AN ANALYSIS OF STUDENTS' ERROR IN TRANSLATING INDONESIAN NEWS TEXT INTO ENGLISH BY SIXTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT STATE ISLAMIC INSTITUTE OF BUKITTINGGI IN ACADEMIC YEAR 2017/2018

A Thesis

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Translation is one of important skills that human should have especially in English. Catford says that translation is an operation performed on languanges: a process of substituting a text in one languange for a text in another[1]. Furthermore, Newmark states that translation is rendering the meaning of a text into another language in the way that the author intended the text.[2] Basically, translation is changing of form and transferring the meaning from the source languange into the receptor languange. Because of translation is changing of form and meaning from the receptor languange, it is the reason why translation can not be separated from the learning of the foreign languange and Robinson also states that languange is an integral part of every aspect of translation that we have considered thus far.[3]

Translation is one of the subjects should be learnt by the students in the college. Translation in the college is the subject which the students do not just translate the text, but they also have to learn anything about translation such as the concept, kind, strategies of translation, and etc. In the subject of translation, the students are also taught the good way in

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[1] Catford, J. C., "A Linguistic Theory of Translation", Oxford University Press, Oxford, p. 1, 1965.

[2] Newmark, Peter, "A Textbook of Translation", Prentice Hall, New York, p. 5, 1988.

[3] Douglas, Robinson, "Becoming a Translator", Routledge, London, p. 142. 2007.

translating. It is useless for the students who learn English or study in English department if they do not have ability in translating. It is very important to have this skill because translation can encourage them in learning another skills and subjects in English. For example, in understanding an English book, the students need to know the meaning of words that had been written in the book. Hence, it is hoped after learning translation, students should have good ability in translating.

In fact, after interviewing the lecturer of translation and analyzing the result of students' translation, it can be seen that the ability of fifth semester students of English education department at State Islamic Institute of Bukittinggi in academic year 2016/2017 in translating is still far from the expectation. From the interviewing and analyzing, the researcher found some of problems. First, the students have looked the dictionary but their translation is not so good. It means that they tend to use literal translation in translating the Indonesian text into English and their translations feel like translation. According to Larson, a literal translation sounds like nonsense and has little communication value.[4] Problem in the equivalence can be included in this point. For example, the sentence, *"Indonesia telah mengalami kehancuran ekonomi yang telah dibangun melalui sendi kebijakan orde baru mulai merangkak kembali membangun fondasi ekonomi",* most of students translate it become, *"Indonesian has suffered economic collapse that has been built through*

[4] Larson, Mildred L., "Meaning Based Translation", University Press of America, Lanham, p. 15, 1984.

the joint policy of new order began to crawl back to build the economic foundation." The word 'suffered' is not suitable for the economic context, it tends to the health context. Then, the word 'joint' is also not suitable for the economic context because the word 'joint' is part of the body. Another student translates it become, "*Indonesia has experienced the lowest part of financial which finally awake through 'orde baru' to build their economic foundation once again"*. The word 'awake' is not suitable for the economic context because the word of 'awake' is more suitable with human. For instance, *"I awake every morning"*. It will be better if they translate it become, *"Indonesia has sustained an economic collapse that has been through the principle of the new order policy begins to crawl back to build the economic foundations"*.

Second, the students also still lack of vocabulary in translating. They look for the meaning of words in the dictionary frequently while they translate the text. Even though they have looked the dictionary, they still cannot translate certain words such as 'orde baru'. They still maintain those words without translate it into English. For example, *"Indonesia has experienced the lowest part of financial which finally awake through 'order baru' to build their economic foundation once again"*.

Last, some of them do errors in grammar and spelling. Grammatically, they are still confused about the use of perfect tense. This confusion makes their translation is not good. For example, *"Indonesia telah mengalami kehancuran ekonomi yang telah dibangun melalui sendi*

kebijakan orde baru mulai merangkak kembali membangun fondasi ekonomi", student's translation in this sentence is *"Indonesia have faced destruction in economic which have been built through the statement of 'orde baru' and then started to crawl and rebuild the foundation in economic sector".* The translation is not good because the word of 'Indonesia' is not suitable with the word 'have'. Then, another student translates it become, *"Indonesia had experienced economic devastation that has been built through the joint of the new order policy crawling back to construct the economy foundation".* The translation of this sentence will be better if it is translated become, *"Indonesia has sustained an economic collapse that has been through the principle of the new order policy begins to crawl back to build the economic foundations".* In spelling, they translate the same sentence into, *"Indonesia has suffered economic collapse that has been built throug the joint policy of new orde began to crawl back to build the economic foundation".* The word 'throug' is wrong because the meaning of the sentence becomes different. Moreover, the word of 'new orde' is also wrong because it should be 'the new order'.

Based on the descriptions above that the researcher describes, it is reasonable if the researcher conducts the research about translation and decides to do a research which entitled ***"An Analysis of Students' Error in Translating Indonesian News Text into English by Sixth Semester Students of English Education Department at State Islamic Institute of Bukittinggi in Academic Year 2017/2018".***

B. Problem and Focus of the Research

Based on background of the problem above, the researcher found some of problems toward the students in translation by sixth semester students of English Education Department at State Islamic Institute of Bukittinggi in academic year 2017/2018 which could be as follow:

1. Students had problem in the equivalence of the word.
2. Students did not have any vocabularies in translating.
3. Students did some errors in grammar and spelling.

By seeing and understanding the problems above, the researcher focuses on an analysis of the students' error in translating Indonesian text into English, especially in translating Indonesian news and the causes of error which is made by sixth semester students of English Education Department at State Islamic Institute of Bukittinggi in academic year 2017/2018.

C. Research Question

The researcher tries to find the answer of the following questions:

1. What is the most error that sixth semester students of English Education Department at State Islamic Institute of Bukittinggi in academic year 2017/2018 made in translating Indonesian news text into English?
2. What are the causes of the students' error in translating Indonesian news text into English?

D. Purpose of the Research

Based on the research question above, the purposes of this research are:

1. To know what the types of error are made by sixth semester students of English Education Department at State Islamic Institute of Bukittinggi in academic year 2017/2018 in translating Indonesian news text into English.
2. To know the causes of the students' error in translating Indonesian news text into English.

E. Significance of the Research

The researcher hopes this research can give contibution to:

1. For the students, it can be used as supplementary reference to improve their ability in translating Indonesian news text into English.
2. For the lecturer, it can be used as supplementary reference to design better teaching material, and teaching technique in the subject of translation to improve the students' ability in translating Indonesian news text into English.
3. For the researcher, it can increase the researcher's knowledge, especially in translation.
4. For the other researchers, it can be used as supplementary reference or knowledge in doing research, especially research about translation.

F. Definition of the Key Terms

There are some of essential terms that used in this research, they are:

1. Students' error is the unconcious mistake that students make in learning English, especially in learning translation and the students also can not correct the mistake by themselves.
2. Translation is changing of form and transferring the meaning from the source languange into the receptor languange
3. Text is the original words of a piece of writing or a speech, regarded in terms of its content rather than its pyhsically form.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. The Nature of Error

a. Definition of Error

The students have a tendency in making error while they learn new languange. They also cannot correct the error by themselves. Harmer states that errors are mistakes which students cannot correct themselves and which therefore need explanation.[5] Then, the students' competence in a languange can influence students in making error. According to Heift and Schulze, error is the result of a lack of competence on the part of the second languange learner.[6] It means that error can be considered as the consequence of students' inadequacy of the competence in learning new languange. Next, James in Brown states that an error cannot be self-corrected, while mistakes can be self-corrected if the deviation is pointed out to the speaker.[7] It means, if students do error in learn new languange, they cannot correct it by themselves,

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[5] Harmer, Jeremy, "The Practice of English Language Teaching, 4th Edition, Longman, Cambridge, p. 137, 2003.

[6] Heift, Trude and Mathias Schulze, "Errors and Intelligence in Computer Assisted Languange Learning", Routledge, New York, p. 91, 2007.

[7] Brown, H. Douglas, "Principles of Languange Learning and Teaching", Longman, New York, p. 217, 2000.

but they can correct by themselves if they do mistake. In addition, Ellis states that errors reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct.[8] The definition about error from Ellis has similar meaning with James' definition which error occurs without knowing the correct form.

Based on the theories above, it can be concluded that error is unavoidable thing in learning new languange. Error can occur when the students learn new languange, then they do fault while they learn it and they do not know the correct form of their fault. The lack of competence in a languange can be cause of error.

b. Types of Error

There are some types of error that students make in learn new languange. According to Corder, types of error can be classified as follow: omission, addition, selection, and ordering.[9] Omission is the missing out of some element which should be present. Addition is the existing of some element which should not be there. Next, selection is the condition where the incorrect item has been selected in place of the right one. Last, ordering is the error where constituents presented are right but wrongly order.

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[8] Ellis, Rod, "Second Languange Acquisition", Oxford University Press, Oxford, p. 17, 2003.

[9] Corder, S. P. "Error Analysis and Interlanguange", Oxford University Press, Oxford, p. 36, 1981.

In addition, Dulay, Burt, and Krashen support the types of error above by categorizing the errors in the surface strategy taxonomy,[10] as follow:

(1) Omission

The lack of an item that must exist in a sentence is called omission. For example in the sentence, "*She going to school"*. In that sentence, there is an omission of tobe *'is'*. That sentence should be *"She is going to school"*.

