

TRANSLATION ERRORS OF NOUN PHRASES: BAHASA INDONESIA INTO ENGLISH FOR EFL LEARNERS

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Abstract

The study aims to identify learners errors in translating the noun phrase Indonesia into English and describe learners' difficulties in translating the noun phrase Indonesia into English. The writer used a qualitative approach. To collect the data, the writer took the data from observation, interview, and documentation. To analyze the data, the writer used Miles and Huberman's theory are three stages namely reduction, data display, and drawing conclusion. The result of the study consisted of types of learners translating errors in translating noun phrases Indonesia into English. Those demonstrated in the types of learners errors in which Misselection of words. It occurred twenty six times errors. Wrong spelling occurred six times errors. Misordering occurred thirty three times errors. The omission occurred forty eight times errors. Addition occurred seventy five times errors. The last, Misformation occurred twelve times errors. Meanwhile, the learners' difficulties found were such as lack of learners' vocabulary, the necessity of grammar, and lack of learners' understanding of word orders. The first result dominantly occurred in learners' translation error of the noun phrase Indonesia into English was an addition with a total number of errors seventy five. Besides, the second result could be identified as the lack of the learners' vocabulary as the highest difficulty in translating errors of noun phrases Indonesia into English.

Keywords : Translation; Errors; Noun Phrases.

Abstrak : Penelitian ini bertujuan untuk mengidentifikasi kesalahan siswa dalam menerjemahkan frase nomina Bahasa Indonesia ke dalam bahasa Inggris dan mendeskripsikan kesulitan siswa dalam menerjemahkan frase nomina Bahasa Indonesia ke dalam bahasa Inggris. Peneliti menggunakan pendekatan kualitatif. Untuk mengumpulkan data, peneliti mengambil data dari observasi, wawancara, dan dokumentasi. Untuk menganalisis data, peneliti menggunakan teori Miles dan Huberman melalui tiga tahapan yaitu reduksi, penyajian data, dan penarikan kesimpulan. Hasil penelitian terdiri dari jenis-jenis kesalahan penerjemahan siswa dalam menerjemahkan frase nomina Bahasa Indonesia ke dalam bahasa Inggris. Itu ditunjukkan dalam jenis kesalahan siswa di mana Misselection of words. Itu terjadi dua puluh enam kali kesalahan. Wrong spelling terjadi enam kali kesalahan. Misordering terjadi tiga puluh tiga kali kesalahan. Omission terjadi empat puluh delapan kali kesalahan. Addition terjadi tujuh puluh lima kali kesalahan. Terakhir, Misformation terjadi dua belas kali kesalahan. Sementara itu, kesulitan siswa yang ditemukan seperti kurangnya kosa kata siswa, kebutuhan tata bahasa, dan kurangnya pemahaman siswa dalam urutan kata. Hasil pertama yang signifikan terjadi pada kesalahan penerjemahan frase kata benda Bahasa Indonesia ke dalam bahasa Inggris oleh siswa adalah addition dengan jumlah kesalahan sebanyak tujuh puluh lima. Selain itu, hasil kedua dapat diidentifikasi kurangnya kosa kata siswa sebagai kesulitan tertinggi dalam menerjemahkan kesalahan frase nomina Bahasa Indonesia ke dalam bahasa Inggris.

Kata Kunci : Terjemahan; Kesalahan; Frase Kata Benda.

INTRODUCTION

Language and human life are closely related. Its development and growth are in line with human life. Many people use language to express desires, thoughts, ideas, and even past experiences. This means that they communicate with each other in an understood language. Communicating intended is to express the need or target of communication. Human behavior seen from the patterns of language is used (Catford, 1978). This method allows humans to communicate in a social context. Communication of human show that human imperative to master a language as is a means of communication. It is impossible for humans not to communicate in the era of human development and increasingly advanced technology, of course, humans need to interact with other people, whether different in social status, culturally different, or linguistically different. Communicating is not essentially with their mother tongue or second language because the people invited to communicate are many of them who abroad spoken internationally namely English.

Communication in English has a big role. For Indonesia, of course, they need an Indonesian-to-English or English-to-Indonesian translator. As an international language, English has been recognized by all nations in the world as an international language. In Indonesia, people need English for the economy, technology, and science needs. So that people are required to master English both orally and in writing. At every level of education in Indonesia, children from kindergarten to college learn English. Somehow, they are able to translate some texts in English either Indonesian to English or vice versa.

