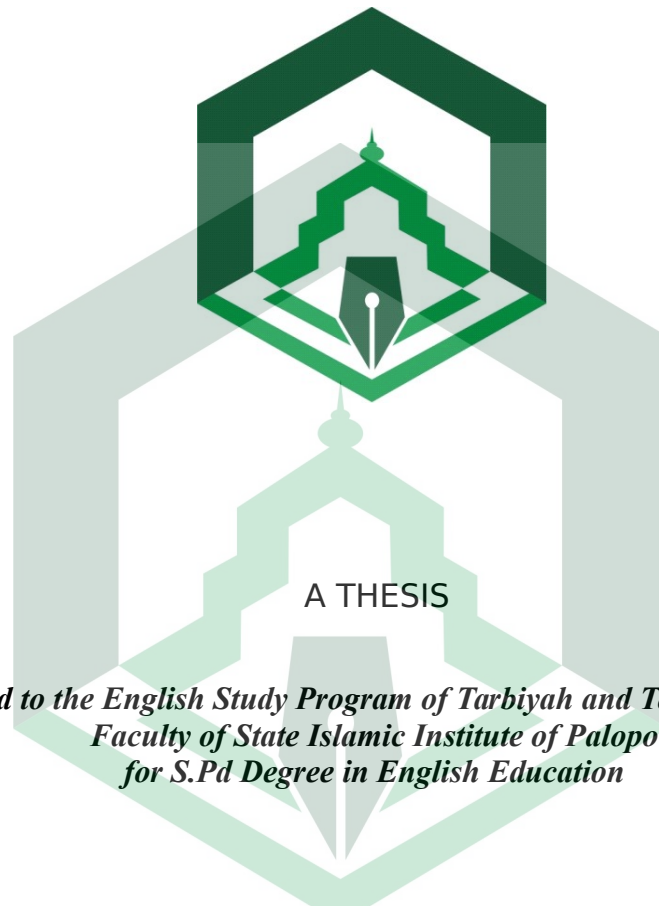


**ERROR ANALYSIS ON STUDENTS' TRANSLATION AT THE
FIFTH SEMETER STUDENTS OF ENGLISH DEPARTMENT
IAIN PALOPO**



A THESIS

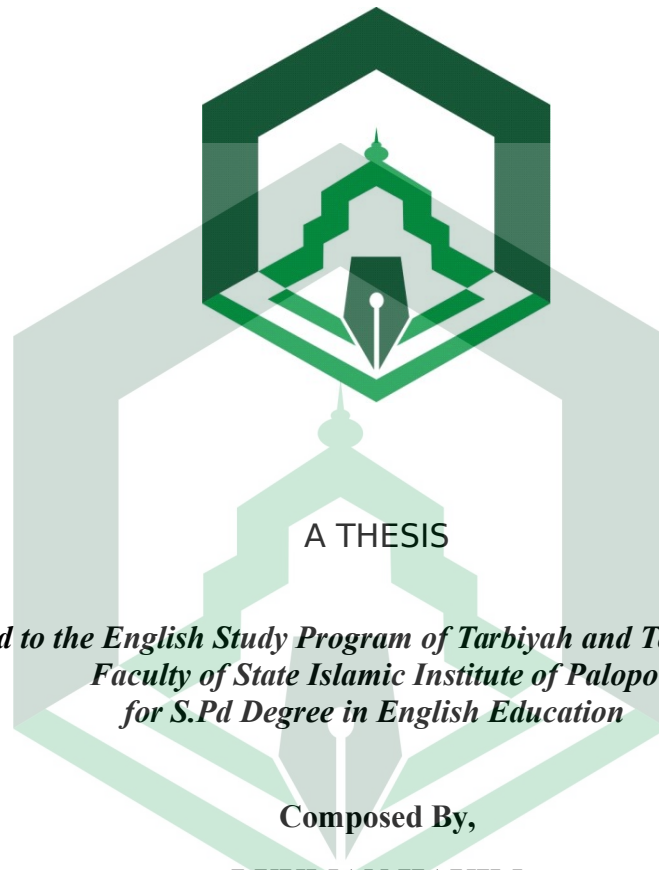
*Submitted to the English Study Program of Tarbiyah and Teacher Training
Faculty of State Islamic Institute of Palopo
for S.Pd Degree in English Education*

Composed By,

IAIN PALOPO
LUKMAN HAKIM
REG.NUM. 11.16.3.0066

**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC INSTITUTE (IAIN) OF PALOPO
2015**

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Supervised By

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**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
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ACKNOWLEDGEMENT

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All praises be Allah lord of the universe. The Almighty God for His blessing, guidance, love, help who has bestowed upon the writer in completing this thesis. Peace and blessing be upon the prophet Muhammad S.A.W and his companions and his followers.

This thesis is presented to English Education Program of Tarbiyah and Teacher Training Faculty State Institute for Islamic Studies Palopo as a partial fulfillment of the requirements for the degree of S.Pd. (Strata I), entitled “**Error Analysis on Students’ Translation at the Fifth Semester Students of English Department IAIN Palopo**”

The writer realizes that this thesis cannot be accomplished without help, guidance, and motivation from others. Therefore, in this chance the writer would like to express his respecting and his thanks to:

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IAIN PALOPO

Finally, the writer prays to God, May Allah S.W.T. gives reward to all people who have helped the writer. The writer hopes this thesis can be useful and give contribution for the readers, religion, nation and state.

Palopo, 15th October 2015

The writer

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IAIN PALOPO

ABSTRACT

Lukman Hakim, 2015: *“Error Analysis on Students’ Translation at the Fifth Semester Students of English Department IAIN Palopo”*. Skripsi, English Education Department, Faculty of Tarbiyah and Teacher Training in IAIN Palopo, Under the consultant (1) Dr. Masruddin, M.Hum. (2) Amir Faqihuddin S.Ag, M.Pd.I

Key words : Error Analysis, Noun Phrase

The study is about “Error Analysis on Students’ Translation at the Fifth Semester Students of English Department IAIN Palopo”. The main discussion of this study is “what kinds of error made by the fifth semester students of English department IAIN Palopo on students’ translation of Indonesian noun phrase into English noun phrase?”.

This study is descriptive quantitative research. This study is focused on the fifth semester students of English study program of Tarbiyah department at IAIN Palopo in the 2015 academic year. The writer takes 101 students from four classes class A, class B, class C, class D as the populations. The sample of the data is chosen by random sampling technique, so writer gets the total of the sample are 20 students. The data are analyzed by using error analysis method. The error types are classified based on surface strategy taxonomy such as Omission, Addition, Misformation and Misordering.

According to the result of the study, the data in misformation error is the highest frequency that reaches up to 35.16%. Then misordering shows 27.47 % frequency of error, misformation shows 25.82% frequency of error and the lowest frequency is addition with 11.53%. While the data of the kinds of noun phrase errors in students’ assignment are in pattern 4 of noun phrase is highest frequency (23,07%) it means that the students still lack of understanding about it. In the pattern 7 shows 15,93% frequency of error, in pattern 5 and pattern 6 has same frequency of error that 10,98%, in pattern 8 shows 9,34%, in pattern 2 and patter 9 has same frequency of error that is 7,69%, and the lowest frequency of error is in pattern 1 with 2.19%.

Then, factors that influenced the errors are lack of mastery vocabulary and incomplete of the rule of noun phrase. The solution from the writer are the students should understand deeply and study about the function of noun phrase more and more and for the teacher, they have to give the students explanation and exercise more than before.



IAIN PALOPO

CHAPTER I

INTRODUCTION

A. Background

Language is instrument of communication among people in the world. We use language as a means of communication or interaction. By language we are able to convey the ideas, thoughts, information, and feelings; those are the most communicative functions of language. So that, we should master not only one language but also we should master international language such as English to get much information.

In Indonesia, English is the first foreign language. It is teaching and learning at schools have become mandatory. This phenomenon makes English get high priority in the education fields. It is the only foreign language taught at formal school starting from junior schools up to universities. There are many universities which have English Departments. There are also English Courses, all of which show how important English is.

The main function of English for Indonesian students is an instrument for mastering science and technology for the development of the country. Besides, English also functions as an aid to conduct international relationship with other countries and nations in the world. It is thus clear that English plays an important role in Indonesia. Because of the importance of the role of English, the government has included English as a compulsory subject at schools. In Senior High Schools, the purpose of English is to make the students have interest and capability to

master the four language skills in language mastery, those are ; reading, listening, speaking and writing. There are also three parts in language such as vocabulary, grammar, and pronunciation that should be learnt. Those parts play important role in supporting the skill of language in used.

Grammar aspect is always considered as the most important thing in language learning. It is difficult to communicate accurately and understandably if we do not have the knowledge about the grammatical aspect as well as how to use this knowledge in our actual speech. Actually grammar is used to mean the structure of a language. To understand the meaning of each word into meaningful phrases, phrase into sentences and sentence into paragraphs needed to comprehend the structure of a language because it is not only by having vocabulary well, but also by understanding the grammatical aspect.

Having a good grammar system of a language, learners will be helped in delivering their ideas, messages and feelings either to the listeners or readers because the system of Indonesian is different from the English system. The construction of Indonesian noun phrase is mostly of D - M rule. D stands for *diterangkan* (that which is modified) or Head and M stands for *menerangkan* that a modifier. In translating Indonesian noun phrases into English, a translator must keep the H — M rule for Indonesian construction and M —H for English construction.

Considering that English has an important role in the world, it is the most widely used language in politics, science, and business and diplomatic relation, and the fact that in Indonesia there is only a certain group of people who master

written as well as spoken English, translation from Indonesian into English is an unavoidable process and it is getting more and more important. It is hard to imagine the absence of translation in Indonesia. Today, there is no question about the need for translation. For example Indonesian students, need to translate many subjects from English, so that they may get on with their work in their own language. Besides, it is expected that students are also able to translate the ideas, as stated in the materials, they are reading into their own words or into some other words which have equivalent meaning. Translation is an activity of enormous importance in the modern world and it is a subject of interest not only to linguists, professional and amateur translators and language teachers, but also to electronic engineers and mathematicians. Book and articles on translation have been written by specialist in all these fields.

Translation is not an easy task. A translator must know about a specific method in translating English text especially structure and grammar. Besides that method, a translator must know the grammatical system of the source language and target language. And also considering the culture of language is very helpful.

Based on the description above the writer is interested in conducting the research entitled “Error Analysis on Students’ Translation at the Fifth Semester Students of English Department IAIN Palopo”.

B. The Problem Statement

Based on the background above, the writer formulated research question as follows : what kinds of errors made by the fifth semester students at English department IAIN Palopo on Students' translation of Indonesian noun phrases into English noun phrase?

C. Objective of the Research

The objective of holding this research is to find out the errors on students' translation of noun phrase made by the fifth semester students at English department IAIN Palopo.

D. Significance of the Research

1. Theoretically

The purpose of this research is to find out the errors on students' translation of noun phrase. The result of the research expected to significant contribution for the theory of error and the theory of translation.

2. Practically

The result of the research is expected to be useful information for the teachers and learners of English as a foreign language in general and especially for those who want to upgrade their structure about noun phrase. Furthermore, the writer hopes that this research is useful for English teacher in developing their teaching method.

E. Scope of The Research

The scope of the research focuses on the categories of error that students produced in students' translation of noun phrase and focuses on the fifth semester students at English department IAIN Palopo.