(2) Addition

Addition is the contrary of omission. Addition means the existence of an item that shoud not exist in the sentence. For example, *"He doesn't takes my bag"*. The existing of *'s'* in the verb *'take'* is included in the error which the error is addition. The correct form of that sentence is *"He doesn't take my bag"*.

There are three types of addition errors, they are:

a. Double Markings

Double markings mean the failure in deleting item which is not important in certain utterance or sentence. For example, *"He doesn't eats"*. The example is a negative sentence in simple present tense but the applying of verb is not appropriate because it does not

[10] Dulay, Heidi, Marina Burt, and Stephen Krashen, "Languange Two", Oxford University Press, Oxford, p. 154-162, 1982.

need to be added ‘s’ in it. Therefore, the correct form is *“He doesn’t eat”*.

b. Regularization

Regularization is characterizzed by applying the rule of class of linguistic items such as class of main verbs or the class of nouns. Applying regular and irregular forms incorrectly are also included in regularization. For example, the plural form of *‘sheep’* is also *‘sheep’*, not *‘sheeps’*.

c. Simple addition

There is no particular features for simple addition because if an addition error is found but the characteristic is not included into double markings or reagularization, it can be said as simple addition. For instance, *“They take the umbrella and take book”,* the word *‘take’* does not need to be written twice because it is enough if it is written only once.

(3) Misformation

Misfomation can be defined as the applying of the incorrect form of the morpheme or structure. For instance, *“There are three mouses at the box”*. The word *‘mouses’* in the sentence is wrong because the plural form of *‘mouse’* is *‘mice’*. Then, the sentence should be *“There are three mice at the box”*.

There are three types of misformation errors, they are:

a. Regularization Errors

Regularization errors are characterized by applying regular or irregular incorrectly, for example, word *'run'* become *'runned'* which it should be *'ran'* in past form.

b. Archi-forms

Archi-forms are selecting of one member of a class of forms to represent others in the class. For instance, *'that dogs'* is not appropriate because 'that' cannot stand together with plural noun and the correct form is *'that dog'*.

c. Alternating Forms

As the learner's vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other. For example, *"I seen her yesterday",* it is not correct because the participle form is alternated with past form.

(4) Misordering

Misordering means the wrong in putting the morpheme or group of morpheme in the sentence. For instance, *"We don't know who is he"*. The sentence *".....who is he"* is an error because the

whole of sentence is not the form of question, but it is a form of statement. So, the correct sentence is *"We don't know who he is"*.

The two opinions about types of error from Corder and Dulay, it can be seen that both have similarity of types of error which Corder states that types of error are omission, addition, selection, and ordering. Dulay's opinion about types of error is omission, addition, misformation, and misordering.

Furthermore, Burt and Kiparsky in Touchie distinguish error into two, they are local and global error.[11] Local error means the error which do not disrupt the communication and understanding the meaning of the sentence or utterance while global error is the opposite of local error. Noun and verb inflections, and the use of articles, preposition, and auxiliaries are included in local errorr. Furthermore, wrong order of the sentence is the example of global error.

From the whole explanation above, the researcher concludes that there are some types of error and the researcher chooses omission, addition, misformation, misordering, local, and global error as the errors that will be analyzed.

[11] Hanna Y. Touchie, "*Second Languange Learning Errors Their Types, Causes, and Treatment"*. JALT Journal. Vol. 3 No. 1, 1986, p. 76.

c. Causes of Error

There are some causes of error which make students do error in learning new languange. According to Brown, interlingual transfer, intralingual transfer, context of learning, and communicative strategies are causes of error.[12] The explanation of those errors above can be seen as follows:

(1) Interlingual transfer

Interlingual transfer is one of causes of error which is important for all students. The beginning stage of learning a second languange is susceptible to interlingual transfer from the native language. In interlingual transfer, error can occur because of the influece of native languange.

(2) Intralingual transfer

Intralingual transfer means the source of error that comes from the negative transfer of items within the target languange or generalization of rules within the target language. Error is happened because the students generalize the rules of target languange.

(3) Context of learning

Context of learning is the source of error which the surroundings of the students can influence them. For instance, in

[12] Brown, H. Douglas, *op.cit.,* p. 224-227

the context of social, the case of untutored languange acquisition can cause certain dialect acquisition.

(4) Communicative strategies

Communicative strategies can be defined as the source of error which is related to the employment of verbal and nonverbal mechanisms for the product communication of information. The students do efforts to employ new languange with their own strategies which their efforts by using their own strategies in learning new languange become source of error.

Furthermore, Corder states that there are three causes of error.[13] The first is method of teaching, it can be the first place of source of error because simple re-teaching will not quickly solve the problem. Second and third are analogical and transfer errors which analogical errors are related to the natural result of the learning process and transfer errors are related to the nature of the students' mother tongue.

Based on the theories above, it can be concluded that the causes of error are interlingual transfer, intralingual transfer, context of learning, communicative strategies, method of teaching, analogical errors, and transfer errors. By understanding the causes of error above, it can help the researcher in analyzing the students' error in translating text.

[13] Corder, S. P., *op.cit.,* p. 52

2. The Nature of Translation

a. Definition of Translation

If student wants to do the research about translation, it is important to know what the translation is. Translation is the process of reproducing the meaning of written text which contains informations from source languange into the target languange. For example, the students who want to translate the English text into Indonesian. Talking about translation, there are some definitions of translation from some experts. According to Larson, translation consists of transferring the meaning of the source languange into the receptor languange.[14] It means, the definition of translation from Larson is almost same like the researcher adduces at the beginning of the paragraph.

Furthermore, Shuttleworth and Cowie in Munday state that translation is an incredibly broad notion which can be understood in many different ways.[15] It means, the translation is an idea or thought that can be comprehended in many different ways. Huetius also has opinion about the definition about translation, but it is related to the text. According to Huetius in Lefevere, translation is a text written in a well-known language which refers to and

[14] Larson, Mildred L., "Meaning Based Translation", University Press of America, Lanham, p. 3, 1984.

[15] Munday, Jeremy, "The Routledge Companion to Translation Studies", Routledge, New York, p. 6, 2009.

represents a text in a language which is not as well known.[16] Huetius relates the definition of translation to the text while Shuttleworth and Cowie relate it to the notion or idea. Then, As-Safi defines the translation as the expression in another language (or the target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalences.[17] As-Safi has a notion if translates the languange to the target languange also have to pay attention to the semantic and stylistic equivalences.

Another opinion about definition translation comes from Hatim and Munday.[18] They define the translation as:

(1) The process of transferring a written text from SL to TL, conducted by a translator, or translators, in a specific socio-cultural context.

(2) The written product, or TT, which results from that process and which functions in the socio-cultural context of the TL.

(3) The cognitive, linguistic, visual, cultural and ideological phenomena which are an integral part of 1 and 2.

[16] Lefevere, Andre, "Translation History Culture", Routledge, London, p. 1, 2003.
[17] As-Safi, A. B., "Translation Theories, Strategies and Basic Theoretical Issues", Petra University, Amman, p. 2, 1997.
[18] Hatim, Basil and Jeremy Munday, "Translation", Routledge, Oxon, p. 6, 2004

From three definitions about translation by Hatim and Munday, it seems that they relate the definition of translation to the culture or socio-culture.

Finally, based on the definitions of translation from five experts above, it can be concluded that translation is changing or transferring the meaning of source languange into target languange or it can be formed text which someone who translates it also has to concern about semantic, stylistic equivalences, cultural, and socio-cultural.

b. Kinds of Translation

In order to more comprehend about translation, it is also important to know about kinds of translation. According to Gorlach, there are two kinds of translation,[19] they are:

(1) Interlinear versions

Translating by using interlinear versions is a process of translation from word to word without pay attention to the syntax and idiom of the foreign text.

(2) Paraphrase

This kind is not a good translation because the translator translates the text according to particular notion, either of form or content.

[19] Gorlach, Manfred, "The Linguistic History of English", Macmillan, Hampshire, p. 4-5, 1997.

By reading and understanding the explanation above, it can be seen that interlinear versions are the translation by translating word to word while paraphrase uses the idea or thought to translate the text. Then, Jakobson in Bassnett distinguishes three kinds of translation.[20] All of the kinds of translation according to Jakobson can be seen as follow:

(1) Intralingual translation, or rewording (an interpretation of verbal signs by means of other signs in the same language).

(2) Interlingual translation or translation proper (an interpretation of verbal signs by means of some other language).

(3) Intersemiotic translation or transmutation (an interpretation of verbal signs by means of signs of nonverbal sign systems).

Three of kinds of translation from Jakobson are intralingual, interlingual, and intersemiotic translation. Intralingual translation is also named as rewording translation which means a translation of the verbal signs in the same languange, but interlingual translation is a translation of the verbal signs into some other languange. Next, intersemiotic or transmutation translation is the way of translation by using of nonverbal sign systems.

[20] Bassnett, Susan, "Translation Studies", Routledge, New York, p. 23, 2002.

Last, Catford differs kinds of translation into four,[21] which are:

(1) Full vs Partial Translation

Full translation is a kind of translations which the students will translate the whole of the text. However, the students will not translate the whole of the text in using partial translation.

