the correct use of word.
AN ERROR ANALYSIS OF STUDENTS’ TRANSLATING PAST TENSES IN NARRATIVE TEXT “MALIN KUNDANG” FROM ENGLISH INTO INDONESIAN

(A Case Study of the Second Year of SMA Bina Bangsa Cilegon)

A Thesis
Submitted to Adab and Humanities Faculty
In Partial Fulfillment of the Requirements for the S1 Degree

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The thesis has been defended before the Faculty of Adab and Humanities Examination Committee on February 27, 2011. It has been accepted as a partial fulfillment of requirements for Strata One (S1) Degree in English Letters.

Jakarta, February 27, 2011

The Examination Committee

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DECLARATION

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to a substantial extent has been accepted for the award of any other degree or diploma of the university or other institute of higher learning, except where due acknowledgement has been made in the text.

Jakarta, February 27, 2011

Hayubi
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In the name of Allah SWT, the Most Gracious, the Most Merciful. All praise be to Allah SWT, the Lord of The Universe who has been giving and blessing until the writer can complete this thesis with the title “An Error Analysis of Students’ Translating Past Tenses in Narrative Text “Malin Kundang” from English into Indonesian” without any awkward.

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The writer
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A. Background of the Study

Talking about translation cannot be separated from talking about language. The function of language is to communicate ideas.\(^1\) All of the people in the world can talk and understand each other by using language in the world of communication. Each person will use different sound and word because each language has its own sound system and its own vocabulary. People who share the same language have a great deal in common. Language brings people together. In every city, town or village of the world, people are always talking to one another. A precise definition of language is not easy to provide, because the language phenomenon is very complex.\(^2\)

As an international language, English has become one of the important subjects in Indonesia, especially for senior high school students. Since English is regarded as the foreign language in Indonesia, it becomes important thing in daily life in all of sector. As the result, to understand a foreign language, people must learn and try to understand it. Many people from a country can come to other country for some reasons such as politics, economy, education, and amusement. They bring their own way to communicate to the country visited. As the result, problem of communication is aroused.

The Indonesian Government, through the Department of National Education, has adopted English as the “first foreign language”. Other western languages offered in Indonesia high schools for those majoring in language are French and German. Students are free to choose which one they wish to learn in addition to English. However, the time allocation is not as much as for English, only two hours per week for two semesters.

The students might study another language (English) because of an integrative motivation. They study a foreign language because they believe that it will make them better and more integrated. The mastery of another language improves their ability to understand the world, their own language, and more importantly another culture better. This integrative purpose has been the more sound reason for offering foreign languages in school classrooms. In reality, very few high school students in many countries will use a foreign language in their future life. Only a small percentage of them will continue their studies at university, where at least a reading skill in a foreign language is required. Even fewer will work in foreign companies or foreign countries, where the foreign language is spoken on a daily basis. The curriculum developers, however, expect that through exposure to and experience of the foreign language students might develop into better human beings.

The failure is usually attributed to the poor competence of English teachers, poor syllabi, poor textbooks, and poor facilities. However, in this case, there should be schools with students proficient in English. English syllabi have been revised and modernized several times, on average once every ten years.
Each person will use different sound and word because each language has its own sound system and its own vocabulary. Therefore, the translation is an important act to inform the message. Language has powerful influence over the people and their behavior. As a human communication tool, language not only used for sending a message, but also language has more important role in human life.

Talking about language skill, the writer normally refers to listening, speaking, reading and writing. However, there is another important skill in learning another/foreign language that is very important, and can not be neglected, namely translation. Zuhridin Suryawinata explains the definition of translations given by McGuire (1980: 2). The definition is:

"Translation involves the reading of a source language (SL) text into the target language (TL) so as the ensure that (I) the surface meaning of the two will be approximately similar and (2) the structure of the source language (SL) will be preserved as closely as possible, but not so closely that the target language (TL) structure will be seriously distorted".

Translation is not only transferring text in source language (SL) into target language (TL). It can not escape from culture, sentence, syntactic, position of attribute. Translation is more than just translating SL words into TL words.

---

Translation finds equivalences to convey the same meaning of a source language text in a target language. The goal of translation is to establish a relation of equivalent textual material between the source language and target language.

