

# Error Analysis on Students' Translation News Item Text from English to Indonesia

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## ABSTRACT

Despite the fact that translation is widely taught in language classes, errors in translation are still frequently found in students' translation items. However, there are no fixed models for categorizing translation errors. This study aimed to identify the students' errors in translating news item text. The method used in this research is descriptive method. The data were obtained through translation text news item test. The students were asked to translate a news item text entitled "The history of Youth Pledge". 10 students at the third year class of English Department of Universitas Negeri Padang were involved in this study. The data collected were then analysed. There were some steps of data analysis which include: Identification of errors, classification of errors, tabulating the errors, and verification. The result of study indicated that the third semester students of English Department Universitas Negeri Padang committed errors in translating news item text from English to Indonesia. Those errors were grammatical, lexical, textual, and contextual meaning. The most frequent errors committed were lexical meaning by 32% and followed by contextual meaning by 30%. Grammatical meaning became the third most frequent errors committed by 28% and the last was textual meaning by 10%. Those errors were mostly influenced by some factors such as: students' English ability, lack of vocabulary, the interference of students' first language, grammatical structure, and lack of students' understanding of the context of the text.

**Keywords:** *Errors translation, News items text*

## 1. INTRODUCTION

Written and spoken translations, as well as translating, have played an important role in inter-human communication throughout history, for example, in providing access to important texts for scholarly and religious purposes [14]. However, scholarly research of translation has only recently started in the last sixty years. This discipline is now commonly recognised as translation studies in English-speaking countries [7].

Translation, according to [4], is a method in which a translator converts an original written text (the source text or ST) in the original verbal language (the source language or SL) into a written text (the target text or TT) in a different verbal language (the target language or TL). To put it another way, translation is the process of moving context, message, and style from one language to another [4].

The best translation services ensure that the original text or presentation content is translated without losing any of its original significance, context, or

comprehension [2]. To do so, translators must be careful and comprehensive in their interpretation of the original content's use, purpose, and context. This is accomplished through a number of contextual focuses, including the piece's social, linguistic, and personal contexts [9]. As a result, translators are expected to ensure that the meaning of the content is fully evident in the translated piece [9].

It's not just about changing an SL to a TL when it comes to translation. A translator should understand what translation is and how it should be produced [15]. There are systems that involve several operations. According to [7], the translation process has three stages: examination, in which the surface structure (i.e. the meaning as provided in the source language) is examined grammatical relationship and meaning of the word and combinations of terms; transfer, in which the analyzed content is moved from the source language to the receptor language in the translator's mind; and restructuring, in which the transferred data is

restructured such that the final message is completely understandable in the receiver's language.

Despite the fact that translation is widely taught in language classes, errors in translation are still frequently found in students' translation items. Furthermore, [12]. However, there are no fixed models for categorizing translation errors. Since translation errors are caused by a number of factors, such as a lack of understanding or the misuse of words, there are several classifications of errors found in research [5].

According to [8], there are two types of translation errors: binary and non-binary. Any error that counts as an incorrect translation is referred to as a binary error. Non-binary errors, on the other hand, lead to a translation that is not completely incorrect, but is not always suitable and could be changed.

The fundamental cause for making translation errors is social, psychological and linguistic interactions which challenge even the most professional translators [10]. A translation error is illustrated as "What rightly appears to be linguistically equivalent may very frequently qualify as 'translationally' non-equivalent. According to [11] determining the steps for a proper error analysis as a tool, would help to identify the weaknesses of the analysis.

In certain cases, the translator deals with translation errors [6] such as Lexical meaning, grammatical meaning, situational meaning or contextual meaning, textual meaning, sociocultural meaning, and implicit meaning. First is lexical meaning. A lexical sense is one that is described in a dictionary. Words' lexical definitions are irrelevant to the context. The second is grammatical meaning. Grammatical meaning is the relationship between the parts of language in larger units, such as the relationship between a verb and the other terms in a sentence or clause.

The third is contextual meaning. Contextual meaning is a meaning that is linked to the context in which the language is used. The fourth is textual meaning. Textual meaning means a text affects its meaning. It can be found in a text or a discourse. The fifth is socio-cultural meaning. Socio-cultural meaning is defined as meaning that is closely related to the language users' social situation and cultural background. The sixth is implicit meaning. Implicit meaning is the user's unspoken or unwritten meaning. It typically serves a particular role, such as smoothing, reminding, or teasing.

News item text plays an important role in the development of technology and information. A lot of various events nowadays are written in the form of news item, such as: newspaper, online articles, and blogs. Therefore, translating news item text presents its own unique challenges for students. Much of it has to do with the fact that news items text are made up of different sections and types, each with their own style and language. What works for one section may not work for all of them [3]. Those challenges are such as; style, terminology, and culture.

