

Linguistic Errors Made by Students of English Education Program in Translating Indonesian Language into English

Julian Chandra¹ and Irna Wahyuni²

¹ STKIP YDB, Padang, Indonesia, juchandra71@gmail.com

² STKIP YDB, Padang, Indonesia, irnawahyuni48@gmail.com

Abstract

The study was aimed at describing what linguistic errors that English education program students made in translating Indonesian language into English. This research was a descriptive qualitative research. Research participants were 19 sixth semester students of English education at STKIP YDB who took translation subject for academic year of 2018/2019. The research instrument was translation test derived from the students' translation midterm examination which comprised translating 15 Indonesian sentences into English. The data were analyzed using error analysis by Ellis (1997) involving such steps as (1) collecting the samples/data, (2) identifying the errors, (3) classifying the translation errors, (4) explaining the errors, and (5) evaluating/interpreting the errors. The results of the study revealed that the main linguistic error that the students had in translating Bahasa Indonesia into English was in lexical aspect. It was found that lexical error comprised 53% of total errors. For grammar and syntactical aspects, it was found that both contained 18% of total errors made by the students. For morphological aspects, it was found that only 7% of total errors was made. For the linguistic problems in phonological aspects, it was 3,9% of total errors. It can be concluded language acquisition of these students in the linguistic component of English as a foreign language was inadequate in the act of translating, especially in the level of "lexicon" (vocabulary and choice of words), grammar and syntax.

Keywords: *linguistic errors, grammatical errors, syntactical errors, morphological errors, phonological errors, lexical errors*

Introduction

Translation is defined in various terms. However, what most of experts or translationist might agree that a product of translation must be identical from which its source language is translated. For example, House (2015) defines translation as a product of re-contextualization of a text from source language to target language through linguistic-textual process which is affected by a numerous non-linguistic variables and condition. Bell (1991; p.5) states that translation is the expression in another language for target language in the way of maintaining its semantic and stylistic equivalences. According to Newmark (1988; p. 5), who focused on texts as the source of translation states that translation is rendering the meaning of a text into another language in the way that author intended the text. Catford (in Rahmatilah, 2013) defines translation as *the replacement of textual material in one language (SL) by equivalent textual material in another language*. While Nida & Tiber (in M.Salam et al, 2017) claim that translation consists of *reproduction* in the receptor language, *the closest natural equivalence of source language message*; firstly, in term of meaning and secondly in term of style. The term reproducing can be understood as rewriting an original text in another language by keeping its original meaning (Rosa, 2019). Mc.Guire (in Krisetyawati, 2010) states that translation is rendering of a source language (SL), so as to ensure that: (1) the surface meaning of the two languages (source and target language) will be *approximately similar*, and (2) the structure of the SL will be *preserved as closely as possible*. Newmark (1981) defines translation as a craft consisting in the attempt *to replace a written message* and or statement in one language *by the same message* and or statement in another language.

Underlining the bold-typed and italicized key words or phrase indicating some definition of translation above, it can be said conclusively that the essence in the ending product of translation is to have a equivalent, similar, closet production, or recopy, and renderization meaning of the original language into another language. On the other words, transferring the intended meaning of words, phrases, sentences, or texts from a source language to closest or exact meaning of target language is the ultimate goal of translation. Therefore, if a translator fails to do so in the process of translating one language into another, the ending product of translation might be not acceptable.

According to Baker (1992), errors in translation mostly are caused by the existence of some non equivalent linguistic elements between source language and target language. As the result, the more and the bigger the differences between two languages, the more translation errors might occurs. Moreover, errors in

translation can be traced profoundly with the use of error analysis. For example, error in linguistic elements of language in translating one language into another can be seen by breaking up language errors in term of their grammatical terminology (i.e. verb tense, subject-verb agreement, singular and plural countable noun etc) with the account of their error frequency according to linguistic category such as syntax, morphology, lexicon. Another one is through its surface taxonomy of which language errors are categorized according to their type of errors whether omission, addition, or misinformaton. The next, for knowing the outside factors that contribute to occurrence of the language errors, errors in a translation product can be analyzed with the account of their intralingual and interlingual influences.