Basically tense is a form of verb (kata kerja) which implies time-related actions or events expressed in a sentence. It is very important for the students to know when actions or events in a sentence happened: present tense, past tense or future tense? Verbs in English also changed depending on the time it happened.

- I go to library every day (saya pergi ke perpustakaan setiap hari)
- I went to library yesterday (saya pergi ke perpustakaan kemarin)

In the simple present, the verb is “go” but in the past tense verb “go” changed to “went”. People cannot say “I go to library yesterday” because in English grammar, the sentence is wrong. In standard English, a verb agrees with its subject and a verb agrees with the time. That is, if the subject is singular (I, she, he) the verb is (was). If the subject is plural (they, we, you), the verb is (were). Sometimes most of students understand in grammar but they do not understand how to translate well.

The problem in sentence pattern of clauses sometimes appears because of the culture differences between Indonesian and English. For example:

- She ate an apple on the way and she did not realize that it was not her
- *Ia sudah makan apel di perjalanan dan ia tidak menyadari ternyata apel itu bukan miliknya*

There are three mistakes in the TL above: The first mistake is the word “sudah” that is not necessary. If the student understands about English grammar, and they want to translate past tense, the word “sudah” must be deleted. Second,
the student did not translate the word *an*, whereas according to English structure article “*an*” is very important to indicate number of thing. Article “*an*” in the SL above indicates that “She” only ate one apple, not two or three apples. The third mistake is the word “*ternyata*” that is not suitable, and must be changed with “*bahwa*”. The revised translation: “*Ia makan sebuah apel di perjalanan dan ia tidak menyadari bahwa apel itu bukan miliknya*”.

The writer concludes, the errors that the students make are the result of the influence of their way of thinking in Indonesian. They do not understand about past tense and the way to translate from English into Indonesian.

**B. The Focus of the Study**

From the background of study which has been explained above, the writer tries to focus only on the errors of the translating assignment made by 2nd grade student at SMA Bina Bangsa Cilegon. The errors found will be related on the translation theories and English grammar rules that the writer choose. The writer is to know why the student made the errors in translating narrative text “*Malin Kundang*” in English version (SL) into Indonesian (TL).

**C. The Research Question**

In this research, the writer has two questions, they are:

1. What errors are usually made by 2nd grade students at SMA Bina Bangsa Cilegon in translating past tenses of narrative texts “*Malin Kundang*” from English into Indonesian?
2. Why do the students make the errors in translating past tenses of narrative text “Malin Kundang” from English into Indonesian?

D. The Method of the Research

This study uses descriptive analysis method which tries to analyze the errors and find out the causes why the errors appeared. In doing this research, the writer comes to SMA Bina Bangsa Cilegon. He gives a translating assignment for the students. After that, the writer collected all the work made by the students. He chooses narrative text “Malin Kundang” as a test material.

E. The Instrument of the Research

The writer uses a translating assignment as the instrument to get the data. For the assignment, the writer gives a narrative text “Malin Kundang” in English version for the students, and then he analyzes and markes the student’s translating errors.

F. The Unit of Analysis

The units of this research analysis are five translating assignment papers (narrative text “Malin Kundang”) made by the five of 2nd year’s student at SMA Bina Bangsa Cilegon.

G. The Time and Place of Research

The writer does his research at SMA Bina Bangsa Cilegon on Jl. Kubang Wlingi. The research is carried on 15 up to 25 June 2010.
A. The Definition of Translation

Translation is defined by many experts through various ways in different approaches and theoretical backgrounds. So, the different writer will define translation in different ways. There are some definitions of translation which is taken from many sources, such as:

1. Translation is the transfer of the meaning of a text (which may be a word or a book) from one language to another for a new readership.\(^4\)
2. Translation consist in reproducing in the receptor language the closest natural equivalent of the source language, first in the term of meaning and secondly in the term of style.\(^5\)
3. Translation is the replacement of textual material in one language (SL) by equivalent textual material in another language.\(^6\)

Translation is the process in which a written communication or a text in a first language is produced as the written communication or text in the second language interpreting the same meaning. Here the text in the first language is the "source text" and the equivalent text that communicates the same message is the "target text" or "translated text".