F. Operational Definition

To get general understanding about the aim of the little this research. The writer expected that:

1. Error is a mistake that learner produced when translating Indonesia noun phrase into English noun phrase.
2. Translation is a transfer or replacement text from source language (Indonesia noun phrase) into target language (English noun phrase).
3. Noun phrase is group of word that noun is the head of phrase that follow the rule of noun phrase. Those are: D + N, D + N + N, D + N + N + PP, D + N + Adj. Cl., D + AP + N + N, D + NP + Adj + N, D + Adj + N, D + Adj + N + N, D + Adj + Adj + N, D + Adj + N, D + Adj + N + Adj. Cl.

IAIN PALOPO

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research Finding

In this writing, the writer found some writers related which made the writer eager to hold the research, those are:

1. Nunung Kurriyati conducted research about “an error analysis of the use of prepositions of place of the eighth year students in SMPN 3 Ampel in the academic year of 2012/2013”. Based on the result the students still got below average achievements and almost a half of the sample got insufficient achievement or fail. The factors that influenced the errors were over generalization and incomplete of the rule in using preposition of place.¹
2. Sairdan conducted research about “the syntactical error produced by the student in translating sentence from Indonesia to English (a case study at the fifth semester students of English department of STAIN Palopo”. Based on the result, the researcher finding that the syntactical error produced by the student are errors by omission where the students omitted element of sentence which should be present, errors of ordering, where the students sequenced the sentence wrongly, and errors of addition, where the students presented element which should not be there.²

¹NunungKurriyati, *An Error Analysis of The Use of Prepositions of Place of The Eighth Year Students in SMPN 3 Ampel in The Academic Year of 2012/2013*”, stain salatiga, p.59.
<http://eprints.stainsalatiga.ac.id/eprint/268>

²Sairdan, *The Syntactical Error Produced By Student In Translating Sentence From Indonesia To English (A Case Study At The Fifth Semester Students Of English Department Of STAIN Palopo*, skipsisarjanapendidikan, (palopo:

3. Irnawati Israil conducted research about “an error analysis on students’ writing at the fourth semester students of English study program of Tarbiyah department at STAIN Palopo”. Based on the result, the researcher found some error in addition of subject, object, verb and preposition; error in omission of subject, object, verb and preposition; error in substitution of subject, object, verb and preposition; error in ordering of subject, object, verb and preposition.³

This study and the three previous studies above have the same where they found grammatical errors on learners’ writing and translation. But this research concentrated to analyze error of students’ translation. The writer made conclusion that analyzes an error very important to be known. An error analysis is one of solution because it can help the students how to learn from mistake and correct in their translation.

B. The Concept of Errors

1. Definition of Error

Error analysis is an effort to observe, analyze, and classify the errors the learners made to reveal something of the system operating with the learner.⁴ An error analysis can give a picture of the type of difficulty learners are experiencing. If it is carried out on a large scale such a survey can be helpful in drawing up a

perpustakaan stain palopo, 2007), p.55.

³Irnawatiisrail, *An Error Analysis on Students’ Writing at The Fourth Semester Students of English Study Programs of Tarbiyah Department at STAINpalopo*. 2010.

⁴H. Douglas Brown, *Principle of Language Learning and Teaching*, (New Jersey: Prentice Hall, Inc., Englewood Cliffs, 07632, 1980), p.166.

curriculum, and for the class teacher an error analysis can give useful information about a new class.⁵

Human learning is fundamentally process that involves the making of mistakes. Mistakes, misjudgments, miscalculations, and erroneous assumption form an important aspect of learning virtually any skill or acquiring information.⁶

Since this study analyzes learners' error, it is appropriate to define what is meant by errors. The terms "mistake and error" are often used interchangeably. However, there is a clear difference between the two. John Norrish makes a clear distinction between errors and mistake. He stated errors as a systematic deviation when a learner has not learnt something and consistently gets it wrong. He adds also that when a learner of English as a second or foreign language makes an error systematically, it is because he has not learnt the correct form. John Norrish then defines mistakes as "inconsistence deviation". When a learner has been taught a certain correct form, and he uses one form sometimes and another at other times quite inconsistently, the consistent deviation is called a mistake.⁷

2. The Sources of Error

Brown writes that error-overt manifestations of learners systems-arises from several sources: interlingual errors or interference from the native language, the sociolinguistic context of communication, psycholinguistic or cognitive

⁵John Norrish, *Language Learners and Their Errors*, (London and Basingstoke: The Macmillan Press Lmtd., 1983), p.80.

⁶Op. Cit., p.164.

⁷Op. Cit., p.7.

strategy and doubt countless affective variables.⁸ He drives those sources as follows:

a. Inter-lingual Transfer

The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language or interference. In these early stages before the system the second language is familiar, the native language is the only previous linguistic system upon which learner can draw.

b. Intra-lingual Transfer

Intralingual error or intralingual interference is the negative transfer of items which the target language, or put another way, and the incorrect generalization of rules within the target language. This is the major factor in the second language learning.

c. Context of learning

Context itself refers, from example: to the classroom with its teacher and its materials in the case of school learning or the social situation in the case untutored second language learning. In classroom context, the teacher or the textbook can lead the learner to make faulty hypotheses about the language.

⁸H. Douglas Brown, *Principle of Language Learning and Teaching*, (New Jersey: Prentice Hall, Inc., Englewood Cliffs, 07632, 1980), p.177.

d. Communication strategies

Communication strategies are a fourth source of learner error, but this major category is so pervasive and important that it is treated in a separate section here. Communication strategies actually include the process of inter-lingual and intra-lingual transfer and the context of learning as the learner tries to get a message across to the hearer or reader. The latter pertains to the conscious employment of verbal or nonverbal mechanisms for communicating an idea when precise linguistic forms are for some reason not available to the learner at that point in communication.

3. Types of Error

Grouping the errors that had been found and stating the classes of the errors. The errors were classified based on a surfaced strategy taxonomy that includes four types of errors according to Dulay, Burt, and Krashen in Alfim (2011: 29). Those are:

- 1) Omission Error
- 2) Addition Error
- 3) Misformation Errors
- 4) Misordering Errors

This next step is the step where the errors are described and classified into kinds. This step can be done by several ways. There are two ways to classify errors as mentioned by Corder in Ellis (1994: 56), they are:

- a. The first way is classifying the errors through grammatical categories. It means classifying the errors through their tenses. As an example:

Original sentence: The girl sing beautifully.

Reconstruction: The girl sings beautifully.

b. The second way of classifying the errors is trying to identify general ways in which the students' written form differs from the reconstructed target language. It means the errors are classified into several types:

1) Omission

Omission is the error of leaving out an item that is required for an utterance to be considered grammatical, for example: There is picture on the wall. This sentence leaves out an article "a" that must be added before the word picture.

2) Addition

Addition is the error of adding some unnecessary or incorrect element in an utterance. For instance: The books is here. There is suffix "-s" added after the word "book". Hence, this indicates addition error.

3) Misformation

Misformation is the error of using one grammatical form in place of another grammatical form, for example: "I see her yesterday." This sentence contains misformation in using irregular verb which marked by the using the wrong form "see" to replace "saw".

4) Misordering

Misordering is the error of putting the words in utterance in the wrong order. For example: "She will come evening tomorrow." This sentence has the wrong order of adverb of time "evening tomorrow". It must be changed becomes: "She will come tomorrow evening."

2. Significance of Errors Analysis

Studying of learners' errors is a part the systematic study of the learners' language which is itself necessary to understanding of the process of the second language acquisition. So that error analysis has significant role to play in language learning process. As Corder noted to whom (or in which areas) the study of error would be significant. Errors are significant in three ways:

- a. To the teacher: errors are significant to show a student's progress in learning.
- b. To the researcher: errors have significance how a language is acquired, what strategies the learner uses.
- c. To the learner: the learner can learn from these errors. When a learner has made an error, the most efficient way to teach him the correct form is not by simply giving it to him, but letting him discover it and test different hypotheses.⁹

3. Error Identification and Analysis

In order to know the learners' error should be identified and analyzed Carolina mielin ho in her paper *empowering English teacher to grapple with errors in grammar* introduced an approach for errors identification and analysis which called A-3 step approach. It consists of three steps and designed to be enabling identification and analysis of learners' errors. Those steps are in the following:

⁹Saidan, *The Syntactical Error Produced By Student In Translating Sentence From Indonesia To English (A Case Study At The Fifth Semester Students Of English Department Of STAIN Palopo,skipsisarjanapendidikan, (palopo: perpustakaan stain palopo, 2007), p.29.*

- a. identification of error: writing out sentence containing the error and then underlining/highlighting word, phrase clause which show the error.
- b. definition and classification of error state type of error then classifiers error type.
- c. explanation of rule and exemplification: state the grammar rule which have been voted, give correct form to show contrast with inappropriate/deviated from, give examples showing the rule in action.

When we confronted with something new, it is a natural instinct to look for similarities with things that are familiar, to try to draw some comparison with what we know already. Consciously or unconsciously, we bring what we know to what we do not know, making it possible to learn anything entirely from scratch. It is same as when we set about learning a foreign learning. It is not possible to learn a foreign language without relying to some extent on mother tongue and impulse to look for similarities. It is suggested that the language produced by foreign learners is so unavoidably influenced by the mother tongue of the learner then it is called as language interference which plays in causing learners errors.¹⁰

4. causes of error

¹⁰Richards Jack., “*A non-contrastive Approach to Errors Analysis*”, English Language teaching25.internet journal.

Norrish is classifies causes of error into types that is carelessness, first language interference, and translation. The three types of causes of error will be discussed briefly below:

a. Carelessness

Carelessness is often closely related to lack motivation. Many teachers will admit that it is not always the student's fault if he loses interest, perhaps the materials and style of presentation do not suit him.

b. First Language

Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called first language interference.

c. Translation

Translation is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression in to the target language word by word. This is probably the most common cause of error.¹¹

C. The Concept of Translation

1. The Definition of Translation

¹¹John Norrish, *Language Learners And Their Errors*, London Basingstoke: The Machmillan Press Lmted, 1983., p.21-26.