[12] further mention that there are some problems related with students' translation text. The students have difficulty in understanding the news item text. Most of the students do not know what kind of grammar that used in the news item text. Besides, the understanding of the news item text, many students translate the whole text "word-for-word" [13]. Translation is concerned with words, but not with words alone. Even word-for-word translation can sometimes be misleading that makes the information contained in the text is not conveyed and understood well [1].

Students' translation errors, indeed, have been mentioned in some studies. Students' errors mean that they still have shortcomings in deciding diction (word selection) in English correctly and a lack of comprehension of English grammatical rules [11]. There are also common linguistic errors in students' translation such as: diction, including technical terms, noun phrase, word class, and gerund after preposition etc.

[10] argued that the errors made by students in translation are such as meaning inversion, meaning exclusion, meaning addition, meaning deviation, and meaning alteration. The errors committed were mostly influence by some factors such as extra textual and lexis factors [5].

The studies above have mentioned the errors made by the students in translation text. However, those were limited on some kind of text. There was no study investigating errors translation in news item text. Translating news item text presents its own unique challenges for students. Much of it has to do with the fact that news items text are made up of different sections and types, each with their own style and language [3]. Those challenges are such as; style, terminology, and culture. Therefore, more in-depth research related to errors translation text needs to be done, especially in translating news item text. So that it can produce other discoveries that can enrich the body

knowledge of errors translation. The purpose of this study is to analyse university students' errors in translating news item text.

**2. METHODS**

The method used in this research is descriptive method, using qualitative approach. It aimed to give the description about students' errors in translating news item text at the third year class of English Department of Universitas Negeri Padang. The data were obtained through translation text news item test administered to the students. Since this study was conducted during the pandemic, the data were collected through online. 10 students were involved in this study. The selection of research subjects was based on the activeness of students in participating writing activities that require the ability to translate, so that the data obtained is more accurate. The students were asked to translate a news item text entitled "The history of Youth Pledge".

The data collected were then analysed. There were some steps of data analysis. The first was identification of errors. Identification of errors refers to the identification of any deviation in students' translation. The second was classification of errors. The identified errors were then classified into a number of errors categories which include: grammatical, lexical, textual, contextual, socio-cultural, and implicit meaning and put them into a table of corpus containing identified error translation, error category, correct translation. The following is table of corpus used in this study:

**Table 1.** Corpus of the study

Identified error translation	Error category	Correct translation

The next step was tabulating the errors. Tabulating the errors is needed in order to figure out the frequency of errors of each category and to know the most frequent errors made by the students in translating news item text. The errors are counted by using a simple formula as follows:

$$X = \frac{N}{Nt} \times 100\%$$

N : the number of particular category of errors

Nt : the total amount of all categories of errors

X : the percentage of the number of errors

The last step was verification. Verification was done by conducting validation. Validation was done by an expert validator. It was done in order to check the trustworthiness of the data.

**3. RESULT AND DISCUSSION**

**3.1 Result**

This study tried to explore the students' errors in translating news item text. The data of this study were obtained through translation test. The following was the findings of this study :

**Table 2.** Frequency and percentage translation error

No	Types of Translation Error	Frequency	Percentage
1	Grammatical meaning	23	28%
2	Lexical meaning	27	32%
3	Contextual meaning	25	30%
4	Textual meaning	8	10%
5	Socio-cultural meaning	0	0%
6	Implicit meaning	0	0%
	Total	83	100%

The data above showed that from the sixth errors translation categories suggested by [6] which include: grammatical, lexical, textual, contextual, socio-cultural, and implicit meaning, four errors translation news item text were identified. Those errors were grammatical, lexical, textual, and contextual meaning.

Lexical meaning became the most frequent errors committed by 32% and followed by contextual meaning by 30%. Grammatical meaning became the third most frequent errors committed by 28% and the last was textual meaning by 10%. It indicated that the third semester students of English Department Universitas Negeri Padang had problem in translating news item text since the errors committed were still relatively high.

**3.2 Discussion**

Based on the findings, the third semester students of English Department Universitas Negeri Padang faced problems in translating news item text from English to Indonesia. It was proved based on the errors committed by the students which were relatively high. Those errors were grammatical, lexical, textual, and contextual

meaning. The most frequent errors committed were lexical meaning by 32% and followed by contextual meaning by 30%. Grammatical meaning became the third most frequent errors committed by 28% and the last was textual meaning by 10%.