---


B. The Translation Methods

According to Newmark, there are two translation methods usually used by a translator. He put it in the form of a flattened V diagram:⑦

![V Diagram of Translation Methods by Peter Newmark]

1. The translation method that emphasizes to source language (SL)

a. Word-for-word translation

This is often demonstrated as interlinear translation, with the TL immediately below the SL words. The SL word-order is preserved and the words translated singly by their most common meaning, out of context. Cultural words are translated literally. The main use of word-for-word translation is either to understand the mechanics of the source language or to construe a difficult text as a pre-translation process.

b. Literal translation

The SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of the context. As a pre-translation process, this indicates the problem to be solved.

c. **Faithful translation**

A faithful translation attempts to reproduce the precise contextual meaning of the original within the constraints of the grammatical structure. It ‘transfers’ cultural word and preserves the degree of grammatical and the lexical ‘abnormality’ (deviation from SL norms) in the translation. It attempts to be complete faithful to the intention and the text-realization of the SL writer.

d. **Semantic translation**

Semantic translation differs from faithful translation, because this method must take more account of the aesthetic value (that is, the beautiful and natural sound) of the SL text, compromising in ‘meaning’ where appropriate so that no assonance, word-play or repetition jars in the finished version. The distinction between semantic and faithful translation is that the first is uncompromising and dogmatic, while the second is more flexible.

2. **The translation method that emphasizes to target language (TL)**

a. **Adaptation**

Adaptation is the term, used by Newmark. In this method, the SL cultural element is substituted with the cultural elements. For the example quoted from bible in English version “Lamb of God” or “domba Allah” in Indonesian, but when the phrase will be translated to Eskimo, the people who never know about “domba” along their life, so the translator have to search the equivalence meaning into TL, become “anjing laut”. The revised translation is “Anjing laut Tuhan”.


b. Free translation

In this translation, the translators usually paraphrase the original text but the SL manner, content, and form are not used. In the free translation product the text do not maintain the content of original anymore and use the forms that are easier to understand and usually shorter than the original ones.

c. Idiomatic translation

Idiomatic translation is the method of translating SL text into TL text, but this method can give the wrong message because in reproducing the message, the translator uses colloquialisms and idioms in the TL that may have different meaning in the SL. Example: “It’s raining cats and dogs” become “hujan lebat”.

d. Communicative translation

Communicative translation attempts to render the exact contextual meaning of the original in such away that both content and language are readily acceptable and comprehensible to the readership.

Semantic and communicative translation fulfill the two main aims of translation, which are first, accuracy and second, economy. A semantic translation is more likely to be economical than a communicative translation. In general, a semantic translation is written at the author’s linguistic level, a communicative at the readerships. Semantic translation is used for ‘expressive’ text, communicative for ‘informative’ and ‘vocative text. For example:

The Source Language Text.

*Hard-disk capacity has grown faster than a child fed with fast food and fried chicken five times a day. At the moment, a high performance 20 GB hard disk*
will perhaps cost about US$160. So, the big question is, why bother adding removable storage device to your system?

**TL Text I (Using semantic method)**


**TL Text II (Using communicative method)**


The underlined sentence in the TL text I (using semantic method) is deleted when the translator uses communicative method (TL text II). So that, the writer have conclusion that a communicative translation method is social, concentrate on the message and the main force of the text, to be simple, clear and brief and is always written in natural and resourceful style. A semantic translation is normally inferior to its original.

---

C. **The Translation Procedure**

The procedure involves the technical device used to transfer the meaning of the text in one language into a text in another language.

Newmark in his book *A Textbook of Translation* said that transposition is one of the most common procedures used in translation. A ‘shift’ (Catford’s term) or ‘transposition’ (Vinay and Darbelnet) is a translation procedure involving a change in the grammar from SL to TL.\(^9\)

Transposition is one of translation procedures which changes the SL structure into TL structure to create an equivalent effect.

Example: SL: Musical instruments can be divided into two basic groups.

TL: Alat musik bisa dibagi menjadi dua kelompok dasar.