(2) Total vs Restricted Translation

While the student uses total translation in translate text, he will not only translate all of the text but also concern the grammatical and lexical equivalence from source languange into target languange. Meanwhile, restricted translation is kind of translations which the translator only focus in a certain level of equivalence such as only grammar or lexis.

(3) In Rank-Bound Translation

This kind of translation always chooses the equivalences of target languange from source languange, words as example, although those equivalences are not available in the source languange.

(4) Free Translation

Free translation is similar with the SL text in a condition where the receiver is being told to release or ignore an insignificance.

[21] Catford, J. C., *op. cit.,* p. 21-25

The explanations above about kinds of translation from Catford means that four kinds of translation are full vs partial, total vs restricted, in rank-bound, and free translation. In conclusion, there are so many kinds of translation from some experts that can be applied while the students want to translate the text, it depends on the students' necessity and desire.

c. Methods in Translation

In translating, it will be better if use certain method or some methods in order to get the good result of translation. In the explanation below, there are some methods from some experts in translation which the researcher will explain. First, Reiss in Munday states to use the method in translation based on the text type. There are four methods of translation which is adapted to the text type,[22] they are:

(1) Informative text

While the student translates the informative text, the content of the text should be conveyed overall into target languange. Natural prose is a requirement in translating this text, then, the meaning should be transmitted the whole of the text without exaggerate the meaning or the purpose of the text.

[22] Munday, Jeremy, *op. cit.,* p. 73-74

(2) Expressive Text

So, the student should convey the meaning of word in the expressive text which contains the aesthetic and artistic of the languange. The method which is used in translating expressive text is identify method, so the student will also accept the point of view of the author of the source text to help him identify the text.

(3) Operative Text

Creating the response which the author's desire in the target text is a must. Adaptive method is used in translating operative text, so the student should make the counterpart between the readers of target text.

(4) Audio-medial Text

Supplementary method is used in translating audio-medial text because this text supplements the text or written words with visual images and music.

From the explanation above, it can be concluded that Reiss has four methods of translation which is based on the types of the text. Besides, according to Newmark,[23] methods in translation are:

(1) Word-for-word Translation

This method maintains the word order of the source languange and those words in the text are translated one by one

[23] Newmark, Peter, *op. cit.,* p. 45-47

based on the original meanings. Translating cultural words are also translated literally.

(2) Literal Translation

Grammatically, the words are translated by the student from the source languange into the closest target languange equivalents. However, translating the lexical words are out of the context because they are translated separately.

(3) Faithful Translation

The student who uses faithful translation as method in translating, he undertakes to keep up the contextual meaning of the source text by keeping up the degree of grammatical and lexical.

(4) Semantic Translation

The method of semantic translation pays attention to the aesthetic value which is the magnificent and pure sensible of the source text. Then, the translating of cultural words is not very important culturally neutral.

(5) Adaptation

Adaptation usually used for plays such as poetry and comedies, then the plots, themes, and characters are usually preserved. The culture in the source text is converted into the culture in the target text and usually rewritten.

(6) Free Translation

This method procreates the theme without the behaviour, or the content without the style of the original. Free translation is almost similar with paraphrase.

(7) Idiomatic Translation

This method procreates the meaning or the message of the original text but the student is likely to change nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.

(8) Communicative Translation

The using of this method tries to turn into the contextual meaning exactly as the source text which the result of translation can be accepted and understood by the readership.

The methods of translation that is stated by Newmark are word for word, literal, faithful, semantic, adaptation, free, idiomatic, and communicative translation. The student can combine the methods of translation from Reiss and Newmark, then, it can be seen that Reiss has the methods based on the types of text while Newmark does not depend of the type of the text.

In short, it can be seen that there are so many methods which can be used by the student to get the good result in translating. Munday states if the translator translates the text, it has to be accomodated to the text type whether expressive,

informative, operative, or audio-medial text. In contrast, the student also can use the method from Newmark whether semantic, adaptation, literal translation, and etc.

d. Strategies in Translation

To get the best result in translation, it is not enough only know the method, the student also has to use the strategy in translation. As-Safi categorizes the strategies in translation into two,[24] as follow:

(1) General Strategies

General strategies usually deal with the variuos of text type.

(2) Specific Strategies

In contrary, specific strategies only focus in the certain text types, readership. Specific strategies are divided into five categories, they are:

a. Domestication Strategy

This strategy is also named as normalization or naturalization strategy and in order to the translation of a text can be accepted by the reader and natural, this strategy is used to connect the cultural gaps and achieve intelligibility.

[24] As-Safi, A. B., *op. cit.,* p. 47-51

b. Compensation Strategy

This strategy is the way for the student in completing the failure of important features in translation of the source text into the target text by resembling the effects in the target text throughout means rather than used in the source text. Then, compensation strategy is divided into five sub-categories.

(a) Compensation in kind

This category compensates a particular type of a textual effect which considered can not translate into the target text by using a textual effect of a different type in the target text.

(b) Compensation in place

Compensation in place means balancing the failure of a specific textual effect in the souce text by producing a equivalent effect in the target text.

(c) Compensation by merging

In compensation by merging, the student translates the source text by condensing a quite longer section of the source text into a longer shorter section of target text.

(d) Compensation by splitting

To apply this strategy, the student distributes the characteristics approved in a quite shorter section of the source text over a quite longer section of the target text.

(e) Compensation by Addition

The student can use this strategy by adding an idiom or a methaphor that has no equivalent in the original to compensate the failure in the translation.

c. Strategy of Addition

The additing is used by the student to apply this strategy in translating source text into the target text.

d. Strategy of Elaboration and Explication

The student does elaboration or explication in translating the text in order to convey the original message into the addressee.

e. Strategy of Approximation and Compromise

Strategy of approximation and compromise means that the student attempts to create a sense of balance between the source languange aesthetic and cultural values which are agreeable or disagreeable in the target languange.

Actually, As-Safi is just separated the strategies of translation into two such as general and specific strategies, but the specific strategies has five sub-strategies that can be applied by the student who wants to translate anything.

Furthermore, translation strategies by Hatim and Munday are divided into two.[25] The first strategy is form and content, it means that the form is not frequently translated rather than content. Next, literal and free strategies are used by the student depends on the text type, audience, and purpose.

In conclusion, the student who wants to translate the text, it will be better if he uses the strategy. By using the strategy, it can facilitate the student in translating the text.

3. The Nature of Text

a. Definition of Text

Talking about translation, it is always related to the text. Baker states that text is the verbal record of a communicative event; it is an instance of languange in use rather than languange as an abstract system of meanings and relations.[26] It means that text is an written words which is noted from a communication. Moreover, Halliday and Matthiessen define text as any instance of language,

[25] Hatim, Basil and Jeremy Munday, *op. cit.,* p. 10-11
[26] Baker, Mona, "In Other Words", Routledge, London, p. 111, 1991.

in any medium, that makes sense to someone who knows the language.[27] From Halliday and Matthiessen's definition about text, it can be can seen that text is a way or method to make someone understands about the meaning of languange. Then, Halliday and Hasan also state that text is used in linguistics to refer to any passage, spoken or written, of' whatever length, that does form unified whole.[28] It means, text is defined as part of the book whether it is spoken or written that does not construct the whole of the part.

In conclusion, each of expert has different concept about the definition of text, but it can be concluded by the researcher that text is spoken or written languange in any method or way which makes the sense to the reader because it contains communicative meaning.

b. Types of Text

In translating a text, the students have to know the types of the text that will be translated by them. It is important to know it before translate the text because it can help them to understand the context of the text, so that their translation can be a good translation. There are some experts that have summarized types of

[27] Halliday, M.A.K. and Christian M.I.M Matthiessen, "An Introduction to Functional Grammar", Oxford University Express, New York, p. 3, 2004.

[28] Halliday, M.A.K. and Ruqaiya Hasan, "Cohesion in English", Longman, London, p. 1, 1976.

the text. According to Reiss and Vermeer, there are three types of the text.[29] Those types of the text can be seen as follow:

(1) Informative

The author in informative text wants to transmit the information as the content of the text to the readers. Informative text has been created with the intention of objective on news, knowledge, views, and etc.

(2) Expressive

The content of expressive text is transmitted inventively by the author.

(3) Operative

Expressing the content of the text influentially is the characteristic of operative text which has purpose to encourage the readers to act based on the text.

From the explanation above, the readers can see that there are three types of the text according to Reiss and Vermeer, they are informative, expressive, and operative text. Informative text is a text which contains about fact such as knowlegde, news,and etc. Expressive text usually expresses something such as poetry. The last type from Reiss and Vermeer is operative text which persuades the readers to act in accordance with the text.

[29] Reiss, Katharina and Hans J. Vermeer, "Towards a General Theory of Translation Action", Routledge, New York, p. 182, 2014.

Then, Reiss in Munday more completes the types of the text.[30] They can be seen as follow:

(1) Informative

As the name of the text, it contains information, knowledge, opinions, etc. Then, the language that used in informative text to convey the information is reasonable and the topic of information is the main focus of communication.

(2) Expressive

In expressive text, the aesthetic aspect of languange is used to transfer the content of the text to the reader. Afterwards, the foreground of the expressive text is the author.

(3) Operative

It has purpose to persuade the reader of the text to act based on the text. The form of languange of operative text is dialogic.

(4) Audiomedial

This type of the text completes the other three types of the text with visual images, music, and etc. The example of audiomedial text such as films and advertisement (visual or spoken).