The definition of translation are found many and varied as the person who discuss the subject. The following are the definitions of translation :

1. Wills says that translation is a procedure which leads from a written source language text to an optimally equivalent target language text and requires the syntactic, semantic, stylistic and text pragmatic comprehension by the translator of the original text.
2. Translation is the replacements of textual material in one language (Source Language) by equivalent textual material in another language (Target Language).
3. Translation is made possible by an equivalence of thought that lies behind its different verbal expressions.
4. Translation consists reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style.
5. Translation is a process of finding a Target Language equivalent for an Source Language utterance.
6. Translation is the rendering of a source language (SL) text into the target language (TL) so as to ensure that (1) the surface meaning of the two will be approximately similar and (2) the structures of the source language will be preserved as closely as possible but not so closely that target language structure will be seriously distorted.
7. Translation is a craft consisting in the attempt to replace a written message and/or statement in another language.¹²

From the above definitions, whereas textual material, SL text, Written message , and SL message are synonymous to indicate something to be translated into TL. And replacement and reproducing derive from replace and reproduce

¹²Choliludin, *the Technique of Making Idiomatic Translation*, Jakarta, Visipro, 2009, p.18.

which are synonymous. The writer can conclude that the translation is a process, where the translator or interpreter to replace or transfer from one language (source Language) by equivalent material in another language (Target Language), whether the language is written or spoken in any kind in meaning and style

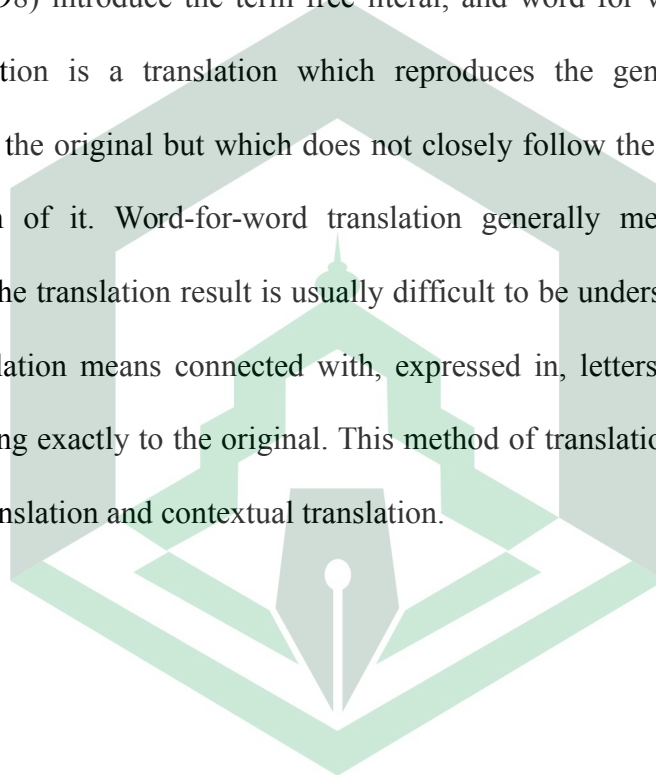
2. The Type of Translation

Catford (1998) states that there are three types of translation related to the rank of grammatical hierarchies, namely:

1. Full vs. partial translation. This distinction relates to the extent of SL text which is submitted to the translation process. In a full translation the entire text is submitted to the translation process that is every part of the SL text is replaced by TL text material. In a partial translation, some part or parts of the SL text are left untranslated. They are simply transferred to incorporate in the TL text.
2. Total vs. Restricted translation. This distinction relates to the levels of language involved in translation. In total translation, that is translation in which all levels of the SL text are replaced by TL material. In restricted translation, that is translation perform only at the phonological or at the graph logical level, or at only one of the two levels of grammar and lexis. Thus, this type includes phonological and graph logical translation. In phonological translation SL phonology is replaced by equivalent TL phonology but there are other replacements except such grammatical or lexical changes as may result accidentally from phonological translation, e.g. English plural, cats, may come out as apparently a singular cat in phonological translation into a language which has

no final consonant clusters. In graph logical translation SL graphology is replaced by equivalent Tb graphology, with no other replacements, except, again, accidental changes.

3. Rank of translation. This type of differentiation in translation relates to the rank in a grammatical hierarchy at which translation equivalence is established, Catford (1998) introduce the term free literal, and word for word translation. A free translation is a translation which reproduces the general meaning and intention of the original but which does not closely follow the grammar, style, or organization of it. Word-for-word translation generally means what it says. Therefore, the translation result is usually difficult to be understood by readers. A literal translation means connected with, expressed in, letters of an alphabet or corresponding exactly to the original. This method of translation is between word for word translation and contextual translation.



IAIN PALOPO

3. Technique of Translation

The general purpose of translation is to enable the reader to understand the meaning of the original text in the context of that original text, Eko Susilo, Madyo, Soegeng (2007). said that there are three main steps in the basic procedure of translation :

1. Reading through the text to be translated carefully.

It is essential to read the text first in order to establish the style and mood of the original meaning. It is also important to make sure that text is within their competence.

2. Analyzing the original texts.

After reading the texts, translators have to know the key words which should be translated, and then they translated all elements involved in the source language (SL) into target language (TL).

3. Reading through the translation again to check them and revised it.

After analyzing the original texts, translators have to read their result again and again in order to check and revise it, so if the readers read the result, they will understand the messages in the texts easily. According to Dr. Ronal H. Bathgate (2001) there are seven translation processes:

1. Tuning

This means getting the feel of translated. Depending on their translators need to be able language of a poet or novelist mist, research physist or advertising copywriter or bib 'register', as it is often different mental approach, a words or turn of phrase. If cult or of the type which is the translator, he may want ground literature or consult other adviser, the text to be field of work, to produce the lawyer or economist, research factory manager, biblical prophet. Each called, demands a different choice of the text is difficult not so familiar to read some back the author or some adviser.

2. Analysis

Once the translator has attuned his mind to the framework of the text to be translated, he will take each sentence in turn and split it up into translatable units' words or phrases. He will also establish the syntactic relation between the various elements of the sentence. At some point in this phase, it may be necessary to establish relations between elements in large portions of the text, in the interest of consistency.

3. Understanding

After having split up the sentence to be translated into its elements, the translator will generally put it together again in a form which he can understand or respond to emotionally. The extent to which he can do this will depend on his basic knowledge of the subject matter. There has been a great deal of discussion about the extent to which a translator should be able to understand the texts he translates about how much attention he should pay to the 'content' as opposed to 'form'; it seems obvious that due attention to both form and content is essential.

4. Terminology

The next step is to consider the key words and 1 phrases in the sentence to make sure that apart from understanding them and feeling what they imply, one has a translation for them which is in line with standardized usage and is neither misleading, ridiculous nor offensive for the target language reader. Both in this phase and in the preceding phase, discussion with the author or some other adviser is often advisable as best way to help the translator solve some of his problems.

5. Restructuring

When all the bricks needed for the edifice of the target languages text have been gathered or made, the translator will fit them together in a form which is in accordance with good usage in the target language. This is the phase where ‘form’, as apposed to ‘content’, comes into its own.

6. Checking

The translator will doubtless check his draft translation for typing errors and passages where a second persual suggests a more elegant, or more correct, translation. In addition, it is quite common for someone other than the translator to read through the finished translation and make or suggest changes. In this case of specialized texts, this is often the source language author or someone else with a better command of the subject matter then the translator. In any case, it is important that the translator should be consulted at this stage.

7. Discussion

For this reason, a good way to end the translation process is often with a discussion between the translator and the expert on the subject matter. As Nida and Taber point out in their book *The Theory and Practice of Translation*, it is generally in advisable to make a committee meeting-with more than two participants-out of this too many cooks spoil of broth. On the other hand, it is sometimes necessary to point out to translators that they should not work isolation, and to hold them in acquiring the social skills needed for such discussion.¹³

13E.a.nida, *Towards A Science Of Translation, With Specials Reference To Principle And Procedure Involved In Bible Translating*. (leiden brill, 1994).
Internet journal.

D. The Concept of Phrase.

1. Definition of phrase

According to De Boer, a phrase is often defined as a group of related words without a subject and a predicate. Meanwhile, Hornbys assumption of phrase is a small group of words forming part of a sentence. Phrase is a group of words without a finite verb, especially when they are used to form part of sentence.¹⁴

“a very naughty boy” is phrase.

A phrase is a group of related words that does not include a subject and verb (if the group of related words does contain a subject and verb, it is considered a clause). There is several different kinds of phrase. Understanding how they are constructed and how they function within a sentence can bolster a writer's confidence in writing sentences that are sound and various in form.

Phrase is a (1) short group of words, (2) group of words without a verb that form part of a sentence, (3) express in words in the way that is mentioned a badly example. Phrase book n (c) book containing common foreign expressions and their

¹⁴Hornby, *Oxford Advanced Learner's Dictionary*, (Ed.; 6th, Great Clarendon Street, Oxford OX2 6dp, Oxford University Press. 2003) p.15.

translations.¹⁵ Words combine to make phrase, and phrase are one of the basic patterns out of which we build sentence. A phrase is a group of words which acts as a single unit in meaning and in grammar, and is not built round a verb.

Phrase can have many different functions in a sentence. They are used as subjects, objects, complements, modifiers, or adverbials. Understanding phrasal patterns helps us to discuss and explain the effects in our own and others' writing. In the sentence:

“the strange green creatures with bobbing heads spoke”

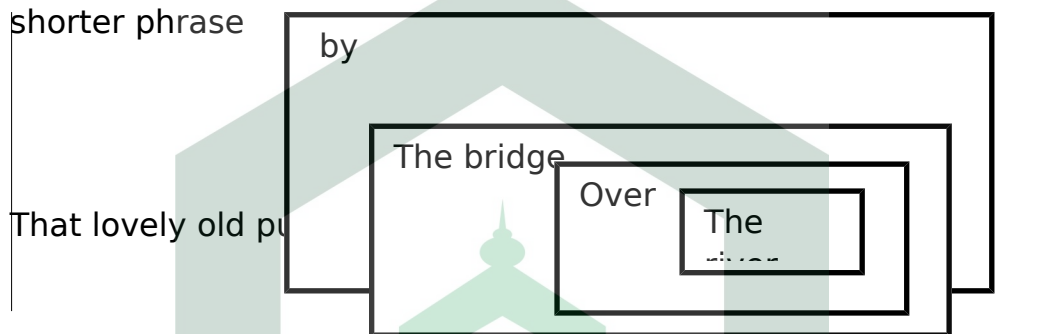
- 1) The phrase *the strange green creatures with bobbing heads*” acts as the subject of the verb *spoke*. The phrase is a single unit both in its meaning and in its grammar.
- 2) The fragment *the strange green* is not a phrase, because it has no separate meaning and no grammatical function.
- 3) A phrase is an expansion of one of the words inside it, which is called its head. For example, *creatures is the head of the strange green creatures with bobbing heads*.
- 4) The word that expand the head of a phrase are its ‘expanders’, which are generally the head’s modifiers; for example, *green* modifies *creatures*. This entire means is that green makes the meaning of *creatures* more precise -

¹⁵ Martin H. Manser, *Oxford Learner’s Pocket Dictionary*, (Oxford: Oxford University Press, 1985), p.233.

instead of meaning simply 'creatures', it means 'green creatures'. (for an expander which is not a modifier sees prepositional phrase).