On the sentence above “*musical instruments*” is translated into “*alat music*” not “*alat-alat musik*”, where in *musical instruments* structure, nominal of *instruments* preceded by adjective of *musical*. Meanwhile, in *alat musik* nominal of *alat* preceded the adjective of *musik*.\(^10\)

According to Newmark, there are four kinds of transposition.\(^11\)

1. **Transposition**

**The first form of transposition**

a. Plural noun in English become singular noun in Indonesian

A translator from English text (SL) into Indonesian text (TL) has no any option beside do it, because of the language system and grammatical rule.

---


Example:  
SL: A pair of shorts  
TL: Sebuah celana pendek  
SL: A pair of tweezers  
TL: Sebuah Penjepit

**The Second form of transposition**

This type is the transposition that conducted when the SL grammatical Structure in SL text is not equivalent in TL text. This transposition always has option into target language (TL).

a. In English grammar rule, there is no adjective used before its subject.

   Example:  
   SL: Bingung aku  
   TL: I am confused

b. In English grammar rule, no object in front of the sentence. It is different from Indonesian.

   Example:  
   SL: Kelas itu harus kamu ambil  
   TL: You should take that class

c. In English grammar rule, there is no verb used in front of the sentence, but Indonesian can.

Example:  
SL: Diledakkan bom itu kemarin  
TL: The bomb was blasted yesterday

**The Third form of transposition**

Transposition is caused because level of naturalness that in the translating result by using literal translation trough grammatical structure. This transposition conducted to the reason of natural utterance.
a. Noun/noun phrase in the SL become verb (V) into TL.

Example: SL: We must all responsible for the existence of fresh water

TL: Kita semua bertanggungjawab untuk menjaga air bersih

If the phrase above translated by using literal translation, automatically, the result of translating will different, become “Kita semua harus bertanggungjawab untuk keberadaan air bersih”.

The Fourth form of transposition

a. Transposition that conducted to fill up the gaps of the word.

Example: SL: He is very pleasant but his wife is arrogant

TL: Ia sangat baik (sekali) tapi istrinya sangat sombong.

2. Omission or deletion

Omission or deletion is done to the word or part of SL text in the TL text. This mean that there are some words or part of the SL text is, in realization, deleted or not translated in the TL text. It is done because the deleted part is not really important or gives no an essential implication to the general message of the SL text.


TL: “Just like her mother.” She whispered

It is seen that “raden” and “ayu” are deleted in translating the sentence into TL. The message is still the same although the word “raden” and “ayu” are not translated, it is about mother.

3. Contextual Conditioning

Contextual conditioning is the procedure of translation that gives special word (s) to explain the strange word (for instance, the name of food or drink).
Example: SL: She prefer the Black Label rather than the ordinary Johny Walker

TL: Ia lebih suka wiski Johny Walker Black Label daripada yang biasa.

Notice that TL word of wiski explains the name of Johny walker alcoholic drink.

4. **Note Conditioning**

   It must be done when all translation procedures above are not found any right word in the TL. The translator must give any postscript or note, like footnote or other.\textsuperscript{12}

Example: SL: Lumpang is a traditional musical instrument used by the villager in Javanese culture and used to make gemblong.

   TL: Lumpang adalah alat musik tradisional yang digunakan oleh orang desa pada adat Jawa dan digunakan untuk membuat gemblong.

Note: - Lumpang adalah perkakas dibuat dari kayu atau batu yang berlekur untuk menumbuk beras dan sebagainya.\textsuperscript{13}

   - Gemblong adalah penganan dibuat dari ketan yang dibentuk bulat lonjong, di goreng, dan dilumuri dengan gula. Atau penganan yang terbuat dari sigkong.\textsuperscript{14}

   Zuhridin Suryawinata and Sugeng Hariyanto in their book *Translation: Bahasan Teori dan Penuntun Praktek Menerjemahkan* said that there are two procedures used in translation beside transposition, namely *addition* and *subtraction*.

\textsuperscript{12} Rochayah Machaali, *Pedoman Bagi Penerjemah*, (Jakarta: PT. Grasindo, 2000), p. 72


\textsuperscript{14} *Ibid*, p. 306
1. **Addition**

Addition gives additional information of SL words. Additional information can be put in the body of the text or out the body of the text in footnotes.