Reiss accomplishes his types of the text before by adding audiomedial text as one of types of the text. Audiomedial text is

[30] Munday, Jeremy, "Introducing Translation Studies", Routledge, New York, p. 72, 2008.

known as perfection of the other types of the text (informative, expressive, and operative) by attaching image or music into the text.

Types of the text based on Newmark have similarity with Reiss.[31] Those types of the text are:

(1) Expressive

The thoughts of the speaker or the writer is important because that is the main of the expressive text. There are three characteristics of expressive text which the students have to know, such as serious imaginative literature, authoritative statements, and autobiography, essays, personal correspondence.

(2) Informative

This type of the text is about facts, but usually texts about literary subjects state the value-judgements which appropriate with expressiveness. Thereafter, the form of informative text is standard frequently such as a textbook, a technical report, an article in a newspaper, and etc.

(3) Vocative

A vocative text has purpose to make the readers think, feel, and act based on the text. The example of vocative text is notice, instruction, and etc.

[31] Newmark, Peter, "A Textbook of Translation", Prentice Hall, New York, p. 39-44, 1988.

(4) Aesthetic

Making the readers become satisfied the meanings while read the text by its actual, imagined sound, and metaphors is the purpose of aesthetic text. Poetry is one of the examples of aesthetic text.

(5) Phatic

The purpose of phatic text is to keep up the bond or contact with the addressee. Phatic text usually occurs in the standard phrases or in the dialogue such as “How are you?”, “See you tomorrow”.

(6) Metalingual

Metalingual text has characteristic to implies the languange’s ability to elucidate, label, and analyze its own features.

The explanation above shows that there are six types of the text according to Newmark. They are expressive, informative, vocative, aesthetic, phatic, and metalingual text. Expressive and informative text have same explanation like the the researcher had explained before. Then, vocative text is a text which has similarity like operative text, but it tends to instruct someone by giving a instruction or notice.

Nida in Newmark has different opinion about types of the text from Reiss and Newmark, he distinguishes four types of (literary or non-literary) text,[32] they are:

(1) Narrative: a dynamic sequence of events, where the emphasis is on the verbs.

(2) Description, which is static, with emphasis on linking verbs, adjectives, adjectival nouns.

(3) Discussion, a treatment of ideas, with emphasis on abstract nouns (concepts), verbs of thought, mental activity, logical argument and connectives,

(4) Dialogue, with emphasis on colloquialisms and phaticisms.

Nida explains that there four types of the text, there are narrative, description, discussion, and dialogue. Narrative text is a text which gives the emphasis on the verb, but description text gives it on linking verbs, adjectives, and adjectival nouns. Furthermore, discussion text is the conducting of ideas in the text while dialogue text just gives the emphasis on colloquialisms and phaticisms.

[32] ibid., p. 13

Types of the text according to Hatim,[33] they are:

(1) Text-Based Information

Actually, the name and the focus of text-based information are named and put wrongly on form or content in the passage which the mistake is not problem all the time.

(2) Reader-Supplied Information

This type of the text is focused on the reader's linguistic competence; however, it does not mean to be focused on the syntactic or semantic structures, but how reader's ability in operating any types of the text.

Types of the text above explain that text-based and reader-supplied information have different focus which the focus of text-based information is on the form or content of the text. Then, the focus of reader-supplied information is on the reader's linguistics competence.

From all of types of the text above, the researcher concludes that each expert has different opinion about types of text. First, Reiss and Vermeer state that there are three types of text, they are informative, expressive, and operative. Then, Reiss in Munday completes other types by adding audiomedial as type of text. Next, types of the text according to Newmark and those types are also similar with Reiss's opinion. If Reiss has four types of the text

[33] Hatim, Basil and Jeremy Munday, *op.cit.,* p. 70-72

such as informative, expressive, operative, and audiomedial, Newmark has the additional of types of the text such as vocative, aesthetic, phatic, and metalingual. Types of text by Nida are very different from all of types of text which the researcher adduces above. Nida differs the text into four types, they are narrative, description, discussion, and dialogue. Last, text-based information and reader-supplied information are text types by Hatim.

B. Review of Related Findings

There are several relevant studies which has similar topic to support this research. The first study which had been done by Bena Florita Krisetyawati (2010) which entitled *"An Error Analysis on the Translation of English Noun Phrases into Indonesian of the Fifth Semester Students of the English Department of Teacher Training and Education Faculty, Sebelas Maret University in the Academic Year 2009/2010".* The problems of her research were many experts face the problem in linguistic or non linguistic and the difficulties in translating English noun phrases into Indonesian could make error to the one who translates it. Then, she found that the fifth semester students made a number of errors which the errors that they made in translating English noun phrases into Indonesian were omission, addition, misformation, and misordering errors. She suggested that the lecturers should pay more attention to the students' error on the material which was difficult for students and use new teaching

technique in order to make a better result of the teaching and learning process. She also suggested for the students to do not worry about making errors because it could be the device in learning about translation.

Another study about translation was also conducted by Kurnia Akbar (2010) that entitled *"An Error Analysis of Students' Translating Verbal Conjugation at SMAN 1 Parung"*. The problem of his research was the students translated word by word from Indonesian into English, so that their translation became wrong. After that, he found that those errore occured on almost all of the patterns. The causes of those error were mother-tongue interference, overgeneralization, and teaching material. As the solution, he suggested the teachers to use the suitable methodology in teaching. The students were also suggested to keep study and learn a lot about it.

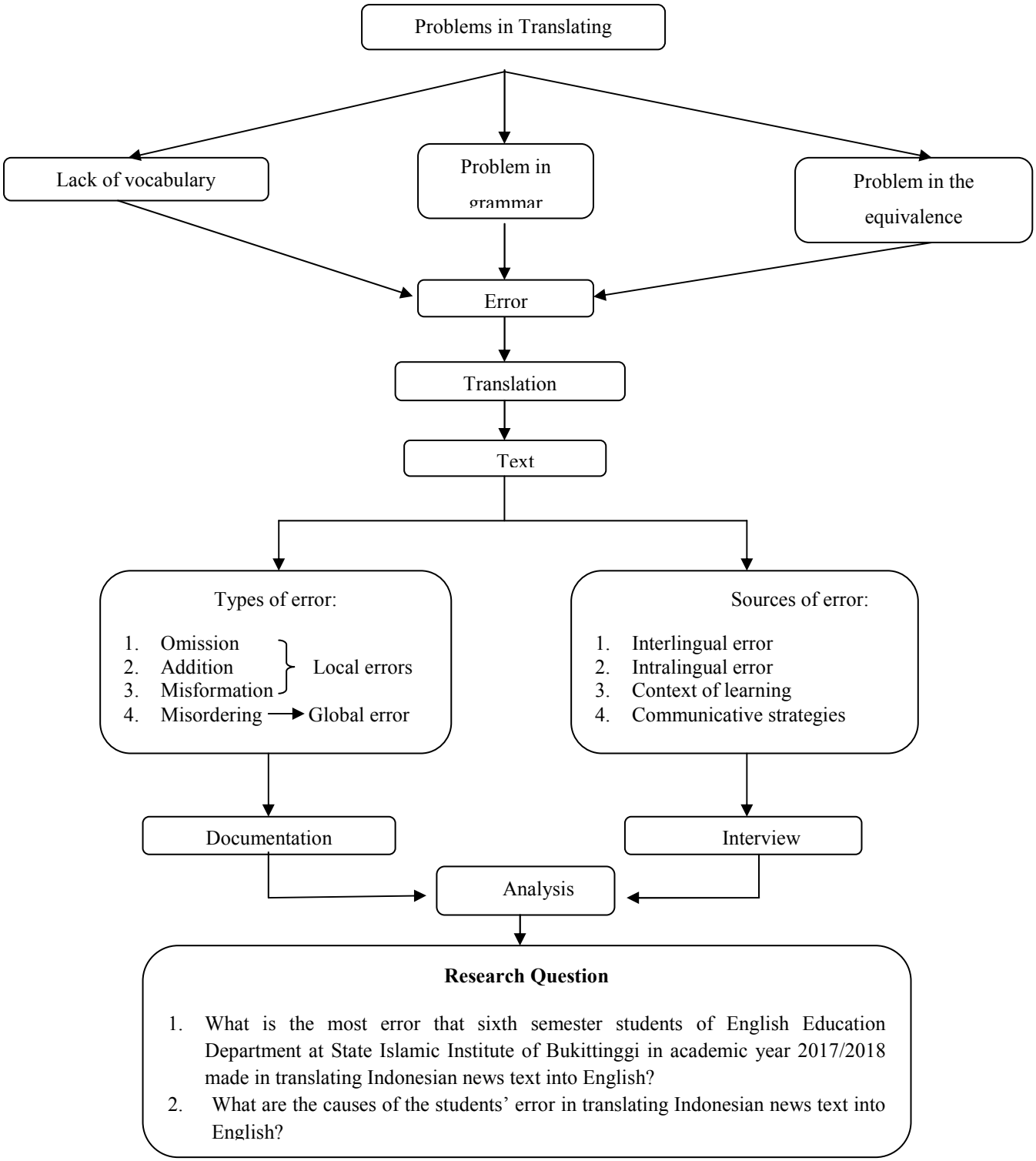
Afterwards, there are also study about students' error in translation. This study was conducted by Diana Presada and Mihaela Badea (2013) and it was entitled *"The Effectiveness of Error Analysis in Translation Classes"*. In their research, they wanted to see the usefulness of the error analysis method in approaching translation classes. After they did the research, they found that a large number of the errors that students produced were the result of both negative and positive linguistic transfer. It occured because the students were still influenced by the system of their native languange. The solution from their research was the conceiving a model of translation oriented text analysis based on clear criteria for the

classification of texts and guidelines for assessing the quality of a translation would help both teachers and students in such classes in order to achieve high standards in the process of translation.

