

things. It is started from simple things to most complex one.

English language is one of the languages in the world which plays very big role in communication of human being and it is used as an international language. English language is the official language of Britain then US most parts of the commonwealth, certain others country.

Translation is an activity which almost everybody can do. However, there is also problem due to the translation. There is a cute problem of seeing translation. As an activity, the main problem faced by the students of some level is translating from Indonesia into English lies on poor knowledge on English sentence patterns. It is caused by the lack of grammar and vocabulary

Translation typically has been used to translate written or spoken Source Language (SL) text to equivalent written or spoken Target Language (TL) text. In general, the purpose of translation is to produce various kinds of text including religiously, literary, and philosophical text in another language and thus making them available to readers.

In IKIP Gunungsitoli, Translations one of the subjects taught for the students when they are in the second semester. Based on the result the students got in translation subject, it can be said that there are 9 students are in C level, 15 students are in C⁺ level, 4 students are in B⁻ level, 5 students are in B level, and 1 student is in B⁺ level. This situation shows that 22 students were categorized into low level of the level of competence.

Catford (1978) states that translation is an operation performed on language, a process of substituting a text in one language for a text in another. Newmark (1981) states that translation is mastery in transferring written message from one language into written message of another language. Olk (2003) says translation is an activity that needs substantial cultural knowledge.

Translator cannot produce the same effect of metaphor in metaphor translation (Carter, 1997).

After doing the preliminary research for the sixth students who have studied Translation, the writer finds that the students made errors on translation especially in translating Indonesia Text into English. For example, the students translate *terhadap para gembala akan bangkit murkaKu dan terhadap kepala-kepala kambing* into for the shepherd, my anger will be rise and for the head of goats, for all the shepherds my anger will rise towrd the heads of goat *Head*. Looking at this students' translation above it can

be said that the students made the word-by-word translation.

The sentence *terhadap para gembala akan bangkit murkaKu dan terhadap kepala-kepala kambing* should be translated into Mine anger was kindled against the sheperds, and I punish the goats. By comparing the students' translation with the expected translation, it can be said that there many errors made by the sixth semester students of English department of IKIP Gunungsitoli when translating Indonesia text into English.

According to Brislin (1976) translation is a general term referring to the transfer of thoughts and ideas from one language (source language) to another (target language), whether the languages are in written or oral form.

Doing translation requires linguistic ability of translator. It is because translator will only be able to transfer the meaning of SL, if she/he has a complete acquisition of language structure and vocabularies that use in materials to be translated. So, the readers can not follow the ideas which are to be conveyed.

Basnet (1991) suggest that translation involves the transfer of meaning entrained in one set of language signs through competent use of dictionary and the process also involves whole set extra linguistic criterion.

Yusuf (1994) state that It is a type of translation between two language message with the closet natural equivalent meaning of the source language.

Corder in Ellis (1994) states that error provides information for the teacher about how much the learner has learnt, provides the researcher with evidence of how language was learnt, and served as devices by which the learner discovered the rules of the target language.

Richards (1984) states that a learners' error provides evidence of the system of the language that he is using (i.e. has learned) as a particular point in the course (and it must be repeated that he is using some systems, although it is not yet the right system).

The same opinion is proposed by Norrish (1995) an error analysis can give a picture of the type of difficulty learners are experiencing.

Based on the evidence above, the writer attempts to translation research which is focuses on describing the errors made by the sixth semester students of English Department of IKIP Gunungsitoli when doing translation. Hence, the writer uses the errors analysis in terms of the types of errors and the source of errors in analyzing the errors made by the sixth semester students of English department of IKIP

Gunungsitoli by choosing the title: An Error Analysis on Translation Made by the Sixth Semester Students of English Department of IKIP Gunungsitoli.

2. Research Method

In this research, the writer uses descriptive qualitative method to analyze the students' errors on translation. The descriptive method is employed since it is used to describe phenomena as objectively as possible based on the data obtained. It is the most suitable type for this research. It is aimed at describing the status and phenomena (Suharsimi, 1996), that is to present the description of the students' ability and errors in translating English noun phrase into Indonesia.

This research is conducted at IKIP Gunungsitoli. This college locates at l. Yos Sudarso No. 118 E-S Gunungsitoli. This research is conducted in the sixth semester students of English Department of IKIP Gunungsitoli.