Example: SL: *Saya guru*

TL: I am a teacher

Notice: the word “am” and “a” must be added for the SL word, because it is English grammatical rule.

The other example: SL: The skin, which is hard and scaly, is grayish in color, thus helping to camouflage it from predators when underwater.

TL: Kulitnya yang keras dan bersisik, berwarna abu-abu. Dengan demikian kulit ini membantu berkamuflase, menyesuaikan diri dengan keadaan lingkungan untuk menyelamatkandiri dari predator, hewan pemangsa, jika berada di dalam air.

It is seen that the word *kamuflase* and *predator* added with specified information. (Kamuflase = menyesuaikan diri dengan keadaan lingkungan), (predator = hewan pemangsa).

2. **Subtraction**

In this procedure, the structural unit in source language text (SL) is being omitted.

Example: SL: You should go home.

TL: Kamu mesti pulang

SL: Her husband is an engineer.
From the example above, the verb “go” and “is an” are not translated into target language text. Commonly in Indonesia, no one says “ibuku adalah seorang petani”. They only say “ibuku petani”. It is one of the grammatical differences between Indonesian and English.

**D. Errors and Mistakes**

1. **Error Analysis**

   Error analysis is a type of linguistic analysis that focuses on the errors learners make while using language. The analysis includes a comparison between the errors made in the target language (TL) and the grammar of the language.

   According to Jack C. Richard, John Platt, Heidi Platt define error analysis is an attempts of studying the errors made by language learners to classify the errors made by language learner and classify the different types of errors on the basic of the different processes that were assumed to account for them.\(^{15}\)

   Different from the other expert above, Rod Ellis suggests the steps of learner’s errors analysis methodology as follows:

   a. Collection of a sample of learner language.

   b. Identification of errors

   c. Description of errors.

   d. Explaining of errors.

---

e. Evaluation of errors.\textsuperscript{16}

Based from the terms above, the writer concludes that error analysis is the noting down and classification if the ways in which use of the target language by the non native speaker learners differs from its use by native speakers.

2. Definition of Errors

According to Jeremy Harmer, “errors are part of the student’s interlingua that is the version of the language which a learner has at any one stage of development, and which is continually reshaped as he or she aims toward full mastery”.\textsuperscript{17}

Brown has different opinion, he gives more attention on the Interlingua competence of the speaker, he defines that an error is as Noticeable deviation from the adult grammar of a native speaker reflecting the Interlingua competence of the learner.\textsuperscript{18}

3. Causes of Errors

Error can occur for many reasons. Jack Richard identifies four major causes of errors, which he labels by overgeneralization, ignorance of rule restriction, incomplete of applications of rules, and false concept hypothesized.\textsuperscript{19}

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\textsuperscript{17} Jeremy Harmer, \textit{The Principle of Language Learning and Teaching}, (New York: Prentice Hall Regents 1987) p. 170
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\end{flushright}
Over-generalization

Overgeneralization is the use of previously learned rules in new situation. Overgeneralization includes instances where the learner makes a rule on the basis of his experience of other rule in the target language. For example:

- *Do you going to Surabaya last month?
- Did you go to Surabaya last month?

Ignorance of Rule Restriction

Furthermore, Richard point outs which is closely related to generalization of deviant structure, it is ignorance of rule restriction. It occurs because learners are failure to observe the restriction of existing structure that is the application of rule to context where they do not apply. For example:

- *The woman who I meet her yesterday is my best friend.
- The woman whom I met yesterday is my best friend

c. Incomplete of Application Rules

This error is the result of the learner’s high motivation to achieve communicative ability. They do not pay much attention to the rules. In achieving this, learner sometimes produces grammatical incorrect form. For example:

- *Andi work is his office everyday.
- Andi works in his office everyday.

False Concept Hypothesized

False concept hypothesized occurs when the learners have a faulty comprehension of distinctions in the target language.
Sometimes, this error occurs because of the gradation of material of teaching. For example:

- *We was played football yesterday.
- We played football yesterday

In the simple past tense, the word “was” is not used, even though, was is used in the past tense.