Additionally, to be able to translate, a translators must have in-depth knowledge on linguistic elements or components such as grammar, syntax, lexicon, phonology, morphology between two languages that are going to be translated one into another. Lack knowldge of these components will create misinterpreting in the process of tranlating one language into another language. Particularly for English education students, translating Indonesian into English is troublesome because there some substantial differences between English and Indonesian language. If they are lack knowledge of them, their product of translation will be meaningless or misinterpretation.

The first striking difference between Indonesian language and English is in the grammatical aspects. For example, Indonesian language doesn't recognize the changing of verb according to the time happening of an action. In Bahasa Indonesia, if an action occurs whether in the past, present, progresive, and future time is noticed only by the changing of time signal of the action indicating when it occurs.. On the other side, English has verbs changing indicating when an action happens (i.e. base/infinitive verbs, past verb, verb-ing, past participle verbs) known as morphological changing. The verb changing is indicated by adding inflexional –s/es, ing, -ed (i.e. for regular one) or –en, th etc (i.e for irregular one) to the base verb according to the time when it happens.

The next is in the lexicon aspects. Different from Bahasa Indonesia with more fixed meaning in one word, a single English word migh contain more than one associated meaning. In term of syntactic aspects (i.e. the study of internal structure of sentence/ how words are joined together to form a sentence), some EFL learners might find it also a troublesome to translate. Contrary to English, phrases (i.e. two or more words joined together to form a single/ a unit of meaning) in Indonesian language are formulated by putting a noun as modifier at the beggining of a phrase. In term of syntactic aspects (i.e. the study of internal structure of sentence/ how words are joined together to form a sentence), some EFL learners might find it also a troublesome to translate. Contrary to English, phrases (i.e. two or more words joined together to form a single/ a unit of meaning) in Indonesian language are formulated by putting a noun as modifier at the beggining of a phrase. So, a simple phrase with adjective plus noun (i.e. adjective phrase) such as “*white house*”, “*luxurious hotel*” in Indonesian phrase will be like “*rumah putih*” (house white) and “*hotel mewah*” (hotel luxurious). Also, compound adjective like “*pearly-white teeth*” will be “*gigi putih seperti mutiara*” (*teeth white pearly*) in the phrase of Indonesian language. Similarly, in morphological aspects, for example, inflexional –s/es given to the base verbs of simple present tense and plural countable nouns are something that is not recognized in Indonesian language. Lastly, in phonological aspects, Unlike Indonesian, English is phonetic or sound language which means what you read is not exactly similar to letters or alphabets that represent them. In summary, knowing linguistic differences are the first basic and fundamental aspect that a translator must have in translating one language into another language.

Some of the results of the previous research show errors made by EFL learners in translating English as a source language into another target language. Kim Cue (2018) in her study of Vietnamese students found that linguistic errors related to lexical choice, syntax and collocation were the most common mistakes made by the students in translating English into Vietnamese language, while the factors that contributed to the translation errors were intralingual and interlingual influences. A similar thing was found by Utami (2017), in his research on semester IV students of English literature, UIN Sultan Syarif Kasim, Pekanbaru. She found that the grammatical errors that was mostly done in translating English into Indonesian, while interlingual error was is the main factor causing the errors. M. Salam, (2017) in his research on 50 Indonesian-English translators found that the dominant error was ranged in the deviation of meaning in the translation where the translated meaning was different or did not correspond to the meaning intended in the original language. Hasby (2015) in his research on semester VI students of English language study programs at Cokroaminoto University Palopo found that syntactical errors and lexical errors were the most errors made by the students in translation. The newest, Fransisca & Ardi (2019) reported about errors in translating food label from English into Indonesia at Universitas Negeri Padang. However, this research did not clearly mention type of errors.

The reserach was an attempt to identify and describe (1) the dominant linguistic errors made by EFL' adult learners in translating Indonesian language into English and (2) the types of linguistic errors made by EFL adull learners in translating Indonesian language into English.