In doing the quite similar research, the researcher conducts the research about an analysis of students' error in translating Indonesian news text into English by sixth semester students of English Education Department at State Islamic Institute of Bukittinggi. The difference between this research with the other researches above is the researcher wants to know the errors and causes of error that students make in translating Indonesian text into English text which the type of text that will be translated by the students is informative text such as news.

C. Conceptual Framework

The conceptual framework of this research can be schemed as follow:



Based on the scheme above, it could be understood by following this explanation. First, the researcher found some of problems in translating such as lack of vocabulary, grammar, and the equivalence. Then, the researcher explained the theory about error, translation, and text. After that, the researcher identified types of error that students made from the students' answer sheets of students' translation. There were four types of error that would be found by the researcher such as omission, addition, misformation, and misordering which omission, addition, and misformation were included in local errors, then misordering could be said as global error. The researcher also did the interview to know the causes of error of sixth semester students of English Education Department at State Islamic Institute of Bukittinggi. Finally, the researcher would get the result by analyzing the documentation and result of interview.

CHAPTER III

RESEARCH METHOD

A. Setting of the Research

In doing this research which was located in State Islamic Institute of Bukittinggi, the researcher used descriptive qualitative research as the design of the research. According to Gay, descriptive research involves collecting data to test hypotheses or to answer questions about people's opinions on some topic or issue.[34] Afterwards, Kothari states that descriptive research includes surveys and fact-finding enquiries of different kinds.[35] It was suitable for the researcher's study because the researcher collected the data to answer question about the current status of the object that is the students' error and causes of error in translating Indonesian text by sixth semester students of English Education Department at State Islamic Institute of Bukittinggi in academic year 2017/2018.

By using qualitative research as the method, the researcher can explain about students' error and causes of error in translating Indonesian text into English. Gay states that qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (i.e., nonnumerical) data

[34] Gay, L. R., "Educational Research Competencies for Analysis and Applications", 10th, Pearson, Upper Saddle River, p. 184, 2012.

[35] Kothari, C. R., "Research Methodology Methods and Techniques", New Age International Publishers, Mumbai, p. 2, 2004.

to gain insights into a particular phenomenon of interest.[36] Then, Dawson also states that qualitative research explores attitudes, behaviour and experiences through such methods as interviews or focus group.[37] In this research, the researcher analyzed and described the information or data which documentation and interview as the instrument. Furthermore, Sugiyono says that qualitative research is used to do a research in a natural place, because the researcher is emic in collecting data, that is based on the view of the source of the data, not the view of the researcher.[38] It means, the researcher did not give the treatment to the object of the research because the research had been done in natural situation.

The researcher chose State Islamic Institute of Bukittinggi as the place to do the research because the location was easy to access for the researcher. Then, the researcher also chose sixth semester students of English Department at State Islamic Institute of Bukittinggi in academic year 2017/2018 because they had already learnt Translation I. Therefore, the researcher conducted the research at sixth semester students of English Education Department in State Islamic Institute of Bukittinggi to get the information by analyzing and describing the information about students' error and causes of error in translating Indonesian text into English.

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[36] Gay, L. R., *op. cit.,* p. 7

[37] Dawson, Catherine, "Practical Research Methods", How to Books, Oxford, p. 14, 2002.

[38] Sugiyono, "Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D", Alfabeta, Bandung, p. 12, 2016.

B. Informant of the Research

The informant of this research is sixth semester students of English Education Department at State Islamic Institute of Bukittinggi in academic year 2017/2018. They were selected because they had already learnt Translation I in the fifth semester. There are four classes of sixth semester students of English Education Department. A class consists of thirty students (twenty eight females and two males), B class consists of twenty nine students (twenty three females and six males). C class consists of thirty one students (twenty seven females and four males), and D class consists of thirty students (twenty seven females and three males). In doing the research, the research did not use all of the population as the informant of the research, but the researcher selected twenty eight students from four different classes. The researcher selected seven students from each of classes. According to Singh, the purposive sampling is selected by some arbitrary method because it is known to be representative of the total population, or it is known that it will produce well matched groups.[39] In addition, Cohen, Manion, and Morrison state that in purposive sampling, often (but by no means exclusively) a feature of qualitative research, researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristics being sought.[40] Therefore, purposive sampling was used by the researcher as the technique in selecting the informant of the

[39] Singh, Yogesh Kumar, "Fundamental of Research Methodology and Statistics", New Age International Publishers, Mumbai, p. 91, 2006.

[40] Cohen, Louis, Lawrence Manion and Keith Morrison, "Research Methods in Education", Routledge, London, p. 114-115, 2007.

research. The reason of using purposive sampling as the technique because the sixth semester students of English Education Department at State Islamic Institute of Bukittinggi in academic year 2017/2018 had learnt Translation I in the fifth semester, so it could be able to find the error that students made in translating Indonesian text into English.

C. Instrumentation

In getting the data, the researcher used documentation and interview that the researcher did to the students.

1. Documentation

Documentation was used in this research to answer the first research question which the question is *"What is the most error that sixth semester students of English Education Department at State Islamic Institute of Bukittinggi in academic year 2017/2018 made in translating Indonesian news text into English?"*. According to Sugiyono, documentation is the record of events that had passed and it can be written, picture, or monumental works from someone.[41] In addition, Arikunto also states that documentation is written items.[42] In this research, the researcher took the students' answer sheets of students' translation as one of instrumentations of this research which is named as documentation. Then, the researcher took twenty eight students' answer sheets as many as the informant of this research. Lastly, the

[41] Sugiyono, *op. cit.,* p. 329

[42] Arikunto, Suharsimi., "Prosedur Penelitian: Suatu Pendekatan Praktek", Rineka Cipta, Jakarta, p. 149, 1999.

researcher and one of lecturers analyzed the students' answer sheets to know the error that students made in translating Indonesian news text into English.

2. Interview

The researcher did not only use documentation as the instrument, but the researcher also did the interview. According to Gay, an interview is a purposeful interaction in which one person obtains information from another.[43] The interview that had been done by the researcher to the students answered the second research question which the question is, *"What are the causes of the students' error in translating Indonesian news text into English?"*. In addition, interviewers can explore and probe participants' responses to gather in-depth data about their experiences and feelings.[44] In doing this research, the researcher used unstructured interview to interview the students. Sugiyono states that unstructured interview is free interview which the researcher do not use interview guideline to collect the data, but the researcher can use the interview guideline which only consist of the outline of the problems to be asked.[45] It means, the researcher interviewed the students freely to get more informations based on the interview guideline that had been arranged by the researcher to answer the second question of this research.

[43] Gay, L. R., *op. cit.,* p. 386
[44] ibid., p. 386
[45] Sugiyono, *op. cit.,* p. 320

D. Technique of Data Analysis

Technique of data analysis is certain way for the researcher to analyze the data after got it from the informant of the research. The researcher did the steps below to analyze the data:

1. Document Analysis

The students' answer sheets that had been collected need to be analyzed by the researcher and one of lecturers. Procedure of error analysis was used as the technique in analyzing the students' answer sheets. The researcher and one of lecturers used the procedure of error analysis which is proposed by Brown.[46] The explanation of the procedure can be seen as follow:

(1) Identifying the Error

The first step in analyzing the students' answer sheets was identifying the error. The reason to identify the error is to know the types of error that students make in translating Indonesian text into English. The errors that students made are omission, addition, misformation, and misordering.

(2) Describing the Error

The second step was describing the error. After the types of error were identified, the researcher described the errors that students made in translating Indonesian text into English.

[46] Brown, H. Douglas, "Principles of Languange Learning and Teaching", Longman, New York, p. 220, 2000.

2. Interview Analysis

There are three procedures in analyzing the result of interview according to Miles and Huberman in Sugiyono.[47] The procedures can be seen as follow:

(1) Data Reduction

Data reduction was the first step in analyzing the result of interview. Data reduction means summarizing, choosing the main points, focusing to the important things, finding the theme and pattern and removing unnecessary ones. The result of interview gave the answers of the causes of error that students made in translating Indonesian text into English. Therefore, the research reduced the irrelevant data and summarized the relevant data in this step.

(2) Data Display

The second step was data display. The researcher did the data display after the researcher did the data reduction. Data display means presenting the data into the form of essay, draft, or etc. In this research, the researcher displayed the data into the form of essay because it was commonly used in qualitative research.

(3) Conclusion

The last step that the researcher did in analyzing the result of interview was conclusion. It means, the researcher drew the conclusion after did the data reduction and data display. The

[47] Sugiyono, *op. cit.,* p. 338-345

researcher concluded the causes of error that students made in translating Indonesian text into English.

In conclusion, the researcher did three procedures in analyzing the interview result. The first was the summarizing the data by reducing the data. Then, the researcher displayed it into essay form. The last procedure was the concluding the result of interview.