4. The Differences Between Errors and Mistakes

Error and mistake is different. But most of the people still misunderstand about the definition of both. To be more clarified between error and mistake, the writer quotes the explanation from some sources. Rod Ellis said:

“An error (in this technical sense) takes place when the deviation arises as a result of lack of knowledge. It represents a lack of competence. A mistake occurs when learner fail to perform their competence. That is, it is the result of processing problems that prevent learners from accessing their knowledge of target language rule and cause them to fall back on some alternative, non-standard rule that they find easier to access. Mistakes, then, are performance phenomena and are, of course, regular features of native speaker speech, reflecting processing failures that arises as a result of competing plans, memory limitations, and lack of automatically.”

Stephen Pit Corder gives the similar differences between error and mistake, he said:

A mistake is a random performance slip caused by fatigue, excitement, etc. Mistake can be readily self-corrected, whereas an error is systematic deviation made by learners who have not mastered the rule of L2. Error cannot be self-corrected because it is a product reflective of the learners’ current stage of L2 development or underlying competence. Errors are not something to be prevented, but errors are sign that learners are actively engaged in hypothesis testing which would be the result in the acquisition of target rules.

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From the explanation above, the writer gives the distinction between error and mistake in the table below:

**Table 1.1**

<table>
<thead>
<tr>
<th>Errors</th>
<th>Mistakes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Represent a lack of competence,</td>
<td>Reflecting processing failures,</td>
</tr>
<tr>
<td>a result of lack of knowledge,</td>
<td>a result of competing plans,</td>
</tr>
<tr>
<td>Learners have not mastered the rule of</td>
<td>Memory limitations and lack of automatically.</td>
</tr>
<tr>
<td>L2.</td>
<td>Caused by fatigue,</td>
</tr>
<tr>
<td>Can not be self -corrected</td>
<td>excitement,</td>
</tr>
<tr>
<td></td>
<td>Can be readily self-corrected.</td>
</tr>
</tbody>
</table>

5. **The Goal of Error Analysis**

There are several advantages in error analysis implementation, Sridhar in *Contrastive Analysis Error*, and Interlingua wrote:

It was believed that error analysis, by identifying the areas of difficulties for the learner could help in (a). Determining the determining the sequence of presentation of target items in textbook classroom, with the difficult item following the easier ones; (b). Deciding the relative degree of emphasis, explanation and practice required in putting across various items in the target language; (c). Devising remedial lesson and exercises and finally (d). Selecting items for testing the learners’ proficiency.  

According to Dullay, the studying of learners’ errors serves two major purposes:

a) It provides data from which inferences about the mature of language learning process.

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b) It indicates to teachers and curriculum developers, which part of the target language student have most difficulty to be done correctly, and which errors types detract most from a learners’ ability to communicate affectively.\textsuperscript{23}

E. The Past Tense

The past tense is formed with the past form of the verb which maybe either regular by adding –ed to infinitive form (incidentally, most verbs are regular) or irregular which must be learned and memorize in each cases.\textsuperscript{24} There are four types of past tense. They are the simple past tense, past perfect tense, past progressive tense and past perfect progressive tense.

1. The Simple Past Tense

The simple past indicates actions or conditions that occurred at a specific time in the past and do not extend into the present. For example:

- I watched the television last night.
- They played football in the yard yesterday

2. The Past Progressive Tense

The past progressive tense indicates continuing action, something that was happening, going on, at some point in the past. This tense is formed with the helping "to be" verb, in the past tense, plus the present participle of the verb (with an -\textit{ing} ending). The example of this tense are follows:

- I was riding my bike all day yesterday.
- Joel was being a terrible role model for his younger brother.

\textsuperscript{23} Heidi Dullay, et.al, \textit{Language Two}, (New York: Oxford University Press, 1982), p.139
\textsuperscript{24} Nasrun Mahmud, \textit{English For Muslim University Student}, (Jakarta: Pusat Bahasa dan Budaya IAIN, 2005), p.80
3. **The Past Perfect Tense**

   The Past Perfect expresses the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past. The examples about this tense are as follows:
   - *I had already eaten when they arrived home*
   - *I had already gone when they called me.*

4. **The Past Perfect Progressive Tense**

   The past perfect progressive tense indicates a continuous action that was completed at some point in the past. This tense is formed with the modal "HAD" plus "BEEN," plus the present participle of the verb (with an -ing ending). The examples about this tense are as follows:
   - *I had been studying for three hours before my friend came.*
   - *I had been working in the garden all morning.*
CHAPTER III
RESEARCH FINDINGS

A. Data Description

In this part, the writer would like to give report concerning the data description according students, work in translating the sentence. The writer analyses words, phrases and sentences in the narrative text *Malin Kundang* in English Version as Source Language.

