

Students Errors Analysis in Translation English into Indonesian Using Google Translate

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Abstrak

Penelitian ini bertujuan untuk mengidentifikasi jenis-jenis kesalahan terjemahan dan mengetahui sumber-sumber kesalahan (kesalahan interlingual dan intralingual) dalam terjemahan Indonesia-Inggris yang ditulis oleh mahasiswa jurusan Bahasa Inggris semester empat di Sumatera Utara pada tahun ajaran 2021/2022. Sampelnya berjumlah 18 siswa yang diambil dengan menggunakan teknik proporsional random sampling. Data dikumpulkan melalui tes terjemahan yang terdiri dari 10 kalimat bahasa Indonesia yang harus diterjemahkan ke dalam bahasa Inggris. Jenis penelitian ini adalah penelitian deskriptif yang menggunakan prosedur Analisis Kesalahan untuk mengidentifikasi dan menganalisis kesalahan siswa. Temuannya menunjukkan bahwa jenis kesalahan tata bahasa yang dilakukan siswa dalam penerjemahannya ada tiga jenis, yaitu kesalahan global, kesalahan lokal, dan kesalahan lainnya. Kesalahan yang paling banyak dilakukan siswa adalah kesalahan lokal dan kesalahan yang paling sedikit dilakukan siswa adalah kesalahan lainnya. Kemudian, penelitian ini mengungkapkan bahwa sebagian besar kesalahan yang terjadi dalam penerjemahan siswa disebabkan oleh kesalahan intralingual. Sementara itu, hanya sedikit kesalahan yang disebabkan oleh kesalahan interlingual. Kesalahan tersebut terjadi karena pengetahuan siswa tentang bahasa target tidak lengkap.

Kata kunci : *Terjemahan, Kesalahan Tata Bahasa, Kesalahan Interlingual, Kesalahan Intralingual*

Abstract

This research aimed to identify types of translation errors and to find out the sources of errors (interlingual and intralingual errors) in Indonesian English translation written by the fourth semester of English department students at Sumatera Utara in the academic year 2021/2022. The samples were 18 students who have been taken by using proportional random sampling. The data were collected through translation test that consisted of 10 Indonesian sentences that should be translated into English. The type of this research was descriptive research which used Error Analysis procedures to identify and analyze the student's error. The findings showed that the types of grammatical errors made by the students in their translation were three types, namely global errors, local errors and other errors. The most frequent error made by the student was local errors and the fewest error made by the students was other errors. Then, this research revealed that mostly errors occurred in students' translation were caused by intralingual error. Meanwhile, only few errors were caused by interlingual error. The errors occurred due students' incomplete knowledge of the target language.

Keywords: *Translation, Grammatical Errors, Interlingual Errors, Intralingual Errors*

INTRODUCTION

The following this era of globalization, the role of translation is increasingly important in international communication. Has a stablish translation can function as a bridge that connects nations in the world with different languages and cultures. In fact, it is not an exaggeration to say that translation is a language between one nation and another. Through national translation, someone can learn and understand the advances in science and technology achieved by other nations. While in foreign language departments, especially the English Department, translation is generally required to be taught not only based on the curriculum used. This translation course aims to provide theoretical knowledge, concepts and translation skills. In reality, in the process of learning to translate, like learning a language, there are always various problems. One form of this problem is error. Rather than studies have shown that students' mistakes are of practical use to teachers. Hendrickson (1980) for example, suggested that mistakes can provide feedback (feedback). In a sense, that oversight can provide teachers with an idea of the effectiveness of learning materials and teaching techniques. In foreign language departments, especially but also to dinguish between mistakes and mistakes, the key lies in the same or similar linguistic deviations; in the sense that once a mistake is repeated it is considered a mistake. Hendrickson (1980) suggested that it would be impossible to avoid any mistakes when learning new skills, much more when learning language skills.