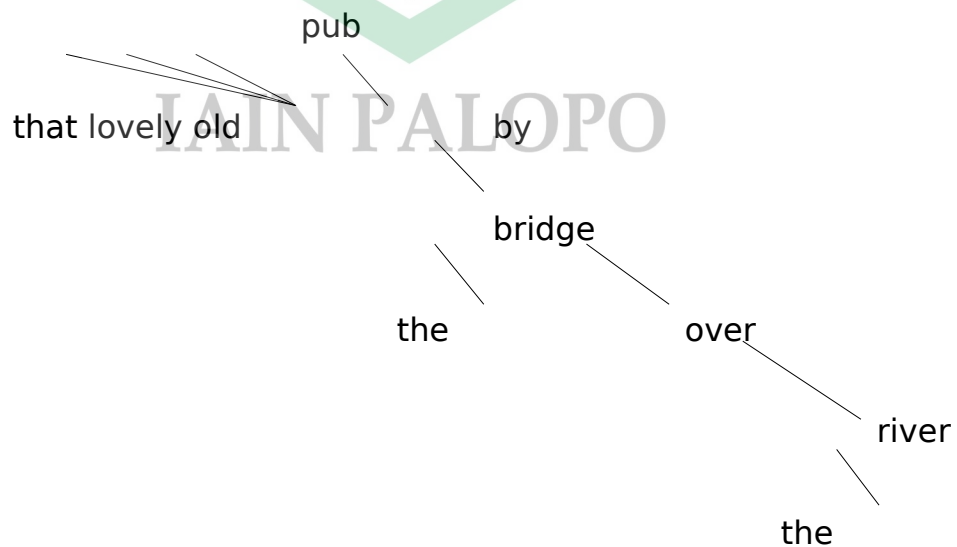
Phrases within phrases,

Longer phrases are like Russian dolls - they contain in number of shorter phrase

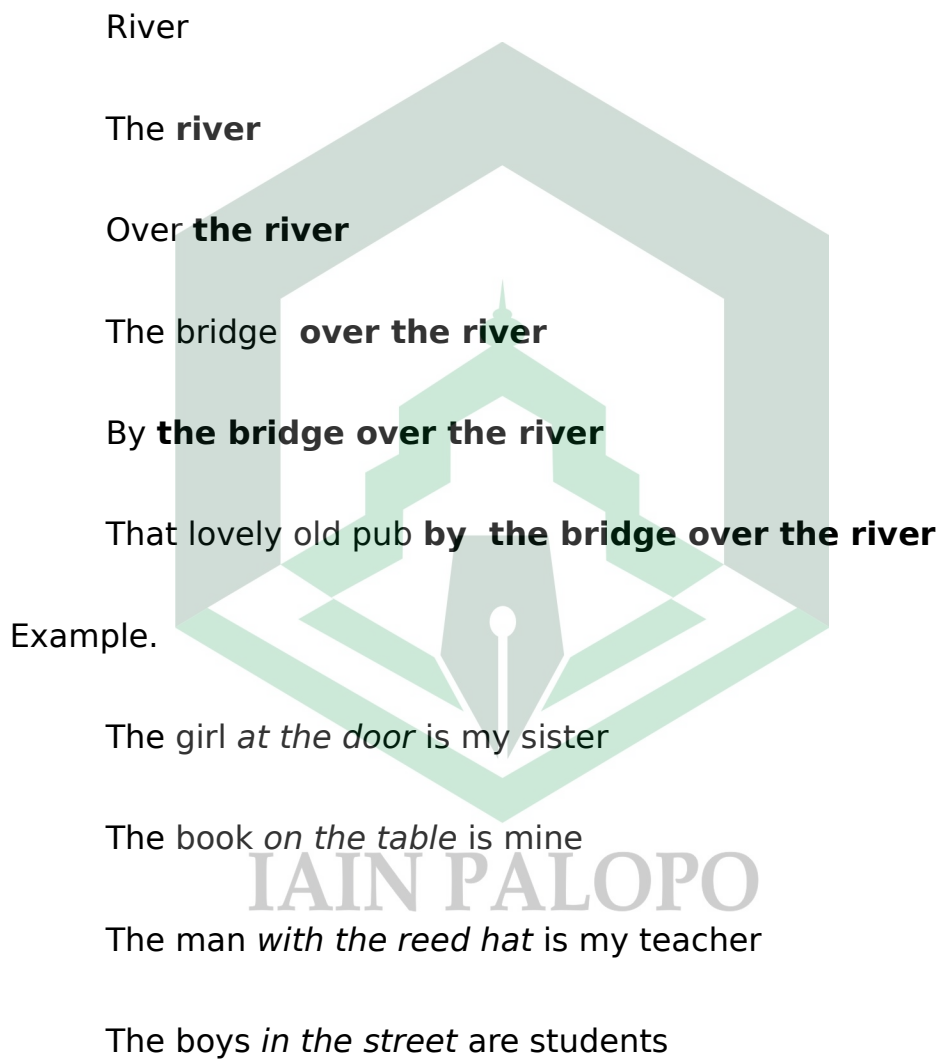


The phrases whose heads are **by** and **over** are prepositional phrase and will be explain below.

The other notation shows the same structure in a different way:



These diagrams are both useful in revealing the way in which the larger phrase is built out of smaller parts, each of which helps to expand before or after it:



Classification of Noun

1. As noun phrase
2. as adjective phrase

3. as adverbial phrase¹⁶

2. Noun Phrase

A noun head may have adjective modifiers that appear before and after it in what is called a *noun phrase*.¹⁷ Noun phrase is a phrase which can act as subject, complement of a clause and complement of prepositional phrase. Noun phrase can not begin with a preposition. In regard, Geoffery say that a noun phrase is a group of words with noun as head which can be subject, object or complement. It is called a noun phrase because the word which is its head (i.e main part) is typically noun. In the following sentence:

“John found the new secretary in his office a very attractive woman”.

John, secretary, office and woman are nouns. The subject John, the object the new secretary in his office, the object complement *a very attractive woman*, are noun phrase.

Based on above example we know that the head noun can be accompanied by determiner (the, his, a, etc), and one or more modifiers. Modifiers which precede the head are called pre modifiers (e.g.: new very attractive), and those which follow the head are called post modifiers (e.g.: in his office).

¹⁶Faud Mas'ud, *Essentials Of English Grammar*, (Yogyakarta: BPFE-Yogyakarta, 2002),p.171.

¹⁷Marcella Frank, *modern English a Practical reference guide*, Prentice Hall, Inc., Englewood Cliffs, New Jersey, 1972, p.112

Word order of noun phrase:¹⁸



D, Adj/AP, N, NP (Noun) PP, Adj.Cl

Pre-modifier

Post-modifier

Characteristic of modifier

Single modifier

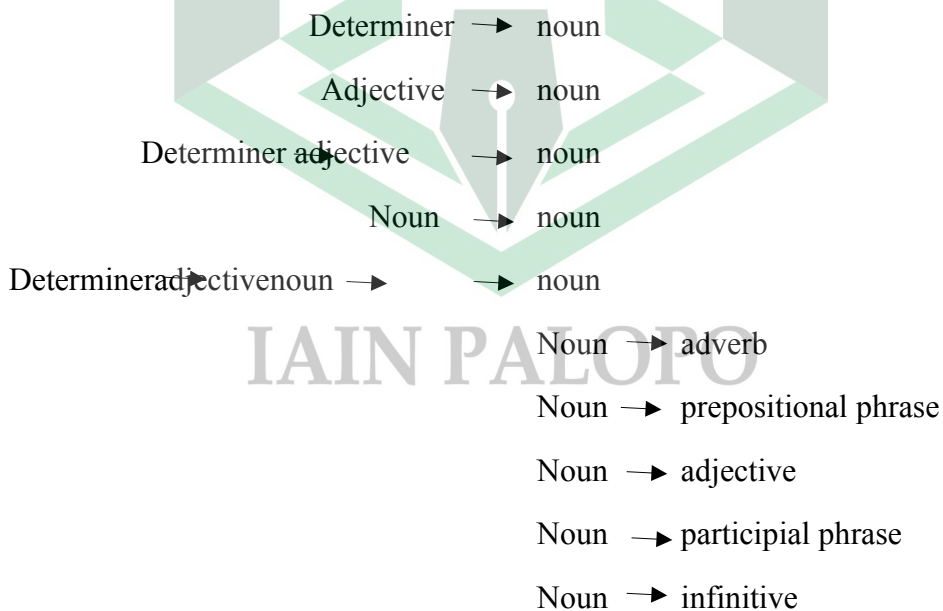
: M M H M M

Compound modifier

: M → M → H ← M ← M

According to George E. Wishon, he has been classifying of noun modifiers.

They are:



Example:

¹⁸ Suherman, *Top Grammar A Guide to Write English*, Yogyakarta: CV. Pustaka Ilmu, 2013, P.137

Pre-Modifier

1. D + Adj + N
A handsome boy
2. D + AP + N
A very nice food
3. N + N
Book store
4. D + NP + N
A grammar book store

Post-Modifier

1. D + N + PP
The book on the table
2. D + N + Adj.Cl
The book which I read everyday

1. Determiner

Determiners consist of small group of structure word without characteristic form.

- a. Article: the, a, an
- b. Demonstrative adjectives: this, plural: these
That, plural: those
- c. possessive adjectives
 1. from pronoun: my, your, one's, etc.
 2. from nouns: john's, the girl's, etc.
- d. numeral adjectives
 1. Cardinal: four, twenty-five, one hundred, etc.
 2. Ordinal: fourth, twenty-fifth, one hundredth, etc.
- e. Adjectives of indefinite quantity: some, few, all, more, etc.
- f. Relative and interrogative adjectives: whose, what which.

All of these determiners except the articles and the possessive adjectives of the personal pronouns may function as pronouns when not followed by nouns.

Personal pronouns have separate forms for the possessive used without a noun: my (adjective) book vs. the book is mine (pronoun).¹⁹

2. Pre-modifier

Pre-modifier is modifier before noun. George has been classifying in the following:

a. Adjectives are usually used before the nouns they modify, If the noun is a singular count noun. A determiner must be used before the adjective. If the noun is a mass noun or a plural count noun, a determiner may not be used.

b. Noun may be used to modify nouns. Sometimes two nouns join to form as inseparable compound, such as *ice hockey*, *workhorse*, *basketball*, and so on. In speech, these compounds are distinguished from separable noun-noun combination by the occurrence of strong stress on the first noun of the compounds, instead of on the second noun, which receives strong stress in the usual adjective-noun, noun-noun combinations. The usual noun-noun combination simply represents one noun modifying another. The modifying noun usually precedes the principal noun.

c. Participles are the *-ing*, *-ed*, and *-en* forms of verbs. They may be used to modify nouns and may be used either before or after the nouns they modify.

d. This is specific sequence of modifiers used before nouns. If a noun is preceded by several classes of modifiers that is determiners, adjective, participles

¹⁹Marcella Frank, *modern English a Practical reference guide*, Prentice Hall, Inc., Englewood Cliffs, New Jersey, 1972, p.108-109.

and noun, these modifiers take more or less definite order, with participles patterning with descriptive adjective.²⁰

3. Head

The most usual kind of head of a noun phrase is noun. Like *car* in the example *that old car*. Alternatively, the head may be a pronoun of some kind, very commonly a personal pronoun, eg. *He* in *he is there*. Other kinds of pronoun functioning as head of a noun phrase include: indefinite pronoun, eg. *Someone* in *someone called*; possessive pronoun, eg. *Mine* in *mine are green*; demonstrative pronoun, eg. *this* in *this beats everything*. When a pronoun functions as head of a noun phrase, it usually occurs without any kind of modification: pre-modification is virtually impossible for pronoun, though post-modification may occasionally be found, eg. *he who hesitates*. There is also a restriction on the modification that may be found with proper noun, ie those referring to unique persons and things: again post-modification is possible, where pre-modification rarely occurs, eg. *lovelymorecambe, which we visited last year*.²¹

4. Postmodifiers

Postmodifier occurs after the head in a noun phrase. According to

Marcella Frank the following range of postmodifiers;

²⁰George E. Wishon and Julia M Burks, *Lets Write English*, Canada: Litton Educational Publishing, Inc. 1980, p.107-109.

²¹Howard Jackson, *Analyzing English: An Introduction to Descriptive Linguistics*, Oxford New York: Pergamon Press, p.66-67.