The data description will be shown in the table as follows:

a. Students Translating Errors in Simple Past Tense

SL: Finally, She *cursed* Malin Kundang that he would turn into a stone if he did not apologize.

TL: Akhirnya, dia *dikutuk* Malin Kundang bahwa dia akan berubah menjadi batu jika tidak meminta maaf.

b. Students Translating Errors in Past Perfect Tense

SL: His mother was a single parent because Malin Kundang’s father *had* passed away when he was baby.

TL: Ibunya adalah orangtua tunggal karena ayah Malin Kundang *telah* pergi jauh ketika dia masih bayi.

c. Students Translating Errors in Past Future Tense
B. Data Analysis

For the data analysis can be seen as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Students</th>
<th>Sentences</th>
<th>Error Recognition</th>
<th>Reconstruction</th>
<th>Kind of Tenses</th>
<th>Paragraph / line</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>He was thrown by the wave out of his ship</td>
<td>Dia dilemparkan oleh gelombang luar dari kapalnya</td>
<td>Dia terlempar dari kapalnya karena ombak</td>
<td>Simple Past Tense</td>
<td>5 / 28</td>
<td>Actually, on the sentence above the wave can not throw something because the function of this word (throw) only belong to human. These translations are not correct seen from the level of naturalness. A translator must create the equivalent meaning to transfer the message to the reader.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Finally, She cursed Malin Kundang that he would turn into a stone if he did not appologize.</td>
<td>Akhirnya, Dia dikutuk Malin Kundang bahwa dia akan kembali berubah menjadi batu jika tidak meminta maaf</td>
<td>Akhirnya, Dia mengutuk Malin Kundang bahwa dia akan berubah menjadi batu jika tidak meminta maaf</td>
<td>Simple Past Tense</td>
<td></td>
<td>The mistake occurred in translating the word “cursed”. The student translated the underlined sentence into “dia dikutuk Malin Kundang”. It is wrong because the meaning that will be transferring to SL is not has good correlation with the meaning based on the real story.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>His mother was a single parent because Malin Kundang’s father had passed away when he was baby.</td>
<td>Ibunya adalah orang tua tunggal karena ayah Malin Kundang telah pergi jauh ketika ia masih bayi.</td>
<td>Ibunya adalah orang tua tunggal karena ayah malin Kundang Meninggal Ketika dia masih bayi.</td>
<td>Past Perfect Tense</td>
<td>In Bahasa Indonesia, the word <em>telah</em> used by the people to describe the past time, but it is not used in English. According to Rahayu Minto in her book. She says, if the translator will translate the past form, she/he must delete “<em>telah</em>” into target language TL.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>He usually went to sea to catch the fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.</td>
<td>Dia pergi ke laut untuk menangkap ikan. Setelah mendapatkan ikan, dia membawa ikan hasil tangkapannya kepada ibunya atau menjual ikan yang telah ditangkapnya ke kota.</td>
<td>Dia biasanya pergi ke laut untuk menangkap ikan. Setelah mendapatkan ikan, dia membawa ikan hasil tangkapannya kepada ibunya, atau menjual ikan itu ke kota.</td>
<td>Past Tense</td>
<td>Even in some English books the writer finds the past future tense translated into “akan telah”, but this translations are not correct seen from the level of naturalness. Beside that, the words <em>akan telah</em> is incorrect in English grammar. The formula of past future tense indicate an action when people want to speak about something which had still not happened at the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Malin Kundang would leave the old women again but in that time she was full of both sadness and angriness.</td>
<td>Malin Kundang akan telah meninggalkan wanita tua itu lagi yang pada saat itu penuh dengan kedua hal yaitu kesedihan dan kemarahan.</td>
<td>Malin Kundang akan meninggalkan wanita tua itu lagi yang pada saat itu sedang diliputi amarah.</td>
<td>Present Tense</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5</td>
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<td></td>
<td></td>
<td></td>
<td>xxxxiv</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>The news <strong>ran</strong> fast in the town “Malin Kundang has become rich and now he is here”. An old woman <strong>ran</strong> to the beach to meet the new rich merchant.</td>
<td>Berita itu <strong>berlari</strong> sampai ke kota “Malin Kundang telah menjadi kaya dan sekarang dia ada di sini”. Seorang wanita tua <strong>berlari</strong> ke pantai untuk menemui saudagar <strong>kaya</strong> baru itu.</td>
<td>Berita itu menyebar cepat di kampung itu “Malin Kundang menjadi saudagar dan sekarang dia ada di sini. Seorang wanita tua <strong>berlari</strong> ke pantai untuk menemui saudagar baru itu.</td>
<td></td>
<td>Past Participle Tense</td>
<td>For getting a good translation, a translator must choose the right word or diction in transferring SL in to TL. In English, people can say, “the boys runs” <strong>anak laki-laki itu berlari</strong>. They also can say “the motor runs” <strong>motor itu berjalan</strong>, “the rivers runs” <strong>sungai itu mengalir</strong>, and “his nose runs” <strong>ia pilek</strong>. But in Bahasa Indonesia, people can not use “ran”, because the word is not suitable with the context.</td>
</tr>
</tbody>
</table>