Although not much information in Indonesian regarding vocabulary or sentences is in an English translation, learners are encouraged to seek as much information as possible from books or other references. For junior high school and high school learners, the problem with translating Indonesian to English is the lack of information related to vocabulary. Translating Indonesian to English needs more words. Translation cannot be separated from abstract an action that is realized in a concrete way (Peter Newmark, 1981). The effectiveness of the translation is not far from the realization of a translation that is in accordance with the language of the context which is the ultimate goal of the principle of translation (Lafeber, 2012). Learners who have never known about language translation will find it difficult to keep up with the development of science and technology so the reduced language translation results in a lack of ability to understand writing in English.

Nowadays, there are many books of literary works from outside that are in English that can be read because the translation is already in Indonesian. It means that people who do not

understand English can use Indonesian literature for their own needs. Although actually making the translation good and easy for readers to understand is not easy. Because of what is faced by language translators it covers linguistic knowledge and general knowledge which is contextualized according to the rules of the source language. Obtaining a good translation is preceded by good background knowledge of the source language into which the translation is intended (Moayad, 2010). Here matching words according to the meaning of the dictionary is not enough to create new patterns linguistically so that the concepts from the source language can match the target language. Mastery of the source language and target language is mandatory when translating languages. The categorization of how to translate languages includes two important things that must be mastered by a language translator. The partial category includes all source language text partially translated into target language text (Roman Jakobson, 1959). The full category means the content of all source language texts translated into the target language (Catford, 1978). From this categorization, the writer intends to take some of the translations of all source language translations which include the use of English phrases in the target language translation. The phrase in question is related to a group of words that can be positioned as a subject, object, complement, or preposition. A noun phrase is an arrangement that appears as a subject or complementary object in a sentence (Adu-Gyamfi et al., 2012).

The difficulties that arise when translating the source language to the target language, in this case, Indonesian to English, are related to noun phrases. The indicator of the difficulty lies in the lack of understanding of the correct construction of noun phrases so in the translation of English to Indonesian there are still many mistakes. Mistakes are natural in language learning because mistakes are common in the language learning process (Napitupulu, 2017). Surely the error arises due to the translator's lack of knowledge regarding the context or use of the target language. The importance of study, in this case, is that the writer is here to examine the errors in translating the source language into the target language. This study was conducted with the aim of analyzing and identifying errors in translating the source language into the target language so that the results are important for all learners who study English translation.

In learning a language, learners make errors partly because of interlingual transfer or overgeneralization within the target language itself. Errors can occur at grammatical, phonological, and semantic levels (Alonso Alonso, 1997). Foreign language teachers should realize that errors made by the learners need to be analyzed, that is by conducting error analysis. On the other hand, these errors observed, analyzed, and classified are to reveal something of the system operating within the learner, leading to a surge of study of learners errors called error analysis. Whereas, Error analysis is a procedure involving collecting a sample of the learner's

language, identifying the errors in the sample, describing these errors, classifying them according to their hypothesized causes, and evaluating their seriousness (Ellis, 1994). The study of errors is carried out by means of Error Analysis (EA). In the 1970s, EA supplanted Contrastive Analysis (CA), which sought to predict the errors that learners make by identifying the linguistic differences between their L1 and target language. The underlying assumption of CA was that errors occurred primarily as a result of interference when the learners transferred native language habits into the L2. Interference was believed to take place whenever the habits of the native language were different from those of the target language. CA gave way to EA as this assumption came to be challenged. Whereas CA looked at only the learner's native language and target language (i.e. fully formed language), EA provided a methodology for investigating learner language. For this reason, EA constitutes an appropriate starting point for the study of learner L2 acquisition.

In sum, translation errors may relate to the study of learners' errors covering collecting samples, identifying, describing, classifying, and evaluating errors. Translation errors in noun phrases become challenging at the junior to senior school level. All kinds of translation errors of noun phrases Bahasa Indonesia into English could be avoided immediately and the learners' difficulties could be analyzed so that anticipating the current errors no longer occurred.

METHOD

This study employed a qualitative study design. The writer applied a descriptive qualitative method. It is called descriptive because this study attempted to analyze the translation errors of noun phrases from Bahasa Indonesia to English for EFL learners. The result of the qualitative study design is a retelling, that the social reality experienced by the participants could be understood. To collect the data, the writer used an observation technique in that the writer observed types of translation errors that occurred to EFL learners. This observation would be conducted in order to ensure whether the information of the study is suitable based on the determined categories. The second stage is an interview to seek the EFL learners' difficulties with translation errors. In addition, the data analysis was the following data reduction, data display, and drawing a conclusion (Miles & Huberman, 2014).