- a. Adjective clause (the girl *who is sitting at the desk over there*)
- b. Participle phrase (the girl *sitting at the desk over there*)
- c. Prepositional phrase (the girl *at the desk over there*)
- d. Adverbs (the girl *over there*).
- e. Infinitive phrase (the only girl *to finish on time*)

And adjective following a noun head (post-modifier). They refer to:

1. In set phrase coming from old French: court-*martial*, the body *politic*, postmaster *general*. Also in phrases possibly influenced by such French expressions-accounts *payable*, the best car *possible* (or available), president-elect.
2. With units of space or time: a well fifteen feet *deep*, a ruler twelve inches *long*, two months *ago*.
3. Place or time words that usually function as adverb: the sky *above*, a village *nearby*, the world *hereafter*, the day *after*.
4. Cardinal numbers used for identifying or naming: chapter *five*, paragraph *three*, line *two*, World War *Two*. Ordinal numbers preceding the nouns are also used in such instances: the fifth semester, the third paragraph, the second line, the Second World War.
5. The adjective enough: I have time *enough*, may also precede the noun head: I have *enough* time

IAIN PALOPO

CHAPTER III

RESEARCH METHOD

A. Method of The Research

In this research, the writer applied descriptive method. It was used to describe Error on Students' Translation of Noun Phrase at the Fifth Semester of English Department IAIN Palopo.

B. Population and Sample

1. Population

The population of this research was the fifth semester students of English department students of IAIN Palopo in the 2015 year. The population consisted of four classes. Class A consisted of 30 students, class B consisted of 23 students, class C consisted of 26 students, and class D consisted of 22 students, so the total of them were 101 students.

2. Sample

In this research, the writer used random sampling technique¹. It meant that all students of fifth semester IAIN Palopo got same chance. Suharsimi said that “if the total of the subject is more than 100, it can be taken between 10%-15%, 20%-25% or more”, and the researcher took 20% subject of the sample, so the total of the sample was 20 students.

C. Instruments of The Research

The instruments of the data collection in this research were:

- a. The translating test: it is intended to find out the errors the students commit in it.
- b. Questionnaire: is collector instrument information by manner to deliver some question to answer according written by respondent.²

D. Procedure of Collecting Data

To collected data, the writer used some procedure as follows:

- a. The writer gave test to the students and then explains how to do the test.

¹Suharsimiarikunto, *Procedure Penelitian*, (Cet XII, Jakarta: PT RinekaCipta, 2002), p.134.

²AmirulHadidanHaryono, *Metodology Penelitian Pendidikan*, Bandung: CV. PustakaSetia. 2005. p.137

- b. The writer gave questionnaire to the students to know about the causes of the students commit error.
- c. After that, the students had finished the test, the writer collected the text and the questionnaire.
- d. Then, the writer analyzed and percentage the students' result.

E. Technique of Data Analysis

The data of this research were analyzed as follows:

- a. The collecting data evaluation from test and questionnaire.
- b. Analyzing the data and questionnaire by using percentage, it is counting the rata percentage of the students' score by using the following formula³:

$$P = \frac{F}{N} \times 100\%$$

Where:

P= Rata Percentage

F = Frequency

³Amirul Hadi dan Haryono, *Statistik Pendidikan*, (Jakarta: Rineka Cipta, 1999), p. 196.

N = Sample



IAIN PALOPO

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In the previous description, it has been explained that the data analysis in this research, used descriptive analysis. The collected data are analyzed by identifying the errors produced by the students firstly then counting the frequency and classifying errors, the last counting the percentage of those errors. The identification of the errors produced by the students in translating noun phase in sentence is performed in the following tables:

Table 4.1

The following is the examples of the data to be analyzed.

In the following table, the writer takes the pattern of noun phrase from Marcella Frank,¹ Suherman,² and George E, Wishon.³

N	pattern	data
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1 Marcella Frank, *modern English a Practical reference guide*, Prentice Hall, Inc., Englewood Cliffs, New Jersey, 1972, p.112.

2 Suherman, *Top Grammar A Guide to Write English*, Yogyakarta: CV. Pustaka Ilmu, 2013, P.137.

3 George E. Wishon and Julia M Burks, *Lets Write English*, Canada: Litton Educational Publishing, Inc. 1980, p.107-109.

0		
1.	D + N	A novel The boy His uncle The girl Abil's friends
2.	D + N + N + PP	Andi's book store beside electronic store
3.	D + N + PP	A novel in andi's book store
4.	D + N + Adj. Cl	A boy who likes joke The girl who was met by abil
5.	D + AP + N + N	A very fertile farm land
6.	D + NP+ Adj + N	A reddish hair beautiful girl
7.	D + Adj + N	A traditional dance A forbidden area
8.	D + Adj + N + N	A large underground hall
9.	D + Adj + Adj + N	The young beautiful girl
1	D + Adj + N	Many beautiful fish
0.		
1	D + Adj + N +	A beautiful place where you can see
1.	Adj Cl	many beautiful fish

Table 4.2

The errors of translating noun phrase pattern D + N.

Pattern 1	Data	Answer			Type of error		
		Correct		Error			
D + N	<ul style="list-style-type: none"> • Saya pergi membeli <i>sebuah novel</i> di toko buku andi ... • <i>Anak itu</i> • <i>Pamannya</i> • <i>Gadis itu</i> • <i>Temannya abil</i> 	*I went to buy <i>a novel</i> in andi's book store...	1 8	* I went to buy <i>novel</i> in andi's book store...	2	omission, - a (sebuah) and <i>book</i> in a phrase	
		* <i>The boy</i>	2				1
		* <i>His uncle</i>	0				
		* <i>The girl</i>	2				
		* <i>Abil's friends</i>	0	* <i>abil friends</i>	1		
			2	* <i>abil' friend</i>			
			0				
			1				
			8				
				96	4		

Data of the table shows that there are ninety six correct answers that students committed in this pattern. And there are four errors that students committed in this pattern. And all of errors that students committed it are in omission errors. Seen from the source of errors, the above examples involve as interlingual errors, because the students are influence by the rule of mother tongue.

Table 4.3

The errors of translating noun phrase pattern D + N + N + PP.

Pattern 2	Data	Answer			Type of error	
		Correct		Error		
D+ N + N + PP	... membeli sebuah buku novel di toko buku andi disamping toko elektronik.	... buy a novel book in <i>andi's book store beside electronic store.</i>	8	*... buy a novel book in <i>andi book store beside electronic store.</i>	4	Omission - 's
				* ... buy a novel book in <i>andi's store book beside electronic store.</i>	3	Misordering
				*... buy a novel book in <i>the andi's book store beside electronic store.</i>	4	Addition
				*... buy a novel book in <i>the andi's book store beside electronic store</i>	1	Omission Addition
				*... buy a novel book in <i>andi store book beside electronic store.</i>	1	Omission

		8	14	
--	--	---	----	--

From the data in the table above shows that there are eight correct answers that students committed in this pattern. And there are fourteen errors that students committed in this pattern where they are six omission errors, five addition errors and three misordering error. And the students still influence by the mother tongue in translating noun phrases, so this error is called interlingual error.

Table 4.4

The errors of translating noun phrase pattern D + N + PP.

Pattern 3	Data	Answer		Type of error
		Correct	Error	
D + N + PP	... membeli sebuah novel di toko buku andi	... buy a novel in andi's book store	* ...buy a novel in andi's book store...	Omission
			*...a novel in andi book store...	Omission
			*...novel in the andi's book store...	Addition
			* a novel book in andi's store book	Misordering
			* andi book store for buy a novel	Omission Misformatio n
				Addition

				* <i>novel in the andi's book store</i>		

Data of the table shows that only one student committed correct answer in this pattern. And the errors of students' answer in pattern 1 and pattern 2 errors. Seen from the source of errors, the above examples involve as interlingual errors, because the students are influence by the rule of mother tongue. In this case, the students are mostly considered as mistake, because they are unintentionally omits, omission, addition, misordering and misformation the element of noun phrase.

Table 4.5

The errors of translating noun phrase pattern D + N + Adj. Cl.

Pattern 4	Data	Answer			Type of error	
		Correct		Error		
D + N + Adj. Cl	Novel ini menceritakan tentang <i>anak laki-laki yang senang bergurau.</i>	*This novel tells about a <i>boy who likes joke</i>	1	* The novel told about <i>the boy that is joke.</i>	6	Misformati on
				* This novel was tell about <i>the kidding glad.</i>	2	Omission Misformati on
				* This novel talking about <i>the boys the child which</i>	1	on
					2	Addition Misformati on

				<i>like joke.</i>		
				* This novel tell about <i>boys that happy to joking.</i>	1	Addition Misformati on
				* This novel told about <i>the boy that who glad joke.</i>	1	Addition
				* This story talking about <i>the child which like joke.</i>	1	Misformati on
				* The novel stories about <i>the boy is who happies kidding.</i>	1	Addition
				* The novel describe about <i>man child happy kidding.</i>	1	Misformati on
			1	* this novel tell about a <i>boy which happy to kidding</i>	4	
				* <i>that boy happy joking</i>	1	Misformati on
				* <i>boy happy kidding</i>	2	
				* <i>the girl who met</i>	1	Misformati on
	<i>*Perempuan yang ditemui abil</i>	<i>* the girl who was met by abil</i>				

			<i>*that meet girl</i> <i>* the girl has met</i> <i>*the girl with his met abil</i> <i>*the girl</i> <i>*the girl meet</i> <i>*the girl when his meet</i> <i>* the girl is who met</i> <i>*The girl was met</i> <i>*the girl is meet</i>	1 2	Misformati on Misformati on Misformati on Omission Misformati on Misformati on Misformati on Misformati on Misformati on
		2	42		

From the data in the table above shows that two students committed correct answer in this pattern. And there are forty two errors that students committed in this pattern where they are four omission errors, five addition errors, and thirty three misformation errors. And the source of errors is considered as interlingual error, because the students still influenced by the mother tongue.

Table 4.6

The errors of translating noun phrase pattern D + AP + N + N.

Pattern 5	Data	Answer			Type of error
		Correct	Error		
D + AP + N + N	Pamannya mempunyai pertanian yang sangat subur.	His uncle has a very fertile farm land	* His uncle has agriculture field very fertile	8	Misordering
			* The uncle has really fertile botanical garden.	2	Omission
			* His uncle have land agriculture is fertile	1	Misformati on
			* His uncle has agriculture land is fertiling.	1	Misformati on
			* His uncle has an extremely fertile agriculture area.	4	Omission
			* His uncle have land farm is very fertile.	1	Misformati on
			* His uncle had land farm so fertile	1	Misformati on
			* His uncle	1	Misformati on
				1	Misformati on
				1	Misformati on
				1	Misformati on

				have <i>land farm which fertile.</i> * <i>fertile agriculture land</i>		
			-	20		

From the table above show that none student committed the correct answer in this pattern, and there are twenty errors that students committed in this pattern where they are four omission errors, six misformation errors and ten misordering errors. And those errors are classified as interlingual error. The kinds of error are considered as error, because the students are lack of English vocabulary mastery.

Table 4.7

The errors of translating noun phrase pattern D + NP + Adj + N.