### 3.2.1 Lexical Meaning

The first error identified in this study was lexical meaning. This error became the most frequent error made by the students. Lexical meaning is when the meaning of the word is irrelevant to the original meaning and context. Lexical error committed by the students was probably influenced by the students' vocabulary mastery. The students changed the meaning of the word of the source language. The example of lexical meaning committed by the students was as follow:

*Example:*

*"October 28 is celebrated as Youth Pledge Day in Indonesia every year"*

*"Tanggal 28 Oktober dikenal sebagai Hari Sumpah Pemuda di Indonesia setiap tahunnya"*

The example of translation above was categorized as error in terms of lexical meaning. The students gave irrelevant translation the source language "celebrated" into the target language "dikenal". The word "celebrated" should be translated as "diperingati". Besides, the meaning did not fit to the context. Therefore, the sentence above was categorized as lexical error.

### 3.2.2 Contextual Meaning

The second error identified in this study was contextual meaning. This error became the second most frequent error made by the students. Contextual meaning is a meaning that is linked to the context in which the language is used. Contextual error might be influenced by the lack of understanding of students regarding the context of language use. The students did not seemed to consider the context of the text in translating the sentence. The example of contextual meaning committed by the students was as follow:

*Example:*

*"The building where the Youth Pledge was recited"*

*"Bangunan tempat dilantunkan Sumpah Pemuda"*

The example of translation above was categorized as error in terms of contextual meaning. In the example above, students translate the sentence according to the actual meaning of the sentence. However, the result of the translation does not match the context in which the sentence is used.

In the example above, the word "building" should be interpreted as "tempat" and not "bangunan". In addition, the word "recited" literally means "melantunkan", however, in the context of the use of the sentence, the word "recited" should be interpreted as "diucapkan". Therefore, it is important for students to understand the context of using sentences from the source language to the target language

### 3.2.3 Gramatical Meaning

The third translation error identified in this study was grammatical meaning. Grammatical meaning is the relationship between the parts of language in larger units, such as the relationship between a verb and the other terms in a sentence or clause. The grammatical error made by the students when they changed or omitted the structure of the sentence from the source language to the source language. The following was the example of grammatical meaning committed by the students:

*Example:*

*"October 28 is celebrated as Youth Pledge Day"*

*"28 Oktober adalah hari peringatan Sumpah Pemuda"*

The example above was categorized as errors in terms of grammatical meaning. Students changed the grammatical structure of the source language. The sentence above was in passive form. However, the students changed it into positive form. In addition, students also change the meaning and intent of the sentence. This seemed to be due to the influence of the students' first language and English skills.

### 3.2.4 Textual Meaning

The last category of error identified in this study was textual meaning. Textual meaning means a text affects its meaning. A text usually had its own theme. This usually also affected the meaning of each term used in the text. Therefore, in translating a text, considering and understanding the theme of a text is very important

since it could influence the meaning of the terms used in the text. The following was the example of textual error committed by the students:

*Example:*

*“Strengthening national awareness and the unity of Indonesia”*

*“Memperkuat kesadaran nasional dan persatuan Indonesia”*

The example above was categorized as error in terms of textual meaning. In translating the text, students did not seem to pay attention to the textual meaning or theme of the text. Thus, students tended to translate the language with its original meaning according to the dictionary.

In the example above, students should consider the use of words in the text. The word "national awareness" literally means "kesadaran nasional", but if we viewed from the context of the text which discussed the youth oath, the word above no longer meant "kesadaran nasional", the word "national awareness" meant "nasionalisme". Nationalism means awareness of one's love for a sense of nationality. Therefore, it was important for students to consider the textual meaning of a text, so that it did not misinterpret.

#### **4. CONCLUSION**

Based on the findings, the third semester students of English Department Universitas Negeri Padang faced problems in translating news item text from English to Indonesia. It was proved based on the errors committed by the students which were relatively high. Those errors were grammatical, lexical, textual, and contextual meaning. The most frequent errors committed were lexical meaning by 32% and followed by contextual meaning by 30%. Grammatical meaning became the third most frequent errors committed by 28% and the last was textual meaning by 10%. Those errors were mostly influenced by some factors such as: students' English ability, lack of vocabulary, the interference of students' first language, grammatical structure, and lack of students' understanding of the context of the text.

#### **AUTHORS' CONTRIBUTIONS**

As the limitation of the current study which was restricted on the students' errors in translating news item text and minimum number of participants, therefore, it is recommended to the future researcher to investigate the related issue in a broader context with sufficient number of participants in order to gain the

valid generalization data about the students' errors in translating a text. The future researcher can use another type of text. It is also suggested to the future researcher to use another instrument such as questionnaire, in order to get better information regarding the study.

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