RESULT

Based on the study conducted and collected were from observation and interview. The data taken was from 30 learners. The writer divided the study results into 3 parts steps. They are the number of translation errors, the frequency of translation errors, and the types of translation errors.

Figure 1. The Data Percentage of Types of Translation Error

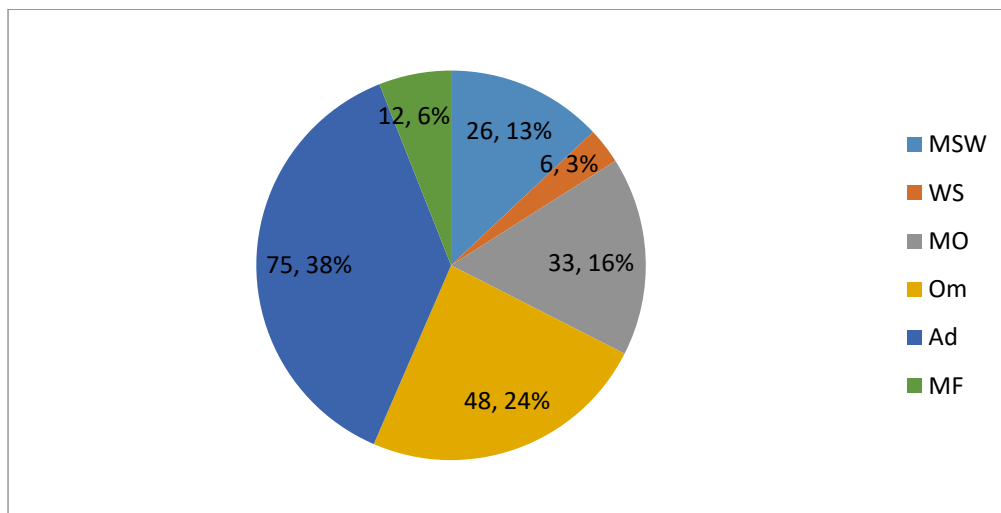


Table. 1. The Frequency of Translation Errors

NO.	Types of Translation Errors	Number of total errors	Percentage of total errors
1	Missselection of words (MSW)	26	26,13%
2	Wrong spelling (WS)	6	6,3%
3	Misordering (MO)	33	33,16%
4	Omission (Om)	48	48,24%
5	Addition (Ad)	75	75,38%
6	Misformation (MF)	12	12,6%
The total		200	

Based on the data result table.4.1 and Figure 4.1 demonstrated that the number of total translation errors was 200. Misselection of words occurred in 26,13% of 26 times of occurrences, wrong spelling was 6,3% of 6 times occurrences, and disordering was 33,16% of 33 of times occurrences. The omission was 48,24% of 48 time occurrences, the addition was 75,38% of 75 time occurrences, and misformation was 12,6% of 12 time occurrences. The data show that the

most frequent type of translation error was addition. Further analysis of the data were describe the following types of translation errors below.

4.1.1. Types of Learners errors in Translating Noun Phrases

The translation produced by learners of foreign languages contains errors. It is happen because they do not understand how to be a good translator and also lack knowledge. From the data of the learners, the writer analyzed six types of translation errors.

1. Misselection of Words (MSW)

Misselections are the least frequent category of lexical errors identified in the data. The production of misselections increases slightly from T1 to T2, and more learners produce misselections at T2 than at T1. There are 26 total errors made by learners.

extract 1

The (1) **read** reading book

In the context of Bahasa Indonesia, the learners should translate 'buku bacaan warna merah'. In fact, in extract 1, the learners translated in English 'the read reading book'. The target of the translation was 'the red reading book'. In this case, the use of the word 'read' was a misselection of words. Actually, the learners wanted to select the word 'red'.

extract 2

Big (4) **beauty** house

In the context of Bahasa Indonesia, the learners should translate 'rumah besar yang indah'. In fact, in extract 1, the learners translated into English 'big beauty house'. The target of the translation, the learners wanted to translate 'the big beautiful house'. In this case, the selection of the word 'beauty' was not the target word. Actually, the learners wanted to select the word 'beautiful' as the target translation.