Pattern 6	Data	Answer			Type of error
		Correct	Error		
D + NP + Adj + N	... abil bertemu dengan seorang gadis cantik yang berambut kemerah-merahan.	...abil meets a reddish hair beautiful girl.	*... abil meet with a beautiful girl it has reddish hair.	6	Misformation
			*...abil meet with a beautiful reddish hair girl.	2	
			* ...abil meet girl is very beautiful	1	Misordering
				1	

			<i>which have red hair.</i> *... meet with a beautiful girl who has a red hair. * ... abil meet with a beautiful girl that have red hair. *... met with a beautiful girl who has reddish hair. * ...met with a beautiful girl is reddish. *...with a beautiful girl red hair. * ...florid hair beautiful * ... very beautiful which have have red hair	2 3 1 2 1 1	Misformatio n Misformatio n Misformatio n Misformatio n Misordering Omission Misformatio n
		-	20		

From the data in the table above shows that none of students committed in this pattern, and there are twenty errors that students committed in this pattern where they are one omission error, fifteen misformation errors and four misordering errors. And the kinds of

errors above are considered as error, because the students are lack of grammar of noun phrase mastery.

Table 4.8

The errors of translating noun phrase pattern D + Adj + N.

Pattern 7	Data	Answer			Type of error				
		Correct		Error					
D + Adj + N	Abil mengajak gadis cantik yang muda itu melihat tarian tradisional. ... katanya daerah itu daerah terlarang.	Abil invites the young beautiful girl to watch the traditional dance ... people say that it is a forbidden area..	6	* traditional dance	7	Omission			
				* dance traditional.	3	Misordering			
				* traditional dancing	1	Omission			
				* the traditional of dance	1	Addition			
				* ...that said the place forbidden	8	Misformati on			
				*... that area is danger.	4	Misorderin g			
				*this area exolude	1	Omission			
				*a forgotten area	1	Misformati on			
				*forbidden area	2	Omission			
				* forbidden village	1	Omission			
						6		32	

From the data in the table above it shows that six students commit correct answers, five students did not commit this pattern

and thirty two errors that students committed in this pattern where they are eighteen omission errors, one addition error, two misformation errors and eleven misordering errors. The type of error above example is omission, because the students omit an element of phrase which is actually needed. Based on above example, in translating noun phrase the students are still influence by mother tongue. In this case, the students are lack of vocabulary mastery. So their result of translation does not agree with source language.

Table 4.9

The errors of translating noun phrase pattern D + Adj + N + N.

Pattern 8	Data	Answer			Type of error
		Correct	Error		
D + Adj + N + N	... kampung ini mempunyai ruang bawah tanah yang luas.	... this village has <i>the large underground hall</i> .	* ... this village have a <i>big hall ground</i> .	6	Misordering
			* ...the village have <i>hall ground</i> .	2	Omission
			*... <i>a big room hall ground</i>	2	Misordering
			*... <i>room underground</i>	1	Misordering
			*... <i>big underground hall</i>	1	Omission
			*... <i>the big room of beneath</i>	1	Omission
				1	Addition
					Misordering

				<i>ground</i> <i>*...hall ground</i> <i>very big</i>		g
			-	16		

From the data in the table above shows that none committed the correct answer, six students didn't answer this pattern and sixteen errors that students committed in this pattern where they are four omission errors, one addition error, and eleven misordering errors. And the source of errors is considered as interlingual error, because the students still influenced by the mother tongue.

Table 4.10

The errors of translating noun phrase pattern D + Adj + + Adj + N.

Pattern 9	Data	Answer			Type of error	
		Correct		Error		
D + Adj + + Adj + N	Abil mengajak <i>gadis cantik</i> <i>yang muda</i> <i>itu...</i>	Abil invites <i>the young</i> <i>beautiful</i> <i>girl...</i>	5	<i>* the</i>	3	Misordering
				<i>beautiful girl</i>	4	Misordering
				<i>young</i>	4	Misordering
				<i>* the girl</i>		
				<i>beautiful</i>	2	Omission
				<i>young</i>	2	Misordering
			<i>*the beautiful</i>			
			<i>young girl</i>			
			<i>*the young</i>			
			<i>girl</i>			
			<i>*young girl</i>			
			<i>beauty</i>			
		5		14		

From the data in the table above shows that there are one student that didn't omitted it, five committed the correct answers and fifteen errors that students committed in this pattern, where they are three omission errors, and eleven misordering errors. And the types of error are omission and misordering. The kinds of errors above are considered as error, because the students are lack of grammar of noun phrase mastery.

Table 4.11
The errors of translating noun phrase pattern D + Adj + N.

Pattern 10	Data	Answer			Type of error	
		Correct		Error		
D + Adj + N	... dimana kamu bisa melihat <i>banyak ikan yang indah.</i>	... where you can see <i>many beautiful fish.</i>	5	* ... where you can see <i>many the beautiful fish.</i>	6	Addition
				*...a many beautiful fish	1	Addition
				*...the beautiful fish	3	Omission
				*many fish is beauty	1	Misformati on
		5		11		

From the data in the table above shows that five students committed the correct answers, four students didn't answer this pattern and eleven errors that students committed where there are three omission errors, seven addition errors, and one misformation

error. And the source of errors is considered as interlingual error, because the students still influenced by the mother tongue.

Table 4.12

The errors of translating noun phase pattern D + Adj + N + Adj Cl.

Pattern 11	Data	Answer		Type of error		
		Correct	Error			
D + Adj + N + Adj Cl	...tempat yang indah dimana kamu bisa melihat banyak ikan yang indah.	...the beautiful place where you can see many beautiful fish	7	* Beautiful place when you can see many beautiful fish	2	Misformati on
				* The beautiful place and there you can see the beautiful fish	2	Addition Misformati on
				* You can see many the beautiful fish	2	Omission
				* The place is very beauty where you can see many fish is beauty	1	Misformati on
				* Place is very	1	Misformati on

				<i>beautiful, where you can see the beautiful fish</i>		
		7		11		

From the data in the table above shows that seven student committed the correct answers, four students didn't answer this pattern and eleven errors that students committed where there are two omission errors, two addition errors, and seven misformation errors. The type of error is misformation, because of the student misform the sequence of words in the noun phrase. In misformation, this error will be classified as interlingual error, because this is caused by the influence of mother tongue. So the result of translation does not appropriate with source language.

Based on the data of the questionnaire no 1, it shows that 19 (95%) students have difficulties in translating text from source language to target language. And only 1 student has understood that how translate text from source language to target language. It means that student should study much more about translating text from source language to target language.

The data of the questionnaire no 2 shows that there were 15 (75%) students agreed with the problem that interference of inter-

lingual transfer can make errors in translation, and there were 5 (25%) students disagreed with this problem. It means that the students should be more careful in using English grammar and they have to master the rule of English grammar in order that there is no interference of inter-lingual transfer anymore.

The data of the questionnaire no 3 shows that there were 19 (95%) students which have difficulties in understanding meaning of the English text. And only one student has understood meaning of the English text. It means that the one of problem of student difficult to understand meaning of the Indonesia text is lack of vocabulary.

Based on the data of the questionnaire no 4 shows that there were 17 (85%) students have difficulties in structure and grammar. And there were 3 (15%) students have understood in structure and grammar. It means that student should study much more about structure and grammar for reaching meaning of target language.

The data of the questionnaire no 5 shows that there were 20 (100%) students agreed that careless makes error in translation and no one disagreed with this problem. It means that translating text quickly and do not focuses on when translating text can make errors.

The data of the questionnaire no 6 shows that the one of problem of student faced was lack vocabulary to translate English text. There were 13 (65%) students agree the problem above. And there were 7 (35%) students disagree about the problem. It means that student is uneasy to translate Indonesia text.

The data of the questionnaire no 7 shows that there were 12 (60%) students agreed that lack of understanding parts of speech can make errors in translation. And there were 8 (40%) students agreed with that. It means that by understanding parts of speech can help students to translate source language to target language to get clearly meaning.

The data of the questionnaire no 8 shows that there were 17 (85%) students agreed that using of word choices to get meaning of the source language. And there were 3 (15%) students disagreed with that. It means that by using of word choices to get good translation and the natural meaning of the source language.

The data of the questionnaire no 9 shows that there were 16 (80%) students agreed that understanding about strategy of translation can help students in translating text. And there were 4 (20%) students disagreed with that. It means that by understanding

strategy of translation can make easy more to translate text to target language.

The data of the questionnaire no 10 shows that there were 11 (55%) students agreed that translating word by word can make errors. And there were 9 (45%) students disagreed with that. It means by knowing translation and rule of structure and grammar can decrease errors in translation.

Table 4.13

The number of students' grammatical error of noun phrase.

Respondent	Omission	Addition	Misformati on	Misorderin g
R1	1	1	3	2
R2	4	-	3	3
R3	1	2	2	3
R4	1	1	4	2
R5	1	3	2	4
R6	3	1	3	1
R7	4	-	3	2
R8	2	-	5	1
R9	4	1	1	2
R10	3	1	2	2
R11	1	-	4	2
R12	3	1	5	1
R13	1	1	3	3
R14	1	2	2	2
R15	2	1	3	3
R16	2	2	3	4
R17	4	1	5	1
R18	1	2	3	2
R19	3	1	2	4

R20	3	-	4	4
Total	47	21	64	50
Total	182			

Based on the table above was found that students totally commit 182 errors in grammatical category, consist of 47 from omission, 21 from addition, 64 from misformation, and 50 from misordering.

After counting it into percentage, it was found that the students committed 25.82% error of omission category, 11.53% error of addition category, 35.16% error of misformation, 27.47% error of misordering. It means that in grammatical category especially in structure of noun phrase the students mostly omit error in misformation category.

IAIN PALOPO

Table 4.14

The error of translating noun phrase focuses on omission.

Respondent	Omission										
	1	2	3	4	5	6	7	8	9	10	11
R1							1				
R2		1		1	1		1				

R3	1											
R4							1					
R5								1				
R6		1			1		1					
R7		1					2		1			
R8		1					1					
R9	1				1	1	1					
R10		1		1	1							
R11							1					
R12							1	1		1		
R13												1
R14	1											
R15									1			1
R16							1	1				
R17	1						1	1		1		
R18							1					
R19		1					1			1		
R20							2		1			
Total	4	6	-	4	4	1	16	4	3	3		2
Total							47					

Based on the table above was found that the students committed 45 errors in omission category, indicates that the students omitted 4 errors of omission show (8.51%) in pattern 1, 6 errors of omission show (12.76%) in pattern 2, 4 errors of omission show (8.51%) in pattern 4, 4 errors of omission show (8.51%) in pattern 5, 1 error of omission shows (2.12%) in pattern 6, 16 errors of omission show (34.04%) in pattern 7, 4 errors of omission show (8.51%) in pattern 8, 3 errors of omission in pattern 9 and pattern 10

show (6.38%) in each pattern, and 2 errors of omission show (4,25%) in pattern 11.

Table 4.15

The error of translating noun phrase focuses on addition.

Respondent	Addition										
	1	2	3	4	5	6	7	8	9	10	11
R1										1	
R2											
R3		1								1	
R4				1							
R5		1		1						1	
R6				1							
R7											
R8											
R9										1	
R10		1									
R11											
R12											1
R13										1	
R14		1						1			
R15										1	
R16		1								1	
R17											1
R18				1				1			
R19				1							
R20											
Total	-	5	-	5	-	-	-	2	-	7	2
Total	21										

Based on the table above was found that the students committed 20 errors in addition category, indicates that there is none of the students that committed addition in pattern 1, pattern 5, pattern 6, pattern 7, pattern 9 , and there are 5 errors of addition

show (23,8%) in pattern 2, 5 errors of addition show (23,8%) in pattern 4, 2 errors of addition show (9,52%) in pattern 8, 7 errors of addition show (33,33%) in pattern 10, and 2 errors of addition show (9,52%) in pattern 11.