Method

This research was qualitative descriptive research. The aim was to find out and to describe the linguistic errors made by English education students in translating Bahasa Indonesia into English. Participants are 19 sixth semester students of English education program at STKIP YDB who attended translation subject in the 2018/2019 academic year. The instrument used was translation test from which the research data were collected from the students' mid semester translation examination. The translation test comprised translating total of 15 sentences Bahasa Indonesia into English. The technique data analysis used was what was proposed by Elis's error analysis (1986) in analyzing language errors made by EFL learners through, (1) collecting samples, (2) identifying errors, (3) classifying the errors, (4) explaining the errors, (5) and evaluating the errors for interpretation. In the work of identifying and classifying, it refers to the checking out and the classification of the linguistic elements that the learners made in the end product of translation, while in the interpretation and evaluation stages, It related to the description and the explanation what the parts of linguistic elements they made according to the frequency of the translation errors made. The indicators of linguistic elements can be seen in the following table:

Table 1. Linguistic elements

Linguistics Components	Indicators
Grammar	Error in transferring meaning of source language into the equivalences of verb tenses, conjunction, adjective clause, noun clause, adverb clause in the target language.
Syntax	Error in transferring meaning of source language into the equivalent use of subject-verb agreement, SPO pattern, noun phrase, adjective phrase, adverb phrase and verb phrases in target language
Morphology	Error in transferring meaning of source language into the equivalent use of inflexional plural e/es, simple verb with s/es, past regular verb-ed and, prefixes in the target language
Lexicon	Error in transferring meaning of source language with equivalences of word choices, word collocation, parts of speech in the target language
Phonology	Error in transferring meaning of source language phonetic symbol into the equivalent phoetic symbol of the target language.

In calculating the percentage of the errors, formula $P = \frac{F}{N} \times 100\%$ was used in which;

P: percentage of the errors

F: frequency of the errors

N: total or the errors

Result and Discussion

Data were collected from students' translation paperworks taken from mid semester translation examination in which they had to translate total 15 sentences of Indonesian language into English. From 19 students as the sample of the study, it was found 4 students did not translate the sentences as expected to do but they let it blank. Through grouping, classifying, identifying, and calclating numbers of errors in translation they made, the result of data analysis can be seen in the following tables:

Table 2. Linguistic Errors Made by The Students in Translating Indonesian language into English

n	Linguistic Elements					Σ
	Grammar	syntax	Morphology	Lexicon	Phonology	
19	120	118	52	356	26	672
Percentage	17,9%	18%	7,7%	52,98%	3,9%	

Table 1. shows the number of linguistic errors made by English education students that they made in translating Indonsian language into English. It was found that the highest errors was also in lexical aspect which comprised almost 53 % of total errors. Meanwhile, gramamatical errors and syntactical errors were the second highest which comprised almost the same percentage 18 % of total errors. Morphological errors reaches 7,7 % which was the fourth rank of errors and the last rank of the errors is in phonological aspect which reached only 3,9 % of total errors. The percentage can be seen in the following figure:

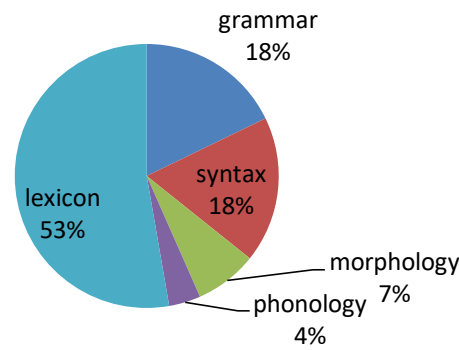


Figure 1. The percentage of Errors

1. R.Q1; What dominant errors that students of English Education Program were made in translating Bahasa Indonesia into English

Linguistic refers to what components or elements that make up and compose a language scientifically and meaningfully. They comprise into grammar, syntax, morphology, phonology and lexical elements for which every language has their own rule.

Based on result of the data analysis, it revealed that most dominant errors made by students were in lexical errors with comprising 53% of total linguistic errors made by students in translating Bahasa Indonesia into English. On the other hand, second and third dominant errors fell into grammatical and syntactical aspect which comprised 18 % errors of total errors in translating English into Bahasa Indonesia and 18% of total errors made in translating Indonesia into English.