Extract 3

The clock hung (14) **above** the wall of my friend on

In the context of Bahasa Indonesia, the learners should translate 'Jam dinding tergantung di atas tembok dari temanku'. In fact, in extract 1, the learners translated in English 'the clock hung above the wall of my friend'. The target of the translation, the learners wanted to translate was 'the clock hung on the wall from my friend'. In this case, the selection of the word of the preposition

‘above’ was not the target word. Actually, the learners wanted to select the word of the preposition ‘on’ as the target translation.

extract 4

the best (15) **public** school near the capital city

In the context of Bahasa Indonesia, the learners should translate ‘sekolah negeri terbaik dekat ibu kota’. In fact, in extract 1, the learners translated into English ‘the best public school near the capital city’. The target of the translation, is the learners must translate ‘the best private school near the capital’. In this case, the selection of the word of the adjective ‘public’ was not the appropriate word. Actually, the learners wanted to select the word of the adjective ‘private’ as the target translation.

extract 5

The bag on the wall near the book (17) **case**

In the context of Bahasa Indonesia, the learners should translate ‘tas di atas tembok dekat rak buku’. In fact, in extract 1, the learners translated in English ‘The bag on the wall near the bookcase’. The target of the translation, the learners must translate ‘the bag on the wall near the book shelf’. In this case, the selection of the word adjective ‘case’ was not the appropriate word. Actually, the learners wanted to select the word adjective ‘shelf’ as the target translation.

2. Wrong Spelling (WS)

A misspelling or wrong spelling is a substance-level production error (James: 1998: 130). In misspellings, there are 6 total errors made by learners.

Extract 6

The little of sugar for my (2) **coffe**

In the context of Bahasa Indonesia, the learners should translate ‘sedikit gula untuk kopiku’. In fact, in extract 6, the learners translated in English ‘the little of sugar for my coffe’. The target of the translation, is the learners must translate ‘the title of sugar for my coffee’. In this case, the spelling of the word ‘coffe’ was not the appropriate word. The omission of the phoneme [e] happened in learners’ translations. Actually, the learners wanted to spell the word ‘coffee’ with a double phoneme [ee] as the intended translation.

Extract 7

Big beautiful (5) **hous**

In the context of Bahasa Indonesia, the learners should translate ‘rumah indah yang besar’. In fact in extract 7, the learners translated in English ‘big beautiful hous’. The target of the translation, the learners must translate ‘the big beautiful house’. In this case, the spelling of the word ‘hous’ was not the appropriate word. The omission of the phoneme [e] happened in learners’ translations. Actually, the learners wanted to spell the word ‘house’ with a phoneme [e] as the intended translation.

Extract 8

All the (9) **hours** are in front of the store

In the context of Bahasa Indonesia, the learners ought to translate ‘semua rumah di depan toko buku’. In fact, in extract 8, the learners translated in English ‘all the hours are in front of the store’. The target of the translation, is the learners must translate ‘all houses in front of the store’. In this case, the spelling of the word ‘hours’ was not the appropriate word. The addition of a phoneme [r] and the omission of the phoneme [e] happened in learners’ translations. Actually, the learners wanted to spell the word ‘houses’ in the form of plural with a phoneme [e] and a suffix [s] as the intended translation.

Extract 9

The private school near with book store (12) **an** post office

In the context of Bahasa Indonesia, the learners ought to translate ‘sekolah swasta itu dekat dengan toko buku’. In fact, in extract 9, the learners translated into English ‘the private school near with book store an post office’. The target of the translation, is the learners must translate ‘the private school near with book store and post office’. In this case, the spelling of the word ‘an’ was not the appropriate word. The omission of the phoneme [d] happened in learners’ translations. Actually, the learners wanted to spell the word ‘and’ in the form of a word conjunction with a phoneme [d] as the intended translation.

Extract 10

The (19) **reiding** book on the cupboard

In the context of Bahasa Indonesia, the learners ought to translate ‘buku bacaan ada di atas lemari’. In fact in extract 10, the learners translated in English ‘the reiding book on the cupboard’. The target of the translation, is the learners must translate ‘the reading book on the cupboard’. In this case, the spelling of the word ‘reiding’ was not the appropriate word. The exchange of a phoneme [a] to [i] happened in learners’ translation. Actually, the learners wanted to spell the word ‘reading’ in the word with exchanged phoneme [a] as the intended translation.