Table 4.16
The error of translating noun phrase focuses on misformation.

Respondent	Misformation										
	1	2	3	4	5	6	7	8	9	10	11
R1				2		1					
R2				2			1		1		
R3				1		1					
R4				2	1	1					
R5				1		1					
R6				1		1					1
R7				2		1					
R8				2	1	1					1
R9				1							
R10				2							
R11				2	1	1					
R12				2	1	1	1				1
R13				2		1					
R14						1					1
R15				2		1					
R16				2		1					
R17				2	1	1					1
R18				2		1					
R19				1	1						1
R20				2	1						1
Total	-	-	-	33	7	15	2	-	-	-	7
Total	64										

Based on the table above found that the students committed 64 errors in misformation category, indicates that there is none of

the students that committed error of misformation in pattern 1, pattern 2, pattern 3, pattern 7, pattern 8, pattern 10, and there are 33 errors of misformation show (51,56%) in pattern 4, 7 errors of misformation show (10.93%) in pattern 5, 15 errors of misformation show (23.43%) in pattern 6, 2 errors of misformation show (3.12%) in pattern 7, and 7 errors of misformation show (10.93%).

Table 4.17

The error of translating noun phrase focuses on misordering.

Respondent	Misordering										
	1	2	3	4	5	6	7	8	9	10	11
R1					1		1	1			
R2						1					
R3					1		1	1			
R4		1					1			1	
R5					1		1	1	1		
R6								1			
R7					1			1			
R8								1			
R9								1	1		
R10							1		1		
R11		1					1		1		
R12									1		
R13					1			1	1		
R14					1					1	
R15					1		1	1			
R16					1		1	1	1		
R17							1				
R18					1				1		
R19		1				1	1		1		
R20						1	1	1	1		
Total	-	3	-	-	9	4	11	11	11	1	-
Total	50										

Based on the table above found that the students committed 50 errors in misordering category, indicates that there is none the students that committed in pattern 1, pattern 4, pattern 11, and there are 3 errors of misordering show (6%) in pattern 2, 9 errors of misordering show (18%) in pattern 5, 4 errors of misordering show (8%) in pattern 6, and 11 errors of misordering in pattern 7, pattern 8, pattern 9 show (22%) in each pattern.

Table 4.18
Percentage of noun of phrase error.

No	Pattern	Types of Error			
		Omission	Addition	Misformati on	Misorderin g
1.	D + N	4	-	-	-
2.	D + N + N + PP	6	5	-	3
3.	D + N + PP	-	-	-	-
4.	D + N + Adj. Cl.	4	5	33	-
5.	D + AP + N + N	4	-	7	9
6.	D + NP + Adj + N	1	-	15	4
7.	D + Adj + N	16	-	2	11
8.	D + Adj + N + N	4	2	-	11
9.	D + Adj + Adj + N	3	-	-	11
10	D + Adj + N	3	7	-	1
11	D + Adj + N + Adj Cl	2	2	7	-
	Total	47	21	64	50
	Total	182			

- a. The first frequent is omission. It appears 47 times from 182 of the total errors

with calculation as follows:

$$\frac{47}{182} 100\% = 25.82\%$$

- b. The second frequent is addition errors. It appears 21 times from 182 of the total

errors with the calculation as follows:

$$\frac{21}{182} 100\% = 11.53\%$$

- c. The third one is the error of misformation. It appears 64 times from 182 of the

total errors with the calculation as follows:

$$\frac{64}{182} 100\% = 35.16\%$$

- d. The last one is the error of misordering. It appears 50 times from 182 of the

total errors with the calculation as follows:

$$\frac{50}{182} 100\% = 27.47\%$$

The percentage above has verified the errors type: misformation errors as the most frequent error in translating noun phrase. To make the errors clearer, the writer presents them in the tables that can be seen above.

From 20 of students' assignments, the writer found some students made some errors in translating noun phrase. And the collecting data of error is one eighty two (182) in translating noun phrase which can be seen table above.

Table 4.19

Frequency of error of noun phrase.

No.	Forms of verb	Percentage
-----	---------------	------------

1	D + N	2,19%
2	D + N + N + PP	7,69%
3	D + N + PP	-
4	D + N + Adj Cl	23,07%
5	D + AP + N + N	10,98%
6	D + NP + Adj + N	10,98%
7	D + Adj + N	15,93%
8	D + Adj + N + N	9,34%
9	D + Adj + Adj + N	7,69%
10	D + Adj + N	6,04%
11	D + Adj + N + Adj Cl	6,04%
	Total	100%

Based on the table above, it can be seen that the pattern 4 of noun phrase is highest frequency (23,07%) it means that the students still lack of understanding about it. In the pattern 7 shows 15,93% frequency of error, in pattern 5 and pattern 6 has same frequency of error that is 10,98% in each pattern, in pattern 8 shows 9,34%, in pattern 2 and patter 9 has same frequency of error that is 7,69% in each pattern, in pattern 10 and pattern 11 has same frequency of error that is 6.04 each pattern and the lowest frequency of error is in pattern 1 with 2,19%.

B. Discussion IAIN PALOPO

In this part, the writer discussed the result of the data analysis. Therefore the discussion was attended to describe error analysis of fifth semester students in translating noun phrase at English department IAIN Palopo. The writer provided some of sentences that students committed below completed with the error types of each sentence.

a. Omission

1. I went to buy *a novel in andi book store*....

Explanation: this phrase should be added -'s as we know that "andi" is modifier of "store" as the head and the modifier is possessive. It need to be added -'s. Thus, "I went to buy a *novel in andi's book store*".

2. The novel was tell about *the kidding glad*.

Explanation: it is incorrect phrase because the phrase is omission of *boy* as the head of phrase. So that, the phrase should be "the novel tells about *a fun loving boy*".

3. His uncle has *really fertile botanical garden*.

Explanation: this phrase is incorrect which gets error of omission. It is omission of *a* as determiner of the head and the phrase above miss chosen word of the head so that it should be "his uncle has *a very fertile farm*".

4. ... Abil invite that young beautiful girl to look *traditional dance*...

Explanation: this phrase was found error of omission because the students omit of *a* as modifier of phrase so that it should be "abil invite the young beautiful girl to watch *a traditional dance*".

5. ...that area is *danger*

Explanation: this phrase was found error of omission because the students omit the modifiers. It should be "it is *a forbidden area*"

6. ...abil invites *the young girl*.

Explanation: it is incorrect answer because the students omit one of modifiers that is the “*young*” as the modifier of the head. It should be “*abil invites the young beautiful girl.*”

b. Addition

1. This novel tell about *boys that happy to joking.*

Explanation: this phrase adds -s in the word “boy” as head of phrase. It is consist of addition error category. It should be “*this novel tells about a fun loving boy*”.

2. The novel describe about *man child happy kidding.*

Explanation: this phrase adds *man* word in the phrase as the head. It is consist of addition error category. It should be “*the novel tells about a boy who likes a joke*”.

c. Misformation

1. ...buy a novel in *andi' store book beside electronic store.*

Explanation: this phrase has error of misformation category. it is not should be “*store book*” because it is misformation the head “*store*” and the modifier “*young*”.

2. ... *the girl has met.*

Explanation: the phrase above does not agree with the phrase form. It is present perfect form so that it is consist of misformation error. Thus, “*...the girl who was met by abil*”.

3. His uncle have *land farm is very fertile.*

Explanation: this phrase has misformation form because it is not phrase form but it is sentence form. It should be “*his uncle has “a very fertile farm land*”.

4. ...abil meet with *a beautiful girl it has reddish hair.*

Explanation: this phrase was found error. It does not agree with the target language because it has two components where *a beautiful girl* is noun phrase and *it has reddish hair* is sentence form. Thus, "...abil meets *a reddish hair beautiful girl*".

5. This novel talking about *the boys the child which is like joke*.

Explanation: this phrase has two errors which are misformation and addition error. It should be "this novel tells about *a boy who likes a joke*".

6. *The traditional of dance*.

Explanation: this phrase does not agree with the noun phrase form. It is called misformation error. It is sentence form. So that, it should be "his uncle has *a very good farm*".

7. ... *many fish is beauty*.

Explanation: this phrase is called misformation form because it is not phrase but it is sentence form and the meaning does not agree with the target language. Thus, "... *many beautiful fish*".

d. Misordering

1. ... abil invites *the beautiful girl young*

Explanation: this phrase is called misordering. It can be considered wrong in arranging head of the phrase. Thus, "... abil invites *the young beautiful girl*".

2. ... buy a novel in *andi's store book beside electronic store*.

Explanation: the phrase above is interchange of pre-modifier of the phrase. It should be "... buy a novel in *andi's book store beside electronic store*".

3. ...this village have a *big hall ground*.

Explanation: the modifier should be *underground*. And the phrase above is interchange between of the modifier *ground* and the head *hall* of the phrase. Thus, "this village has a *large underground hall*".

4. His uncle has *agriculture very fertile*.

Explanation: this phrase is wrong order and this is interchange of modifier and the head. They must be

changed to become "his uncle has a *very fertile farm land*".

5. Abil devoted beautiful girl for looking *dance traditional*.

Explanation: this phrase has two errors which are misordering error and misformation error. It is misordering because it is wrong order the modifier. It should be "...abil invites *the young beautiful girl* to watch a traditional dance".

6. ...that said *place forbidden*.

Explanation: this phrase is influence by mother tongue. It is wrong form between modifier and the head. It should be "... people said that it is a *forbidden area*".

It means that the students lack of understanding of structure and grammar especially noun phrase. Grammar is important in translation skill, because in grammar clarifies that the way how to

arrange word by word, and by the word the students will be able to translate English well. According Jack C. Richards Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentence in the language, and in generative transformation theory, grammar means a set of rules and lexicon which describes the knowledge (competence) which a speaker has of his or her language.⁴

The factor of the students' error can be seen the data of the questionnaire. The data of questionnaire no 1, that there were 19 students had difficulties in translating text from source language to target language. And only 1 student had understood that how translate text from source language to target language. It means that student should study much more about translating text from source language to target language. Wills says that translation is a procedure which leads from a written source language text to an optimally equivalent target language text and requires the syntactic,

⁴ Jack C. Richards, *Error Analysis Perspective on Second Language Acquisition*, Longman Group Limited, 1974, p.216

semantic, stylistic, and text pragmatic comprehension by the translator of the original text.⁵

The data of questionnaire no 2, that there were 15 students agreed with the problem that interference of inter-lingual transfer can make errors in translation, and there were 5 students disagreed with this problem. It means that the students should be more careful in using English grammar and they have to master the rule of English grammar in order that there is no interference of inter-lingual transfer anymore. There are many students make error categories in misformation because they do not master the rules of structure and grammar. According to H. Douglas Brown, inter-lingual transfer is beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language or interference. In these early stages, before the system of the second language is familiar, the native language is the only previous linguistic system upon which learner can draw.⁶

5Choliludin, *The Technique of Making Idiomatic Translation*, Jakarta, Visipro, 2009, p.3.