English Department, translation in general must be taught based on the curriculum. This translation course aims to provide theoretical knowledge, concepts, and Translation skills in fact, In the process of learning to translate, as like learning a language, there are always new skills that are something that very unlikely, especially when studying Language skills. Mistakes made by the Students can actually provide data about the grammatical systems and patterns he is studying use. In this case what he has learned, on certain stages in the course very wrong things are important.

The central objective in this article in The Efectiveness Of Formative Students Errors In The Translation Of English Into Indonesian Using U Dictionary Rather Than Google Translate form of undesirable language which is a repeated deviation from the student's linguistic system at a certain stage in learning (Tarigan, 1997: 25) This view of effectiveness contrast with some other , this Study reveals that formative assessment focusing on student assessment. Highlight issue that need to be examined this context, mistakes are different from mistakes. Errors are deviations from the language system that occur due to appearance (performance) factors such as limited memory, slip of the tongue, spelling errors, fatigue, emotional disturbances and so on (Krashen and Tracy Terrell, 1985: 30) hot issue. Many student's mistakes could even provide data on the systems and grammatical patterns he was using. In this he had already learned, at some stage in the course. Mistakes are crucial in three areas. First, for the professor, mistakes can offer input, when a systematic analysis of how far a student's goal has been achieved and in turn, what points of lesson must still be learned. Second, oversight gives professors and researchers data on how languages are generally spoken and how translation processes are primarily studied and acquired; or what strategies and procedures the student USES in his attempt to master language and translation. Third, mistakes are an integral part of the student because they commit mistakes are viewed asa tool for learning the language and translation itself.

First, for lecturers mistakes can provide input, if systematically analyzed to what extent the student's goals have been achieved and in turn. First, what lessons still need to be learn. Second, the error in providing data to Lecturers and researchers about how language works general and the translation process in particular Learned and acquired; or strategies and what procedures students use In his efforts to master language and translation. Third, mistakes are part of that Inseparable from the student's self because Committing a mistake is considered a means to Study the language and translation itself.

Research Statement

The author formulates the research problem that was done as follows, taking into account the problems mentioned above.

1. What kinds of mistakes did English education students make when translating a text from Indonesian to English?
2. What causes errors in the translations of texts from Indonesian to English that English education students make?

Literature Review

Translation is the subject of numerous research studies. Both broad and specialized researchers are present. This occurs because the study of translation includes the following specific topics: In her study, Kurniawati (2015) discovered that 326 errors—mostly lexical and grammatical—were produced by the thirty students' compositional works. Miss selection and miss ordering are the two subcategories that are further broken down into components.

According to Krisetyawati (2010)'s thesis, the study's findings show that several translation errors were made. Following the counting of errors, the writer discovered 355 student-made errors, or 39.44% of the 900 possible errors. As we can observe from this thesis, students translated English noun phrases into Indonesian with four different sorts of errors. These mistakes include miss formation, miss ordering, omission, and addition. According to Metha's (2010) research, translation can be an effective method for learning grammar, syntax, and lexis in both the source language (SL) and the target language (TL). According to Rahman (2012), a word-for-word back translation makes it possible to identify and comprehend the connections between the two languages. The author draws the conclusion that students may make translation errors when translating texts based on the aforementioned studies. The author thus conducts research to identify the mistakes that students have made in their translations. The author intends to examine the types of mistakes made by students, their origins, and the mistakes that they make most frequently when translating texts. Therefore, the researcher hopes. Both students and teachers can benefit from it as it can help students identify mistakes they make in translating and prevent them from happening again.

Translation Concept

Translation is the process of transferring a message from the source language into the target language as closely as possible, both in terms of meaning and style. (Taber and Nida, 1982; 12) In another context, a translation is a text that is understood to be distinct from the original (the source text); but, it is also a truth that the senses that the source text and the translated text transmit are identical. It's common knowledge that translation transforms a written work by giving it a new look. Translating can be defined as the process of literally replacing or changing a form in another language, both culturally and literally. This interactive link between source and translation continues in the hands of experienced translators. This implies that translation alters not only the language's structure but also its meaning or content.