Extract 11

People waiting in (20) **frount** of the airport terminal Lombok

In the context of Bahasa Indonesia, the learners ought to translate 'orang orang menunggu di depan bandara lombok'. In fact, in extract 11, the learners translated into English 'people waiting in frount of the airport terminal lombok'. The target of the translation, the learners must translate 'people waiting in front of the Lombok airport'. In this case, the spelling of the word 'frount' was not the appropriate word. The addition of a phoneme [u] happened in learners' translation. Actually, the learners wanted to spell the word 'front' in the word without the addition of a phoneme [u] as the intended translation.

Extract 12

The (16) **sooeer** field with luxury hotel

In the context of Bahasa Indonesia, the learners ought to translate 'lapangan sepak bola dekat hotel mewah'. In fact, in extract 12, the learners translated in English 'the sooecer field with luxury hotel'. The target of the translation, the learners must translate 'the soccer field with luxury hotel'. In this case, the spelling of the word 'sooeer' was not the appropriate word. The omission of a phoneme [c] and addition of a phoneme [o] and [e] happened in learners' translations. Actually, the learners wanted to spell the word 'soccer' in the word with the exchange of a phoneme [o] and [e] to a double phoneme [c] as the intended translation.

3. Misordering (MO)

Misordering errors are characterized by the incorrect placement of a morpheme or group of morpheme in an utterance. There are 33 total translations made by learners.

Extract 13

All of (3) **paints the white color.**

In the context of Bahasa Indonesia, the learners ought to translate 'semua cat warna putih'. In fact, in extract 13, the learners translated in English 'all of the paints the white color. The target of the translation, is the learners must translate 'all white paints'. In this case, the adjective order in a phrase word 'paints the white color' was not an appropriate phrase. The words order of noun + modifier happened in learners' translation. Actually, the learners wanted to translate with the order of the words 'all white paints' in the phrase with modifier+noun as the intended translation.

Extract 14

All of (6) **children are smart and happy**

In the context of Bahasa Indonesia, the learners ought to translate 'semua anak anak pintar dan bahagia'. In fact, in extract 14, the learners translated in English 'all of children are smart and happy'. The target of the translation was a noun phrase, not a sentence, the learners must translate 'all smart and happy children'. In this case, the adjective order in the phrase word 'children are smart and happy' was not an appropriate phrase. The word order of noun + complement happened in learners' translations. Actually, the learners wanted to translate with the words order 'smart and happy children in the phrase with modifier+noun as the intended translation.

4. Omission (Om)

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others. Examples of this type of translation error are presented below. There are 48 total translations made by learners.

Extract 15

The cat on (7) [] green carpet

In the context of Bahasa Indonesia, the learners ought to translate 'kucing itu di atas karpet'. In fact, in extract 14, the learners translated English 'the cat on green carpet. The target of the translation, the learners must translate 'the cat on the green carpet'. In this case, the deletion of a determiner 'the' made learners errors. The omission of determiner 'the' happened in learners' translation. Actually, the learners wanted to translate the phrase 'the cat on the green carpet' in the phrase with the additional determiner 'the' as the intended translation.

Extract 16

(18) [] Reading book on the cupboard

In the context of Bahasa Indonesia, the learners ought to translate 'buku bacaan itu di atas lemari. In fact, in extract 16, the learners translated into English 'reading book on the cupboard'. The target of the translation, is the learners must translate 'the reading book on the cupboard'. In this case, the deletion of a determiner 'the' made learners errors. The omission of the determiner 'the' happened in learners' translation. Actually, the learners wanted to translate the phrase 'the reading book on the cupboard' in the phrase with the additional determiner 'the' as the intended translation.

Extract 17

The book (22) [] he had read was on the book shelf

In the context of Bahasa Indonesia, the learners ought to translate 'buku yang dia baca ada di atas rak'. In fact, in extract 17, the learners translated in English 'the book he had read was on the book shelf'. The target of the translation, is the learners must translate 'the book that he had read was on the book shelf'. In this case, the deletion of the noun clause 'that' made Learners errors. The omission of the noun clause 'that' happened in learners' translation. Actually, the learners wanted to translate with the phrase 'the book that he had read was on the book shelf' in the phrase with an additional 'that' as the intended translation.