2. R.Q2: What linguistic errors made by the students in translating Indonesian language into English

Linguistic refers to what components or elements that make up and compose a language scientifically and meaningfully. They comprise into grammar, syntax, morphology, phonology and lexical elements for which every language has their own rule. Dealing with the result of the research, the findings are as follows:

2.1 Lexical Errors in Translating Bahasa Indonesia into English (53%)

Lexical errors are identified when a translator is not capable of transferring meaning of words, word collocation, phrases intended in source language to the ones that are equivalent in source language. It was found that lexical errors are the highest and dominant errors mostly made by the students in translating English into bahasa Indonesia and translating Indonesia into English. Particularly, in translating Bahasa Indonesia into English, it was made up 53 % of total errors compared with other linguistic errors.

Table 3. The list of words or phrases that are lexically mistranslated which caused meaning deviation.

Sorce language (Indonesian)	Intended Meaning in English	Translated as
Direktur pelaksana	Executive director	managing director, director
sutradara	Movie director	director
Mengalihkan	To put on others	to divert, to change
Sebungkul kubis	A head of cabbage	cauliflower of cabbage, a piece of cabbage Two hump slada
Dua bungkul selada	Two heads of lettuce	two lettuce bunches two slugs lettuce bunches
Pemain pembantu	Supporting actor	supporting player main player
Menggantikan	To substitute	to change to replace
Bertekat	determined	resolve grant
Pada usaha kedua	On the second attempt/effort/try	second work second do
Sedikitnya	At least,	a little

2.2 Grammatical Errors in Translating Bahasa Indonesia into English (18%)

Grammatical errors in translation is due to the failure of translator transferring meaning of source language's intended grammatical elements into the grammatical element equivalences of target language. As indicated by samples of translation given to the students below:

Table 4. Grammatical Errors Found

Source Language (Indonesian)	Target language (English) Expected translation
Jack tidak pernah bertanggung jawab terhadap kesalahan yang diperbuatnya. Dia sering mencoba mengalihkannya kepada orang lain	Jack never takes responsibility for the mistakes he has done. He often tries to put it to someone else.

On the other hand, in translating Indonesia into English, it was found the grammatical errors were mostly in the missing use of subject-verb agreement, missing use of TO BE and incorrect use of tenses. Several samples of translation were taken dealing with translation above. They are as follows:

- i. Jack Φ never responsible for the mistakes had made. He often tries to divert it to others
- ii. Jack Φ never support about errors doing. Jack always try Φ going to other people.
- iii. Jack Φ never responsible for the make mistake. He often tray Φ to obtacle to other people
- iv. Jack Φ never have responsible to his mistakes. He often try Φ to shift it to others.
- v. Jack ~~doesn't~~ responsible to his mistakes. He often try Φ to others
- vi. Jack ~~doesn't~~ responsible to his mistakes. He often changed ~~ed~~ to others.
- vii. Jack ~~doesn't~~ responsible to his mistakes. He often changed ~~ed~~ to others.

In order to have grammatical correctness, the base-verb of singular subjects (v1) must be attached with inflectional-s/es. For example, the verb "try" added with inflectional -s to become "tries". Some other errors are also found when students were failed to interpret context use of tenses from the source language. For example from students' translation, the verb "changed" shouldn't be there whereas the context use of grammar in English as the source language indicates simple present.

Table 5. Target language English Expected translation

Source language (Indonesia)	Target language English Expected translation
Jane sangat gelisah menunggu hasil interview dari direktur pelaksana	Jane is very anxious to wait for result of the interview from managing director.