Conceptual Errors

It's natural to do this in the learning process; it happens frequently. Errors in foreign language acquisition are widespread. When a learner makes mistakes or blunders in their education, it will aid in their own improvement. It can be challenging to determine whether students are making mistakes or errors in their attempts to learn the target language. Errors occur when students perform an incorrect action twice or more. Concurrently, errors occur when students perform an action incorrectly once and correctly the next. The statement that a mistake happens when a student uses a system incorrectly that they are genuinely familiar with reinforces the distinction. This failure is brought on by the learner's inconvenient performance, but the learner will be able to fix it on its own. Consequently, for later. The student will make use of the right one. However, mistakes happen when students still need to learn how to fully understand the system; even after using it twice or more, they will still utilize it incorrectly. From the preceding sentence, the writer can deduce that the errors are the failures to use foreign language methods correctly, which are caused by students' lack of understanding about how to use language methods correctly. They are unable to repair that failure. In order to truly learn something, we must pay attention to the content that is presented to us and take it seriously.

Translation Mistakes

The purpose of this study is to identify the mistakes that students make when translating. The author concentrated on employing expert classification. It can be categorized as a source of errors in translation of some kind. Sager (1983) categorization was utilized to analyze the faults made by the students when translating from Indonesian into English. Translation can exhibit four types of faults, according to Sager (1983):

- Meaning inversion. The translation of the meaning of the original language text into another language. The goal of the target language and the SL are at odds with one another. For instance, "Matahari pagi bangun dengan leluasa" means "sun in the morning wakes up with unhindered vision."
- Expansion of meaning. The incorporation of meaningful aims or concepts. The incorporation of goals or concepts that the original language does not express explicitly or imply. Stated otherwise, the source language is expanded. For instance, "Baru-baru ini, penyebaran virus ebola yang menyerang wilayah Afrika barat menyita perhatian" means "Currently, the world is being taken over by the spreading of the ebola virus that attacked West Africa".
 - a) Removal of context. The removal of a source language concept in a target language. When a piece of data is excluded from the target language from the source language. "Waspadai penyebaran virus ebola" means "Beware the (missing word) of the ebola virus," for instance.
 - b) A change in meaning. The translation's imprecise interpretation or the original language's intention being misdirected to other ideas. As an illustration, the phrase "Penyebaran virus ebola yang menyerang wilayah afrika barat menyita perhatian" means "distributing the virus that causes ebola in the West African region".

Strategies for Collecting Data

Students' G. form responses were used to collect data for this study. The purpose of collecting those answers is to help the researcher discover mistakes made by the students when translating Indonesian material into English. The test had text in Indonesian from the website and book that was used.

Methods of Data Analysis

Some steps were taken in the analysis of the writing test data:

- Errors made by students are identified. Using a descriptive technique, the writer determined the type of translation and the kind of translation error in this step. Sentences are used as the analysis unit in content analysis to achieve the desired results.
- Students' errors are categorized into four types based on their inversion, omission, addition, and departure. Additionally, the sources of translation errors are categorized into three categories: morphological, lexical, and syntactic aspects.

METHOD

This study was descriptive in nature and using error analysis techniques to find and examine the mistakes made by the students. The population of this research is all of the students in the academic year 2021/2022. The sample students who have been taken by using g. form. The data through translation test that consisted of 10 Indonesian sentences that should be translated into English. The test has been validated by expert judgment. The study USES descriptive research designs to gain insight into the mistakes students make when learning to translate. Thus, the study was neither treatment nor treatment nor hypothesis testing, as is usually done in experimental research. The research variables collected and analyzed in this study include what types and resources students use when translating from English to Indonesian. All underprivileged English-educated students at University will participate in this study. In addition, the target group (target population) of this study is 10 students studying translation mathematics, who are divided into several classes,

while the sample consists of 18 people and they filled out the questionnaire without the slightest coercion or threat from the researcher of the target group. Sampling techniques are done systematically. This method involves sampling, in which members are taken every fifth of all members of the population to be enumerated. This interval 5 was obtained by dividing the population (n) by the number of samples (n). Translation testers collect incorrect data of different types and from different sources. This translation test is done midway, taking due consideration