5. Addition (Ad)

Addition is the opposite of omission. Addition errors are characterized by the presence of items that must not appear in well-formed utterances. There were 75 total translations made by learners. Examples of this type of error are presented below:

Extract 18

All (8) **the** houses are in front of the store

In the context of Bahasa Indonesia, the learners ought to translate 'semua rumah ada di depan toko buku'. In fact, in extract 18, the learners translated in English 'all the houses are in front of the store'. The target of the translation, the learners must translate 'all houses are in front of the store'. In this case, the addition of determiner 'the' made Learners errors. Actually, the learners wanted to translate without a determiner 'the' as the intended translation.

Extract 19

All the house are in front of (10) **her** store

In the context of Bahasa Indonesia, the learners ought to translate 'semua rumah ada di depan toko buku'. In fact, in extract 19, the learners translated in English 'all the house are in front of her store'. The target of the translation, the learners must translate 'all houses are in front of the store'. In this case, the addition of the possessive pronoun 'her' made Learners errors. Actually, the learners wanted to translate without the possessive pronoun 'her' as the intended translation.

Extract 20

The private school (11) **near** with book store and post office

In the context of Bahasa Indonesia, the learners ought to translate 'semua sekolah swasta dekat toko buku dan kantor pos'. In fact, in extract 20, the learners translated into English 'the private school near with book store and post office'. The target of the translation, is the learners must translate 'the private school near book store and post office'. In this case, the addition of the

preposition 'with' made Learners errors. Actually, the learners wanted to translate additional with 'with' as the intended translation.

Extract 21

People waiting in front of the (21) **airport terminal** Lombok

In the context of Bahasa Indonesia, the learners ought to translate 'orang-orang menunggu di depan bandara lombok'. In fact, in extract 21, the learners translated into English 'people waiting in front of the airport terminal Lombok'. The target of the translation, the learners must translate 'people waiting in front of the Lombok airport'. In this case, the addition of the word 'terminal' made Learners errors. Actually, the learners wanted to translate without the additional word 'terminal' as the intended translation.

6. Misformation (MF)

Misformation is the affix that is added to a word. Misformation errors are characterized by the presence of items that must not appear in well-formed utterances. There were 12 total translations made by learners. Examples of this type of error are presented below:

Extract 22

The clock (13) **hang** above the wall of my friend on

In the context of Bahasa Indonesia, the learners ought to translate 'jam dinding tergantung di atas tembok dari temanku'. In fact in extract 22, the learners translated in English 'the clock hung above the wall of my friend on'. The target of the translation, the learners must translate 'the clock hanging on the wall from my friend'. In this case, the misformation of the word 'hang' made learners errors. The sentence needs verb three in irregular form. Actually, the learners wanted to translate the word 'hung' as the intended translation.

4.1.2 Learners' Difficulty in Translating Noun Phrases

After analyzing data, the writer found two types of learners' difficulties in interview results. First Lack of many vocabularies and second grammar in translation, as it is stated by Baker (1992 in Nadrah, 2019) there are two factors that make translation in English difficult. First, the translators lack equivalence of the target language. They do not know the acceptable translation of some words into the target language since different languages express different linguistic features.

The previous study was conducted in the study of translation difficulties, he found the difficulty of translation errors viewed from grammatical categories, linguistic level, and lexical items. Here the data was taken from a group of 4 male and 4 female learners (Arono & Nadrah, 2019).

1. Lack of Vocabularies (LV)

The transcript of interview data of lack of vocabulary occurred 5 times in male and female learners. The learners response were the following questions

Transcript 1 data interview

Q 5 : Apa kesulitan kamu dalam menterjemahkan frase kata benda Bahasa Indonesia ke bahasa Inggris? (*What are your difficulties to translate noun phrases in Indonesia into English?*)

R.1 : Belum mengetahui lebih banyak tentang vocab (I haven't memorized vocabulary more)

The result of interview, the learners respond "*I haven't memorized vocabulary more*". When the learners respond "*I haven't memorized vocabulary*" Here was the word '*haven't memorized vocabulary*' demonstrated that the learners lack vocabulary. This translation error happened because the learners response was a little bit understanding dealing with noun phrase even the teacher ever taught them. In translating Indonesia to English, the learners response was still confused to translate the noun phrases.