6 H. Douglas Brown, *Principle of Language Learning In Teaching*, New Jersey, Prentice Hall Inc, Englewood Clift, 1980, P.177

The data of questionnaire no 3, there were 19 students which had difficulties in understanding meaning of the text. And only one student had understood meaning of the text. It means that the one of problem of student difficult to understand meaning of the Indonesia text is lack of understanding translation. According to Choliludin translation is an operation performed on language: a process of substituting a text in one language for a text on another, translation must make use of a theory, of language, general linguistic theory.⁷

The data of questionnaire no 4, that there were 17 students had difficulties in structure and grammar. And there were 3 students d understood in structure and grammar. It means that by understanding of structure and grammar can help the students to translate Indonesia text into English. And by understanding of structure and grammar can decrease the error analysis in the students' translation. Based on raw data above there are some students do not master and do not know the rule structure and grammar especially noun phrase, so that there are many students make error categories in misformation and misordering. Masruddin said that "grammar is the system of a language, people sometimes

⁷ Opcit. p.7

describe grammar as the “rules” of a language. And he said again that “if you are serious about foreign language, the long answer is “yes” grammar can help you to learn a language more quickly and more efficiently”.⁸ It is important to think of grammar as something that can help you, like a friend. When you understand the grammar (or system) of a language, you can understand many things yourself, without having to ask a teacher or look in the book.

The data of questionnaire no 5, there were 20 students said yes that careless makes error in translation. And no one said no with this problem. It means that translating text quickly and do not focuses on when translating text can make errors. According to Norrish is classifies cause of error into three types that is carelessness, first language interference and translation, where carelessness is often closely related to lack of motivation. Many teachers will admit that it is not always student’s fault if he loses interest, perhaps the material and style of presentation do not suit him.⁹

8 Masrudin, *A Teaching Book and Exercise: Error Analysis*, Palopo. LPS Press STAIN Palopo, 2009, p.10

9 John Norrish, *Language And Their Error*, London and Basingstoke: The Macmillan Press Lmted, 1983, P. 21

The data of questionnaire no 6, that one of problem of students faced was lack vocabulary to translate English text. The table shows that there were 13 students agree the problem above. And 7 disagree about the problem above. It means that student feel uneasy to translate Indonesia text into English because of lack of vocabulary. If looked of the result of questionnaire it makes clear that the students don't have vocabularies because there are many students that have problem with lack of vocabulary. So, there are many students make error categories in omission because they do not have many vocabularies. According to Shafey said that "criteria of good translation are, the first the knowledge of the grammar of source language plus the knowledge of vocabulary, as well as good understanding of the text to be translated. The second is the ability of the transform to reconstitute the given text (source language text) into the target language. The last is the translation should capture the style or atmosphere of the original text, it should have all the original composition".¹⁰

The data of questionnaire no 7, there were 12 students said yes that lack of understanding parts of speech can make errors in

¹⁰ El Shafey, *Compound in English and Arabic, Implications for Translation Methodology*, M.A.Thesis, Cairo: Cairo University, 1985.

translation. And there were 8 students said no with that. It means that by understanding parts of speech can help students to translate source language to target language to get clearly meaning. And If the students can distinguish between parts of speech with the others, so that their translating well. Marcella Frank said that “traditional grammarians often include another part of speech, the interjection. However since interjection is simply some expression of emotion or feeling, occurring at the beginning of the sentence and does not perform any grammatical function, this part of speech will not be treated further in this text. Each part of speech will first be classified into its various types. Such classification will be based chiefly on difference in structural form or in grammatical behavior. After that, the part of speech will be described according to the observable signals that operate the grammar function, position, form, markers. Under function will be a further consideration of how part of speech serves either as part of the central core (noun or pronoun, verb) or modifier (adjective, adverb) or a connector (preposition, conjunction)”.¹¹

¹¹ Marcella Frank, *Modern English: A Practical Reference Guide*, New Jersey, Prentice Hall, Englewood Cliffs, 1972, p.1

The data of questionnaire no 8, there were 17 students agreed that using of word choices to get meaning of the source language. And there were 3 students said no with that. It means that by using of word choices to get good translation and the natural meaning of the source language. According to Antar Solhy Abdullah said that “for getting good translation you must use bilingual dictionaries for looking up of new word, use monolingual dictionaries for check the usage of the new word in the source language and in target language, and use encyclopedia and glossary lists for specialized term”.¹²

The data of questionnaire no 9, that there were 16 students said yes that Understanding about strategy of translation can help students in translating text. And there were 4 students said no with that. It means that by understanding strategy of translation can make easy more to translate text to target language. According to Jaaskelainen said that “strategy is a set of rules or principles which a translator uses to reach the goals determined by the translating situation. And he divides the strategy into two types, namely global strategies refer to general principles and modes of action and the

12 Antar Solhy Abdullah, Internet Journal.

second is local strategies refer to specific activities in the relation to the translator's problem solving and decision making"¹³

The data of questionnaire no 10, that there were 16 students have difficulties in translating noun phrase because of their mother tongue. And there were 4 students have understood how to translate noun phrase. It means that the difficulties in translating noun phrase can make increasing error in translating in noun phrase. According to Choliludin said that "translation should reflect accurately the meaning the original text. Nothing should be arbitrarily added or removed through sometimes part of the meaning can be transposed. And he said again that the ordering of the words and ideas in the translation should match the original as closely as possible. This is particularly important in translating legal document, guarantees, contracts, etc. however, differences in the language structure often require change in the form and order of words. When in doubt, underline in the original text the words on which the main stress falls".¹⁴

13 Jaaskelainen R., *Translation Studies : what are they*, (2005), Internet Journal, [Http://www.Translationdirectory.com/translationtheory,htm](http://www.Translationdirectory.com/translationtheory.htm)

14Choliludin, *The Technique of Making Idiomatic Translation*, Jakarta, Visipro, 2009, p.41-42.

The result of the study mentioned above has collected some important information from students' assignment. This study reveals errors that often produced by the students assignment. Also, the grammatical errors that occurred in this study belong to four types: omission, addition, misformation and misordering.

According to the findings, it can be seen that there are 20 students from 101 students' assignment as the objects of the research had made the four types of errors, with the total number grammatical errors of noun phrase is 182. Meanwhile, the omission error that indeed becomes the most frequent error had been produced by 20 students. Many students make error categories in omission because they do not know the rule of noun phrase and they cannot translate, so the students write word by word. According to John Norrish translation is the one of cause of error. This happens because a student translates his first language sentence or idiomatic expression in to target language word by word. This is probably the most common cause of error.¹⁵

While actually, many errors in the students' paper assignments were due to several factors. In fact, those are not only internal factor as well as the students' lack understanding of vocabularies but also external factor such as inappropriate grammar teaching method. However, the dominant factor is the students' lack understanding of English grammar of noun phrase. It means that it becomes the factor which influences many students in committing the grammatical errors of noun phrase. Thereby, it is

¹⁵John Norrish, *Language Learners and Their Errors*, London and Basingstoke: The Masmillan Press Lmted, 1983, p.21-26

expected for the lecturers to give attention more about the dominant factors that influence students in making errors. So, it is possible for the lecturers in order to be able to find the appropriate solution to overcome the problem.



IAIN PALOPO

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After discussing the content of each chapter, the writer can conclude that the fifth semester students of IAIN Palopo still make a lot of errors on translation of Indonesia noun phrase into English noun phrases. From the data analysis, there are four types of errors: a) omission, b) addition, c) misformation and d) misordering.

And then the writer concludes that misformation is the most dominant error. In this case the students usually misformation the sequence of word in translation of noun phrase, because the students are due to the rule of grammatical of noun phrase mastery. Beside the students are not master yet the technique of translating. So their result of translation does not agree with source language.

B. Suggestion

From the conclusion above, the writer wants to give some suggestions:

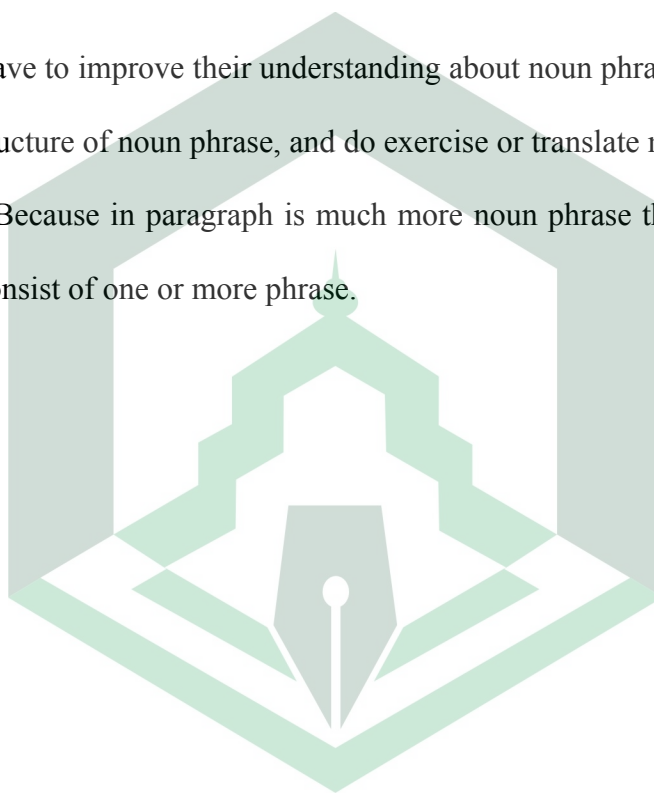
1. To the teacher

The teacher ought to teach how to translate noun phrase or grammatical noun phrase. Because the students still confuse about the rules of noun phrase, and the students still need guide to teach them about it. Because noun phrase really important in that part of sentence, noun phrase has many functions in the sentence such as

subject, as object, as complement. And the teacher should give some exercises in translating noun phrases, such as give students some texts that conclude grammatical error.

2. To the students

They have to improve their understanding about noun phrases. And much more study about structure of noun phrase, and do exercise or translate more Indonesian text into English. Because in paragraph is much more noun phrase than sentence, and in the sentence consist of one or more phrase.



IAIN PALOPO

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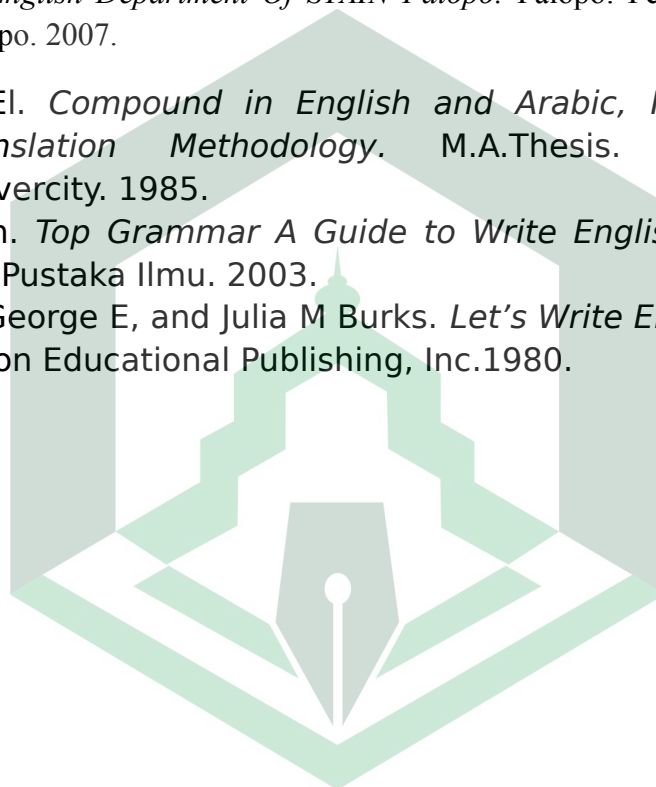
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