FINDINGS AND DISCUSSION

Table Errors made by the students in translating Indonesian into English

NO	STUDENTS NAME OR INISIAL	WRONG TERMINOLOGY	GRAMMATICAL
1.	W	2	2
2.	U	2	2
3.	E	3	2
4.	A	3	3
5.	K	3	2
6.	N	2	2
7.	J	5	3
8.	S	3	3
9.	Z	4	3
10.	A	4	3
11.	H	5	4
12.	D	3	3
13.	F	4	4
14.	A	3	3
15.	N	2	3
16.	P	3	3
17.	T	3	4
18.	R	4	3

From the research finding, it could be discussed that students can not the error when translating the text especially in Indonesians into English. Were still confused in using kinds of the right grammar and wrong in their translation on data analysis, it found about 123 errors in student's translation are 66 (44%) wrong terminology, 57 (38%) grammatical error. The number of errors made by students is wrong terminology. It meant that students still get confused in using the right grammar.

These are example:

1. Error in using singular to plural or plural to singular words.

For example: the students learn in the class every day.

Incorrect : Murid belajar di kelas setiap hari.

Correct : Para murid belajar di kelas setiap hari.

Based on the students translation above, the word was right, when noun means one only, it is said to be singular. Example: boy, Girl, book, church, box.

2. Error in using Terminology specific context.

For example: Budi and Ani are the best friend. Besides that, they have strong chemistry. On the students' translation above, the word was right but the Word strong

chemistry that mean was specific context. Based on the test above, it can be concluded that many factors inFLuencing students' errors in translating Indonesians sentences into English. Those factors are coming from internal factors and external.

The factors are described below:

1. Internal factors

- a. Some of the students have limited time and vocabulary.
- b. .Some of the students do not have variety of dictionary.
- c. Some of the students get difficult to use appropriate word

Based on the context.

- d. Some of the students do not motivate in learning English,
- e. Do not interest to translate English text or sentence.
- f. e. Some of the students do not master about the English material

External factors

- a. Because of the teacher's boring and uninteresting teaching style, several students do not like class.
- b. Because some of the students in the classroom make noise, the environment does not promote the teaching and learning process.
- c. There are parents that don't support their kids' English language acquisition.

Based on the rationale offered, the researcher comes to the conclusion that collaboration between parents, instructors, settings, and students is essential. The purpose of teaching and learning will be achieved if everything proceeds as planned. From the aforementioned Google translate results, it can be inferred that a number of areas require further development in order to assess the usefulness of U dictionary and Google translate, two programs that students frequently utilize as tools for translation. The conclusions of the study on the usefulness of U dictionary as opposed to Google translate are detailed below. Considering the goal and value of the aforementioned study in assessing Google Translate's efficacy. Researchers gather field data by administering questionnaires to participants.

CONCLUSION

The following conclusions may be drawn from the data analysis and research findings:

First, second-year English department students at Universitas Islam Negeri Sumatera Utara made three different categories of grammatical errors: global, local, and other errors. Local errors were the most common translation errors produced by the students, with improper word choice accounting for the highest error occurrences and erroneous subject-verb agreement accounting for the lowest error occurrences. The second category of errors found in student translations were global errors, wherein the students most frequently made mistakes in verb formation, while the fewest errors involved the erroneous use of connectors and modals. The least common types of errors were other errors.

Second, Interlingual and Intralingual errors were the two main types of errors that frequently happened in students' translations. The fact that this source contributed to the students' translations of erroneous concepts and that they were unaware of rule restrictions indicates how often the students produced intralingual errors. Interlingual error was the second source of errors that led to mistakes in the translations made by the students. It was observed that the pupils were able to transfer the structure of their native language onto the target language. The translation's phrases do not appear to indicate a numerical agreement between a subject and a verb or a subject and a noun. Students made mistakes in ordering, agreement, and dependence as a result.

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