As the students translated as follows;

- i. Jane is very nervous Φ waiting ~~ing~~ for the interview Φ result from managing director.
- ii. Jane is very nervous Φ waiting ~~ing~~ for the interview Φ result from the managing director.
- iii. Jane Φ very nervous Φ waiting ~~ing~~ for the interview Φ result from the managing director.
- iv. Jane is very nervous Φ waiting ~~ing~~ for the interview Φ result from managing director.
- v. Jane is very nervous Φ waiting ~~ing~~ for the interview Φ result from the managing director
- vi. Jane is very nervous Φ waiting ~~ing~~ for the interview Φ result form the managing director
- vii. Jane is very nervous Φ waiting ~~ing~~ for the interview Φ result form the managing director.
- viii. Jane is very nervous Φ waiting ~~ing~~ for the interview Φ result form the managing director

From some sample taken from students' works of translation above, it clearly shows that they misinterpreted the meaning of context time which is intended in English tense of the source language. The intended meaning of the tense is simple present, while they mostly translated it into progressive tense. Besides, it doesn't need to change the verb "wait" to become "waiting". It was also identified the absent use of preposition "to" that is needed for the sentence to be grammatically correct translated because adjective anxious/nervous after the verb be must be followed by to infinitive that is "...anxious to wait.." not "nervous waiting". Another one is the missing verb "Be" in one of the students' translation work. In order for a sentence to be correct, it must fulfill the grammatical rule of "SPO" pattern. It means a subject must have "verb" in order to be grammatically correct.

Here are some other translation errors taken from students' works.

- i. My mother bought cauliflower of cabbage and two cauliflower of lettuce
- ii. My mother had bought a piece of cabbage and two lettuce bunches

In order for the sentence above to be translated grammatically correct is by changing "the unit measurement" into the correct ones, that is "a head" (i.e. a head of cabbage or a head of lettuce. Two and bunches are not correct measurement for uncountable noun "lettuce" and cauliflower.

2. 3. Syntactical Errors in Translating Bahasa Indonesia into English (18%)

Syntactical errors in translation are dealing with the falsenees of translator in transferring meaning of pattern and rule how words, phrases, caluse combined to make up a sentences in source language into the equivalent meaning to the rule and pattern in target language. The errors can be seen scattered in the following students' translation works:

- i. Ministry of foreign affairs we are quite successful in carying out it's mission thanks to the leadership of Mr. Muchtar Kusumaatmajaya.
- ii. War World II the start Φ on years 42 and the finish Φ on years 45
- iii. The world war II was began on 42th and the end on 45th
- iv. My mother had bought a piece of cabbage and two lettuce bunches
- v. After a heavy rain for three days, our yard Φ full of mud
- vi. after heavy rain continously for three days, our home Φ rowing is full of mud.

In the case sentence (i), it is clearly seen that the translator was failed to implement the correct use of syntactical rule of target language (i.e English) so that target meaning expected from the source language is unsuccessful achieved. It is syntactical error to say "Ministry of foreign affair we are quite successful..." which consists of one subject prepositional phrase "ministry of foreign affair" and followed immediatly by another subject pronoun "we" of the verb To Be 'are". So, it is confusing whether "ministry of foreign affair" is quite or "we are quite". In the case (ii), there is error in placing noun adjunct in which "War World II" should World War II. In the second sentence, there is incorrect use of the definite article "the" to modify the verb "start" and "finish" as the consequencey it breaks the targeted meaning expected from source language. Also, in the case (iv), there is no expression of adjective and noun modifier "two lettuce bunches" instead of two head of lettuce. Next, in English syntactical rule a sentence must at least consist of one subject and one predicate (i.e. SP(O), so in case (v), it is clearly seen that the translator failed to apply this rule. In order for the sentence to be syntactically correct, it should be "...our yard was full of mud'.