E. Triangulation of the Data

Triangulation of the data also had been done by the researcher in this researcher. The reason to did triangulation of the data is to test the validity of the data. According to Sugiyono, triangulation of the data means verifying the data from the various source, technique, and time.[48] This theory is also supported by Saldanha and O'Brien, they state that when two methods are used to collect and analyze data on the same research question, this is called triangulation, which means cross-checking the results one set of data provides with results from another set of data.[49] Allwright and Bailey in Griffee said that researchers use triangulation to validate data collection intsruments and meet the charge of subjective bias from single-methods or single-observer studies.[50] In this research, the researcher used triangulation technique which means the researcher got the data from the same source by using the different technique.

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[48] ibid., p. 372

[49] Saldanha, Gabriela and Sharon O'Brien, "Research Methodologies in Translation Studies", Routledge, London, p. 23 , 2013.

[50] Griffee, Dale T., "An Introduction to Second Languange Research Methods Design and Data", TESL-EJ, California, p. 132, 2012.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. FINDINGS

In this section, the researcher explains what the researcher found during the research. The findings answer two research questions of this research. The questions are intended to know the most error and causes of error that sixth semester students of English Education Department at State Islamic Institute of Bukittingi in academic year 2017/2018 made in translating Indonesian text into English. The researcher found that the most error that students made is local error (seven hundred eighty two errors) because it is the combination of omission, addition, and misformation error. There are one hundred ninety five errors for omission, seventy seven errors for addition, and five hundred ten errors for misformation. There are also eighty seven errors for global error or it can be said as misordering error. Then, the researcher also found the causes of students made error in translating Indonesian text into English. The causes are interlingual transfer, intralingual transfer, context of learning, and communicative strategy.

1. Description of the Data

This research was conducted from 19th until 26th May 2017 in State Islamic Institute of Bukittinggi. The researcher used documentation and interview in getting the data from the informant. The documentation was gotten from the result of students' translations in translating Indonesian

text into English and this instrument answers the first research question of this research. There are twenty eight of the result of students' translation that the researcher got. After got the result of students' translations, the researcher analyzed them by using the procedure of error analysis which is proposed by Brown. The first step in analyzing the students' translation is identifying the error. Thus, the researcher identified the result of students' translations by marking each of types of errors with different colours. Omission was marked by red colour, addition was marked by green colour, misformation was marked by pink colour, and misformation was marked by blue colour. The next step that the researcher did after identifying the error is describing the error. The researcher described the errors by grouping them based on the types of error. After identifying and describing the error, the researcher found the total of errors that students made. There are seven hundred eighty two errors for local error (one hundred ninety five errors for omission, seventy seven errors for addition, and five hundred ten errors for misformation) and eighty seven errors for global error (misordering error).

Then, the researcher also did interview to the students who translated the text. The result of interview answers the second research question of this research. After interviewing the students, the researcher analyzed the result of interview by using the procedure which is proposed by Sugiyono. The researcher reduced, displayed, and concluded the result

of interview. Thus, the researcher found that the causes of students made error in translating Indonesian text into English are interlingual transfer, intralingual transfer, context of learning, and communicative strategy.

2. Analysis of the Data

Analyzing of the data is useful to answer two research questions of this research. The first question is answered by analyzing the answer sheets of students' translation and the researcher interviewed the students to answer the second question of this research.

a. Types of students' error in translating Indonesian text into English

Based on the result of analysis the document, the researcher found local errors (omission, addition, and misformation), and global error (misordering error) that students made in translating Indonesian text into English. The result of analysis the document is analyzed and described as follows:

1. Local Errors

1.1 Omission

In this type of error, twenty eight students made omission errors or the percentage is 100%. There are one hundred ninety five errors occur on students while they were translating Indonesian text into English. The students omitted auxiliary verb (to be and to do), possesive case, verb, preposition, letter, and word. There are fifty four errors for omission of to be, seven

errors for omission of to do, thirty seven errors for omission of possesive case, three errors for omission of verb, thirty seven errors for omission of preposition, thirty six errors for omission of letter, and twenty one errors for omission of word.

1.1.1 Omission of auxiliary verb

(a) Omission of to be

In translating the text, the students omitted 'to be' which it should be in the sentence. The result of students' translations are not well-formed which they can be seen as follows:

1. Responding to the reporting by PMKRI, FPI via Twitter said that if the PMKRI video intention that contains Rizieq talk about God wasn't child and not give birth, the **Rizieq not** wrong. (RP)
2. In October 2016, **Rizieq also** reported by Sukmawati Soekarnoputri to Bareskrim to alleged harassment of the state symbol, Pancasila. (RP)
3. Rizieq **Shihab reported** to the police, accuse harassing Christian. (AMP)
4. Head of FPI, Rizieq **Shihab reported** to Polda Metro Jaya by the central leadership (PMKRI), Monday (26/12), for allegedly harassing Christians. (JH)

Based on the result of students' translations in omission of to be, they can be seen that in the first sentence, the student omitted 'to be' in the sentence "the Rizieq not wrong". The student have to put 'was' in the sentence "the Rizieq not wrong", because the subject cannot put together with adjective without 'to be' in the middle of them. Then, in

the second sentence, the student also omitted ‘was’ as ‘to be’ in the sentence “Rizieq Shihab also reported by...”, which ‘to be’ should exist in the passive form. In the third sentence, the student omitted ‘was’ in the sentence “Rizieq Shihab reported to the police...” and the meaning of the sentence is not same as the source languange. Next, in the sentence for number four, the translation needs ‘to be’ to put in the sentence “...Rizieq Shihab reported to Polda Metro Jaya...” because this sentence is in passive form in the source languange.

The correct form of students’ translations which the students made omission of to be can be seen as follows:

1. In response to the report made by PMKRI, FPI spokesperson tweeted in Twitter that if what referred to by PMKRI was the video containing Rizieq Shihab’s speech that God is neither begets or born, then Rizieq Shihab is innocent.
2. Last October 2016, Rizieq Shibab was also reported by Sukmawati Soekarnoputri to the Criminal Investigation Unit of Indonesian National Police for alleged contempt to the state symbol, Pancasila.
3. Rizieq Shihab was reported to the Police, accused of committing a religious blasphemy against the Christians.
4. The Leader of Islamic Defender Front (FPI), Rizieq Shihab was reported to the Jakarta Metropolitan Police by the executives of Indonesian Catholic Students Association (PMKRI), Monday (26/12), for alleged blasphemy against the Christian.

(b) Omission of to do

The student made omission of to do in some sentences. The following sentences are the result of students’

translations which the forms are not well because the students omitted auxiliary of verb in translating the sentence.

1. “If his speech is believed as the insult of PMKRI and is reported to the police**, blame** us to report all pastors that say if God has child,” that the respond of the public relation of FPI that is etiquetted to social media on Monday in the afternoon. (AF)
2. Responding to reporting done PMKRI, publicist FPI through Twitter said that if the video contains mean PMKRI Rizieq Shihab about **God not** to litter and not then the Rizieq Shihab is not wrong. (MO)

In the first sentence, the student forgot to put ‘auxiliary of verb’ in the sentence “...blame us to report all pastors...”. Then, in the second sentence, it is lost ‘auxiliary’ in the sentence “...God not to litter and not....”.

The correct form of those sentences which the students made omission of to do can be seen as follows:

1. "If PMKRI believes what was said is a blasphemy and filed a report against it to the police, don’t blame us if we report all (Christian) clergymen who say that God has a child," responded the FPI spokesperson in a posting to the social media on Monday afternoon.
2. In response to the report made by PMKRI, FPI spokesperson tweeted in Twitter that if what referred to by PMKRI was the video containing Rizieq Shihab’s speech that God is neither begets or born, then Rizieq Shihab is innocent.

1.1.2 Omission of possesive case

In translating the text, the students also omitted possesive case. The result of students’ translations can be seen as follow:

1. Responding to the reporting by PMKRI, FPI via Twitter said that if the PMKRI video intention that contains **Rizieq talk** about God wasn't child and not gave birth, the Rizieq not wrong. (RP)
2. In addition to reporting Rizieq Shihab, PP PMKRI also reported S and AF which he called uploading Rizieq **Shihab video** in their Twitter account and Instagram. (RI)
3. **FPI public** relations response. (NA)
4. Responding to PMKRI's reporting, FPI's public with Twitter said that if the PMKRI video intentions containing Rizieq **Shihab lecture** on God are childless and uneducated, Rizieq Shihab is not wrong. (NA)
5. Angelius state that these men that have Twitter account and Instagram (that accomodated about Rizieq **Shihab videos** that video have 21 second durations. (RS)
6. The two people are the owners of Twitter accounts and Instagram (which contains **Rizieq video** trailer) word Angelius. (HA)
7. Respons to the reportation that done by PMKRI, FPI PR by Twitter said that if what PMKRI mean is the video that contain Habib **Rizieq speech** about God didn't give a birth nor have a birth, thus Rizieq Shihab is not quilty. (AMP)
8. Report that done by PMKRI, through Twitter humas FPI said that if PMKRI mean is that content of Rizieq **Shihab speech** about Tuhan have not children and not to have child, so Rizieq Shihab not wrong. (RR)

The result of students' translations in translating those sentences are not well-formed because they can be seen that in the first sentence, the student forgot to put the 'possesive case' in the sentence "...that contains Rizieq talk about God wasn't child and not gave birth, the Rizieq not wrong," then, "Rizieq talk" also shows ownership. In the second sentence, 'possesive case' in the sentence "...which he called uploading Rizieq Shihab video in their Twitter account and Instagram" is not included in it. Next, in the third and fourth sentences, there are no 'possesive case' in the

sentence. The sentence "...containing Rizieq Shihab lecture on God are childless and uneducated..." is lost of 'possesive case'. In the fifth sentence, the student omitted 'possesive case' in the sentence "...that accomodated about Rizieq Shihab videos..." which the videos belong to Rizieq Shihab.