For getting a good translation, a translator must choose the right word or diction in transferring SL in to TL. In English, people can say, “the boys runs” **anak laki-laki itu berlari**. They also can say “the motor runs” **motor itu berjalan**, “the rivers runs” **sungai itu mengalir**, and “his nose runs” **ia pilek**. But in Bahasa Indonesia, people can not use “ran”, because the word is not suitable with the context.

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| 7 | His mother was a single parent because Malin Kundang’s father had passed away when he was baby. | Ibunya adalah orangtua tunggal karena ayah Malin Kundang telah pergi jauh ketika ia masih kecil. | Ibunya adalah orangtua tunggal karena ayah Malin Kundang meninggal ketika dia masih bayi. | In this causes, the students only translated the text depending of dictionary, but they did not know the correct meaning to transfer into target language. The word “telah pergi jauh” and “menggalkannya” is absolutely wrong and must be changed become “meninggal”. If the underlined phrase above translated into “telah pergi jauh” or “menggalkannya” it’s mean that Malin Kundang’s Father will come back next time, but in fact Malin Kundang’s Father was dead and never come back again. |
A. Conclusion

After analyzing the data, the writer goes to some conclusion. Because the translation involved in two or more different languages, the different system in each language have to be synchronized. Each word has possibility to contain different sense. It is one of the problems faced by students in translating English into Indonesian. In translating narrative text, all of the students would make some effort to make the two language synchronizes as much as possible for sending the message. So that, the communication would not be interrupted and make some miscommunication.

The translation activity has to be aware for the words which are used to get an appropriate meaning. In this case of the object analyzes, certain word or clauses has some more senses than one domain which may be involved, but the main point is the terms which are used in the document. The term which are used in the target language text are appropriate with the terms which are used in the source language text.

Furthermore, based on the fact above, it is known that the students mostly made errors in the sentence that have different meaning. Even all of students know the meaning of word that would be translated, but they did not know the suitable diction to transfer the meaning in the target language.
B. Suggestion

In this part, the writer would like to provide some suggestion for teacher and students, they are:

1. Beside learning English tenses, the teacher should apply the translation procedure and the methodology that suitable to deliver the material to the learners.

2. The teacher should make translation exercise to improve students skill in translating Indonesian into English or otherwise.

3. The teacher can improve the effectiveness of teaching-learning activities by using the result of analysis on the students’ errors.

4. For the students, they should keep studying and learn seriously. So they realize about the differences between their mother tongue and the language being learnt since the errors appeared due to inference. Henceforth hopefully leads to get better understanding also mastering the target language it self.

Finally the writer realized that this research is necessarily to be continued and re-explained especially about the translation procedure which have not revealed yet by the writer. To anyone who wants to be good translator, mastering the translation procedures is one of the main condition. Hopefully this research can be used to all people especially to them who interested in translation study.