2.4 Morphological Errors in Translating Indonesian into English (7%)

In morphological aspect, the translation's errors were scattered in many students' works. It was found that morphological problems occurs in the failure of a translator in transferring or interpreting meaning of inflexional and derivational rules from a source language that is needed to be translated into a target language. Here some examples taken from the students translation works:

- i. World war II begin in 42 and end Φ in the year 45
- ii. War World II the start Φ on years 42 and the finish Φ on years 45
- iii. The world war II was began on 42th and the end on 45th
- iv. Mr Smith is a heavy smoke. he smoke contnuoes Φ t Φ rughout the day
- v. Mr Smith is a heavy smokes contiosly throughout the day.
- vi. Jane is very nervous Φ waiting for the interview Φ result from managing director

As the sample of translation indicated in the case (i), (ii), (iii) above, the verb "begin" and "finish" must be changed by adding morpheme -un and -ed to become "begun" and "finished" in order for the intended meaning to be correct according to the source language which the world war occurs in the past. In the case (iv), the translator failed to apply the correct morphological rules of target language (i.e. Bahasa Indonesia) to express intended meaning in the source language (i.e. English). The intended meaning "merokok terus menerus" in bahasa Indonesia can be translated into "keep smoking" or smoke continuously". However, as indicated above, the translator only translated it as "continous" as an adjective not by adding with derivational morpheme "ly" as an adverb of mammner that is needed to convey the intended meaning in the source language which means 'terus menerus". Similar to the case sentence (iv), what needed is just an adjective phrase as intended meaning in the source language "seorang perokok

berat” not a sentence like ..”a heavy smokes...” which means “the heavy who smokes”. In this case, the inflexional morphem –s must change into –er from “smokes” to become “smoker” in order for the sentence to be correctly translated to express what intended maning from the source into the target language. If all grammatical errors and lexical errors are put aside in the case sentence (vi), there is mistranslation of intended meaning expression in souce language (i.e. Bahasa Indonesia) into target language (i.e. English) when the translator used the verb ‘waiting” which means “in the progress or in the middle of waiting” but not intended to. It only refers to a state that Jane is feeling nervous for the result of an interview not the action of waiting for an interview. So, what morphological error is that the translator added morpheme –ing to the base verb “wait” resulted in meaning deviation from source language. In order for the sentence to be meaningful correct according to intended meaning in the source language, it should be translated as “ Jane was very nervous to wait for the result of interview from executive manager.

2.5. Phonological Errors in translating Bahasa Indonesia into English (4%)

Phonological errors occur when a translator fails to apply correct sound symbol of target language to express intended meaning in the source language. They were found in translating Indonesia into English as indicated by the following samples of the students’ translation work;

Table 6. Target language English Expected translation

Source language (Indonesian)	Target language (English) Expected translation
Tuan Smith adalah perokok berat. Dia merokok terus menerus sepanjang hari.	Mr. Smith is a heavy smoker. He keeps smoking the whole day. Or Mr. Smith is a heavy smoker. He smokes continuously throughout the day.

- i. Mr Smith is a heavy smoker he smoke throughout the day
- ii. Mr Smith is a heavy smoker contiosly throughout the day.

Put aside all the morphological and grammar errors in the case sentence (i) and (ii), It was identified that there are two misspelling of the words “throughout” and “continuously” that were translated as “trughout” and contiosly” which resulted in the meaningless translation or broke the unity of meaning that is intended in the source language to be expressed in target language.

The research findings in this study also support the previous study conducted by Kim Cue (2018), Utami (2017), M.Salam (2017) and M.Hasbi (2015) who found that lexical, grammatical and syntactical errors were the dominant errors made by EFL learners in translating Indonesia into English. Grammatical errors refer to the failure of a translator to transfer meaning of source language’s grammatical components or prescriptive grammar of a language (such as tense aspect, conjunction, clause) into grammatical equivalences of a target language. Syntactical errors is due to the failure of a translator transferring the meaning of source language’s syntactical rules in intended sentences or expressions into acceptable syntactical rules of a target language. Lexical aspects which are the most errors found in EFL’s translation works are related to the failure to transfer meaning of source language’s words, word collocation, part of speech into the their equivalences in a target language.

Conclusion

It can be concluded language acquisition of these students in the linguistic component of English as a foreign language was not adequate as they would have in the act of translating, especially in the level of "lexicon" (vocabulary and choice of words), grammar and syntax. In addition, it is not surprising to find that grammatical and syntactical errors might come to the same number of errors made by a EFL translator because grammar and syntax are two categories which are not much different. For example, when a syntactical error is found in one translation, the error must refer to the breaking of a certain prescriptive elements of grammar.

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