2. Necessity Grammar (NG)

The transcript of interview data of necessity grammar occurred in 4 times in male and female learners. The learners response were the following questions

Transcript 1 data interview

Q 5 : Apa kesulitan kamu dalam menterjemahkan frase kata benda Bahasa Indonesia ke bahasa Inggris? (*What are your difficulties to translate noun phrases in Indonesia into English?*)

R.2 : Saya kurang paham mengenai pre determiner, central determiner, dan post determiner (*I do not understand about pre determiner, central determiner, and post determiner*)

The result of the interview demonstrated that the learners do not understand the structure or well-formed in English. In this case, the learners' response is why they do not understand the translation Indonesia noun phrase to Indonesia. The learners did not fully understand noun phrases even though their teacher never taught them about it.

3. Word Order (WO)

The transcript of interview data of word order occurred 1 time in a male learners. The learners's response was the following questions

Q 5 : Apa kesulitan kamu dalam menterjemahkan frase kata benda Bahasa Indonesia ke bahasa Inggris? (*What are your difficulties to translate noun phrases in Indonesia into English?*)

R.3 : Karena dalam bahasa Inggris kata-katanya terbalik sehingga ke tidak di terjemahkan ke dalam Bahasa Indonesia artinya berbeda (*because in English, the words capsized so can not be translated into Indonesia*)

In this interview result, the learners' response was word order. It was said that the missformation of words or phrases as part of word order. The learners' response was that they understand about noun phrase because they ever learned yet they did not understand the way to translate noun phrase.

DISCUSSIONS

The previous result discussed dealing with types of translation errors and difficulties in Indonesia noun phrases into English. This section discussed the writer's result about translation errors. The percentage of 6 types of translation errors shows that the total number of translation errors in Indonesia into English was 200 times of occurrence. Thence the most frequent translation errors occurred in one type of translation error namely addition (75,38). Meanwhile, misselection of words occurred in 26,13% of 26 time of occurrences, wrong spelling was 6,3% of 6 time occurrences, and disordering was 33,16% of 33 time occurrences. The omission was 48,24% of 48 times occurrences, and misformation was 12,6% of 12 times occurrences.

The addition is the most frequent type of translation error in Indonesia into English. This type happened in learners' translations because of the lack of learners' understanding of noun phrases. Additions errors are the presence of an item that must not appear in well-formed utterances. In line with Dulay, Burt, and Krashen say that addition usually occurs in the later stage of second language acquisition or when the learner has acquitted some target language rule (Rahmi, 2022). The subcategory of additions is related to sample addition. No particular features characterize simple additions other than those that characterize all addition errors-the use of an item that should not appear in a well-formed utterance (Erlangga et al., 2019). For example, in 'All the houses are in front of the store', the learners make a wrong sentence. They add 'the' as the determiner of nouns. The well-formed sentence is all houses are in front of the store (semua rumah ada di depan toko buku).

Further, the interview result shows that there are three kinds of difficulties in learners' translation errors in Indonesia noun phrases into English. Lack of vocabulary become the biggest problem for the learners in translating noun phrase Indonesia into English. Necessity of grammar is the second lack of learners in translating Indonesia into English noun phrases. The learners' response was that they learn noun phrases and understand a little bit about noun phrases. Word

order is the last of learners' difficulties. The result of the interview show that the learners responded was the learners understand noun phrase but the word order in the form of the structure is difficult things for them in translating Indonesia into English. The numbers of occurrences of the interview also show that the word order was irresponsible.

CONCLUSION

After discussing the translation errors in Indonesia noun phrases to English in learners of SMA Islam Arrahmaniyah. Here are two purposes of the study; to identify types of translation errors in translating errors Indonesia noun phrases to English. And to identify learners' difficulties in translating errors Indonesia noun phrases to English. From those purposes the writer concludes that translation errors are the learners' deviation in vocabulary, grammar, and word order. An error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of the learner (H. Douglas Brown, 1994). As Richards states that a learner's errors provide evidence of the system of the language that he is using (i.e. has learned) at a particular point in the course (Richards, 1980). That means that it must be repeated that he is using some systems, although it is not yet the right system.

The result has discussed three types of translation errors that happen in learners of SMA Islam Arrahmaniyah namely Misselection of words, wrong spelling, misordering, omission, addition, and misformation. The most frequent happened in addition. The total number of occurrences is 75 times of 75,38%. The lowest of occurrences is in word spelling by a percentage 6,3% of 6 time occurrences. The difficulties for the learners that made them errors in Indonesia noun phrases to English is caused by three kinds namely the learners in lack of vocabulary, the necessity of grammar, and word order. In the learners' responses in the interview, the writer found that lack of vocabulary become the most problem for learners in translating Indonesia noun phrases into English.

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