Afterwards, the student also omitted 'possesive case' in the sixth sentence "...which contains Rizieq video trailer...". 'Possesive case' should exist in 'Rizieq video' because the video belongs to Rizieq. Next, the student did not also put 'possesive case' in the sentence number seven 'Habib Rizieq speech' which Habib Rizieq shows the ownership of the speech in that sentence. The last result of student's translation (number eight), the sentence "...Rizieq Shihab speech..." should be included the 'possesive case' because the word 'speech' belongs to Rizieq Shihab.

The well-formed of students' translations which the students made omission of possesive case can be seen as follows:

1. In response to the report made by PMKRI, FPI spokesperson tweeted in Twitter that if what referred to by PMKRI was the video containing Rizieq Shihab's speech that God is neither begets or born, then Rizieq Shihab is innocent.
2. Other than Rizieq Shihab, the executives of PMKRI also reported S and AF as the individuals uploaded the video of Rizieq Shihab in their Twitter and Instagram account.
3. FPI's response

4. In response to the report made by PMKRI, FPI spokesperson tweeted in Twitter that if what referred to by PMKRI was the video containing Rizieq Shihab's speech that God is neither begets or born, then Rizieq Shihab is innocent.
5. "They are the owners of Twitter and Instagram account (posted Rizieq Shihab's video clip)," said Angelius. The duration of the reported video was 21 seconds.
6. "They are the owners of Twitter and Instagram account (posted Rizieq Shihab's video clip)," said Angelius.
7. In response to the report made by PMKRI, FPI spokesperson tweeted in Twitter that if what referred to by PMKRI was the video containing Rizieq Shihab's speech that God is neither begets or born, then Rizieq Shihab is innocent.
8. In response to the report made by PMKRI, FPI spokesperson tweeted in Twitter that if what referred to by PMKRI was the video containing Rizieq Shihab's speech that God is neither begets or born, then Rizieq Shihab is innocent.

1.1.3 Omission of verb

The following sentences are the result of students' translation which they are not well-formed because the students omitted 'verb' which it should be exist in the sentence.

1. "We report the alleged religious by penista, which according to our findings, it **was by** Habib Rizieq Shihab by passing him," the chief head, Angelius Wake Kako to warwatan BBC Indonesia, Heyder Affan, Sunday (26/12) evening. (MO)
2. Responding to reporting done PMKRI, publicist FPI through Twitter said that if the video contains mean PMKRI Rizieq Shihab about God not to litter and **not then** the Rizieq Shihab is not wrong. (MO)
3. Accompanied by central administrator, Angelius Wake **Kako to** the Polda Metro Jaya around 12.00 P.M. (EWR)

From the result of students' translations in translating the sentences, they can be seen that in the first sentence, the student omitted 'verb' in the sentence "...it was by Habib Rizieq Shihab by...". The student have to put 'verb' after that sentence because the form of the sentence is passive. Then, in the second sentence, 'verb' is omitted in the sentence "...about God not to litter and not then..." by the student. The third sentence, 'verb' is omitted in the sentence "...Angelius Wake Kako to the Polda Metro Jaya...". It makes the translation is not in a well-formed.

The well-formed of students' translations which the students made omission of verb can be seen as follows:

1. "We are reporting on the ground of religious blasphemy, which according to our finding was committed by Habib Rizieq Shihab in his speech," said the executive chairman of PMKRI, Angelius Wake Kako to BBC Indonesian reporter, Heyder Affan, Monday (26/12) afternoon.
2. In response to the report made by PMKRI, FPI spokesperson tweeted in Twitter that if what referred to by PMKRI was the video containing Rizieq Shihab's speech that God is neither begets or born, then Rizieq Shihab is innocent.
3. Accompanied by other PMKRI executives, Angelius Wake Kako came to Jakarta Metropolitan Police office around 12:00 p.m.

1.1.4 Omission of preposition

The following sentences are the students' translations which the students made omission of preposition

while they translated the text. The result can be seen as follows:

1. Responding to the reporting **done PMKRI**, public relations of FPI to via Twitter said that if the PMKRI intent is a video containing lectures Rizieq about God is not child and not diperanakkan then Rizieq not quilty. (RD)
2. Answering to reported **do PMKRI**, humas FPI to Twitter say that if PMKRI that mean the video the content is speech by Rizieq Shihab about God not bearing and not bearing, so Rizieq Shihab is not wrong. (W)

Based on the result of students' translations, they can be seen that the students' translations are not well-formed. In the first and second sentences, the student omitted 'preposition' 'by' in the sentence "Responding to the reporting done PMKRI..." and "Answering to reported do PMKRI". They are passive sentences, 'preposition' should exist in those sentences.

The well-formed of students' translations which the students made omission of preposition can be seen as follows:

In response to the report made by PMKRI, FPI spokesperson tweeted in Twitter that if what referred to by PMKRI was the video containing Rizieq Shihab's speech that God is neither begets or born, then Rizieq Shihab is innocent.

1.1.5 Omission of letter

The following sentences are the result of students' translations which the students made omission of letter.

1. The head of the Islamic Defenders Front (FPI) Rizieq Shihab, was reported to PMJ by the central head of the Catholic **Student** Association of Indo (PMKRI) on Monday (26/12) for allegedly harassing Christians. (RP)
2. Another reported Rizieq Shihab, PP PMKRI also reported S and AF that think is to **uploade** the video Rizieq Shihab in account Twitter and Instagram that they have. (W)
3. In addition, not only Rizieq Shihab was reported **b** PP PMKRI, but also S and AF who post the video in their Twitter and Instagram account. (ATF)

Based on the result of students' translations, they can be seen that the result in the first sentence is not well-formed because the student omitted the letter 's' that should exist in the sentence. Then, the student omitted letter 'd' in word 'uploade' and it makes the readers become confused. In the third translation, the student also omitted 'y' in the bold word. It also can confuse the readers while read the sentence.

The well-formed of students' translations for omission of letter are:

1. The Leader of Islamic Defender Front (FPI), Rizieq Shihab was reported to the Jakarta Metropolitan Police by the executives of Indonesian Catholic Students Association (PMKRI), Monday (26/12), for alleged blasphemy against the Christian.
2. Other than Rizieq Shihab, the executives of PMKRI also reported S and AF as the individuals uploaded the video of Rizieq Shihab in their Twitter and Instagram account.
3. Other than Rizieq Shihab, the executives of PMKRI also reported S and AF as the individuals uploaded the video of Rizieq Shihab in their Twitter and Instagram account.

1.1.6 Omission of word

In translating the text, the students also omitted certain words that should exist in the sentence. The following sentences are the result of students' translations.

1. The leader of **Islamic Defenders** (FPI), Rizieq Shihab was reported to Polda Metro Jaya by Indonesia Republik Catholic Student on Monday 26 December for allegedly harassing Christians. (RD)
2. In his languange (Rizieq Shihab), according to **our**, he critized (through words) if Gof have birth, whose midwife, expression Angelius. (YCA)
3. "We reported the allegation **of blasphemy** that according to our finding, it done by Habib Rizieq Shihab by his speech," said the leader of PMKRI, Angelius Wake Kako to the journalist of BBC Indonesia, Heyder Affan, Monday (26/12) evening. (AMP)
4. Angelius Wake Kako, the chairman of the central leadership of PMKRI, said "We report the alleged deformationof religion, based on our findings, it is done by Habib Rizieq through his speech," to **BBC Indonesia**, Heyder Affan, on Monday 26 December in afternoon. (AF)

Based on the students' translations, they can be seen that the forms are not well. In the first sentence, the student omitted word 'front' which it cannot convey the meaning of the sentence. Then, in the second sentence, the student did not translate word *'temuan'* into English. The result of student' translation (number three) shows that the student omitted word 'religious' which it should exist in the sentence. In the last result of student's translation (number four), the student omitted word 'reporter' or 'journalist' between words "to BBC Indonesia".

The well-formed of students' translations which the students made omission of word can be seen as follows:

1. The Leader of Islamic Defender Front (FPI), Rizieq Shihab was reported to the Jakarta Metropolitan Police by the executives of Indonesian Catholic Students Association (PMKRI), Monday (26/12), for alleged blasphemy against the Christian.
2. "In our opinion, Rizieq Shihab has committed a blasphemy by saying (in his words) 'If God gave birth, then who would be the midwife?" said Angelius.
3. "We are reporting on the ground of religious blasphemy, which according to our finding was committed by Habib Rizieq Shihab in his speech," said the executive chairman of PMKRI, Angelius Wake Kako to BBC Indonesian reporter, Heyder Affan, Monday (26/12) afternoon.
4. "We are reporting on the ground of religious blasphemy, which according to our finding was committed by Habib Rizieq Shihab in his speech," said the executive chairman of PMKRI, Angelius Wake Kako to BBC Indonesian reporter, Heyder Affan, Monday (26/12) afternoon.