In answering the problem of this research, the writer need data. Data needed to answer all the research problems are all the errors made by the sixth semester students of English Department of IKIP Gunungsitoli when doing translation.

In analyzing data, the writer applies the procedure of error analysis proposed by Brown (1987). Brown divides the procedure of error analysis into two steps, namely, the first step is the identification of the errors made by the sixth semester students and the second step is the description of the error made by the sixth semester students.

3. Result and Discussion

In this session, the writer analyzes data based on the kinds of errors, the dominant errors, and the way of the students when making errors on translation.

In analyzing the data based on the kinds of errors, the writer focuses on the errors of Omission, Addition, Mis-formation, and Mis-ordering. 1) Errors of Omission. Omission of errors are characterized by the absence of an item that must appear in a well-formed utterance. 2) Error of Addition. Addition error is the presence of an item that must not appear in well-formed utterance. 3) Error of Mis-Formation. Mis-formation error is a type of error that is characterized by the use of incorrect morpheme or structure. 4) Error of Mis-ordering. Mis-ordering is an error that is characterized by the incorrect placement of a morpheme or group morpheme in an utterance.

Based on the result of data analysis on the previous page, it can be said that Data 1 to Data

6 are included into Errors in Omission, Data 7 to Data 11 are included into error in Addition, Data 12 to Data 30 are included into error in Mis-formation, and Data 31 to 32 are included into error in Mis-ordering. On the other word, it can be said there 6 data that concern with error in omission, there are 5 data that concern with error in addition, and there are 19 data that tell about error in Mis-formation, there are 2 data that concern with Mis-ordering. From the number of data that tells the kind of error, it can be said that the students made dominant error in Mis-formation.

The students made error on their translation by 1) omitting an item that must appear in a well-formed utterance. Data 1 to Data 6 show that the students omit an item that must appear in a well-formed utterance on their translation, 2) doing the addition of an item that must not appear in well-formed utterance. Data 7 to Data 11 show that the students add an item that must not appear in well-formed utterance on their translation, 3) using the incorrect morpheme or structure. Data 12 to Data 30 show how the students use the incorrect morpheme or structure on their translation, 4) doing the incorrect placement of a morpheme or group of morphemes in an utterance. Data 31 to data 32 show how the students do the incorrect placement of a morpheme or group of morphemes on their translation

Based on data analysis on the previous page, the writer finds that 1) when doing translation, the sixth semester students of English Department of IKIP Gunungsitoli made errors in omission, addition, mis-formation, and mis-ordering; 2) The sixth semester students of English Department of IKIP Gunungsitoli made dominant error in Mis-formation errors; 3) The sixth semester students of English Department of IKIP Gunungsitoli made error by doing a) the omission of an item that must appear in well-formed utterance, b) the addition of an item that should not appear in well-formed utterance, c) the incorrect usage of morpheme or structure in well-formed utterance, and d) the incorrect placement of morpheme or group of morphemes on their translation.

Corder in Ellis (1994) proposes five steps, they are collection of learners' language, identification of error, description of errors, explanation of error, and evaluation of errors.

Brown (1987) divides the procedure of error analysis into two step only. The first step is identifying the error, and the second step is describing the error.

4. Conclusion and Suggestion

Based on data analysis on the previous chapter, the writer comes to the conclusion as follows: The sixth semester of English Department of IKIP Gunungsitoli made error in Omission addition, Mis-formation, and Mis-ordering errors. The sixth semester students of English Department of IKIP Gunungsitoli made more dominant error in Mis-formation error (in semantic and lexicon). It means that the sixth semester students of English Department of IKIP Gunungsitoli are lack of vocabularies when doing translation.

The sixth semester students of English Department of IKIP Gunungsitoli made error on translation by 1) omitting an item that must appear in well-formed utterance, 2) adding an item that must not appear in well-formed utterance, 3) using the incorrect morpheme or group morphemes.

It is suggested to: The sixth semester students of English Department of IKIP Gunungsitoli in order that they have to enrich their vocabularies by learning and learning. The lecturers who teach in English Department of IKIP Gunungsitoli in order that they can enrich students' vocabularies by giving them daily new vocabularies. The leader of English Department

of IKIP Gunungsitoli in order he/she provides his/her students many valuable books.

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