1.2 Addition

While translating the text, the students also made error which the name of error is addition. There are two types of addition error that students made, they are regularization (seven errors) and simple addition (seventy errors). The total errors that students made are seventy seven. Twenty four students made addition errors or the percentage is 86%. The description can be seen as follows:

1.2.1 Regularization

The following sentences are the examples of regularization.

1. “The two people are owners of Twitter **accounts** and Instagram (which contains video footage Rizieq Shihab),” said Angelius. (RI)
2. “That two people are owners of **Twitters** account and Instagram (which contains video footage Rizieq Shihab),” said Angelius. (NH)

Based on the students’ translations, they can be seen that the students’ translations are not well-formed. In the first sentence, the student added ‘s’ in the sentence “...of Twitter accounts”. The student did not need to write ‘s’ in it because only one person who has Twitter account. Next, in the second sentence, the student added ‘s’ in the sentence “...owners of Twitters account...”. ‘s’ should not exist in that sentence because only one person who has Twitter account.

The well-formed of students’ translations which the students made regularization can be seen as follows:

"They are the owners of Twitter and Instagram account (posted Rizieq Shihab’s video clip)," said Angelius.

1.2.2 Simple addition

The following sentences are the result of translations which the forms are not well. They can be seen as follows:

1. According to him, Rizieq allegedly harassed the Christians through the content of his lecture in **the** Pondok Kelapa, East Jakarta, based on the video impressions uploaded by SR via Twitter account and AF via Instagram account. (SH)
2. Responding to reporting done PMKRI, publicist FPI through Twitter said that if the video contains mean PMKRI Rizieq Shihab about God not to litter and not then **the** Rizieq Shihab is not wrong. (MO)

3. In addition to reporting Rizieq Shihab, PP PMKRI also reported S and AF which his said uploaded the Rizieq Shihab's video in **their** Twitter and **their** Instagram account. (NH)
4. Responding to the reporting on Rizieq Shihab in Metro Jaya Police is related to the relation of FPI Twitter said if the intention of video that contains lecture Rizieq Shihab about God not has the child **and** not gave **and** birth, the Rizieq Shihab is not wrong. (NH)
5. In October 2016, Rizieq Shihab also reported by Sukmawati Soekarnoputri **daughter** to Police Bareskrim on charges of harassment against the state symbol, Pancasila. (JH)
6. In addition to reporting Rizieq Shihab, PP PMKRI also reported S and AF which he called uploading a video Rizieq Shihab **it's** in account Twitter and Instagram theirs. (YCA)
7. Responding to the reporting done PMKRI, humas FPI through Twitter said that if the intentions mean video that contains lecture about the God **Rizieq** not child and not begotten, then Rizieq Shihab is not wrong. (HA)
8. According to him, Rizieq allegedly harassing Christians through the contents of his lecture in Pondok Kelapa, East Jakarta, based on impressions of the video uploaded by SR via a Twitter **account** and Instagram**nya account** through AF. (IS)
9. Because Rizieq said publicist FPI, was precisely to convey it because that is what is believed **to be** by Muslims. (IS)
10. "We inform the insult of religion**'s** harras, base on what we get, it is done by Habib Rizieq Shihab through his speech," the chief of PMKRI, Angelius Wake Kako to the reporter of Indonesia's BBC, Heyder Affan, Monday (26/12) in the afternoon. (WN)
11. **Month** October 2016 ago, Rizieq Shihab also reported by Sukmawati Soekarnoputri to Bareskrim Polri a accusation lambang country, Pancasila. (W)
12. Angelius, Rizieq Shihab **over** disputed reporting to Polda Metro Jaya is infeel to the case of alleged sacrilege of religious with the suspect off Gubernational Basuki Tjahaja Ahok aka full moon. (EF)

Based on the results of students' translations, in the first sentence, the student added article 'the' in the sentence "...of his lecture in the Pondok Kelapa...". The student did not need to put article 'the' in the sentence "...of his lecture in the Pondok

Kelapa...” because ‘Pondok Kelapa’ is a name of area and it does not need to put article ‘the’. In the second sentence, article ‘the’ was added by the student in the sentence “...then the Rizieq Shihab is not wrong”. Article ‘the’ cannot stand together with the name of person. For the third sentence, the student wrote the word ‘their’ twice in the sentence “...in their Twittter and their Instagram account.” Then, in the fourth sentence, the student wrote the word ‘and’ twice in the sentence “...God not has the child and not gave and birth...”. In the sentence for number five, the student added word ‘daughter’ which should not exist in the sentence.

Afterwards, in the sixth sentence, the student added words ‘it’s’ in the sentence “...a video Rizieq Shihab it’s in account...”. That word should not exist in that sentence. For the seventh sentence, the word ‘Rizieq’ appears in the sentence “...about the God Rizieq not child and not begotten...”. Next, in the sentence for number eight, there are words ‘nya’ in the sentence “SR via a Twitter account and Instagramnya account through AF” and the student also wrote ‘account’ twice. For the ninth sentence, the student wrote word ‘to be’ in the sentence “...that is what is believed to be by Muslims”. It should not exist because it does not present the meaning of the sentence. In the sentence for number ten, the student added possesive ‘s in the sentence “We

inform the insult of religion's harras...". It is not suitable if the student wrote it by adding possesive 's on it. The result of translation in number eleven, it can be seen that the student translated 'Bulan Oktober' into 'Month October'. Word 'month' should not exist in the sentence because 'October' had represented the meaning of sentence in the source languange. Last, the result of student's translation in number twelve, the student added word 'over' that should not exist in the sentence.

The well-formed of students' translations which the students made simple addition can be seen as follows:

1. Heyder further said that Rizieq was allegedly committing a religious blasphemy against the Christians for his speech given in Pondok Kelapa, East Jakarta, as shown in the video uploaded by SR on his Twitter account and AF in his Instagram account.
2. In response to the report made by PMKRI, FPI spokesperson tweeted in Twitter that if what referred to by PMKRI was the video containing Rizieq Shihab's speech that God is neither begets or born, then Rizieq Shihab is innocent.
3. Other than Rizieq Shihab, the executives of PMKRI also reported S and AF as the individuals uploaded the video of Rizieq Shihab in their Twitter and Instagram account.
4. In response to the report made by PMKRI, FPI spokesperson tweeted in Twitter that if what referred to by PMKRI was the video containing Rizieq Shihab's speech that God is neither begets or born, then Rizieq Shihab is innocent.
5. Last October 2016, Rizieq Shibab was also reported by Sukmawati Soekarnoputri to the Criminal Investigation Unit of Indonesian National Police for alleged contempt to the state symbol, Pancasila.
6. Other than Rizieq Shihab, the executives of PMKRI also reported S and AF as the individuals uploaded the video of Rizieq Shihab in their Twitter and Instagram account.
7. In response to the report made by PMKRI, FPI spokesperson tweeted in Twitter that if what referred to by PMKRI was the

video containing Rizieq Shihab's speech that God is neither begets or born, then Rizieq Shihab is innocent.

8. Heyder further said that Rizieq was allegedly committing a religious blasphemy against the Christians for his speech given in Pondok Kelapa, East Jakarta, as shown in the video uploaded by SR on his Twitter account and AF in his Instagram account.
9. The FPI spokesperson argued that Rizieq Shihab was right when he conveyed the message as it was something that the Muslims believe.
10. "We are reporting on the ground of religious blasphemy, which according to our finding was committed by Habib Rizieq Shihab in his speech," said the executive chairman of PMKRI, Angelius Wake Kako to BBC Indonesian reporter, Heyder Affan, Monday (26/12) afternoon.
11. Last October 2016, Rizieq Shibab was also reported by Sukmawati Soekarnoputri to the Criminal Investigation Unit of Indonesian National Police for alleged contempt to the state symbol, Pancasila.
12. Angelius denied that the report made against Rizieq Shihab to the Jakarta Police associates with the case of alleged religious blasphemy committed by inactive DKI Jakarta Governor, Basuki Tjahaja Purnama a.k.a. Ahok.

1.3 Misformation

All of students made this error or the percentage is 100%. There are also three types of misformation error, they are regularization error, archi-forms, and alternating forms. Then, there are five hundred ten misformation errors that students did while they were translating the text which the detail is fifteen errors for regularization error, thirty six errors for archi-forms, and four hundred fifty nine errors for alternating forms. The description and explanation can be seen as follows:

1.3.1 Regularization error

The following sentences were translated into English by the students but the results are not well-formed.

1. “If the word is considered as a blasphemy by PMKRI and reported to the police, do not blame us if we report all pastors who say that God has **children**,” said the FPI publicist who uploaded to social media on Monday afternoon. (RI)
2. “In his languange (Rizieq Shihab), we think he was viled (through the words) ‘If the God have **children,** who the midwife’,” Angelius stated. (DR)

In the first and second sentences, the students translated *‘anak’* into ‘children’. The word ‘children’ is the plural form while *‘anak’* is singular.

The well-formed of students’ translations which the students made regularization error can be seen as follows:

1. "If PMKRI believes what was said is a blasphemy and filed a report against it to the police, don’t blame us if we report all (Christian) clergymen who say that God has a child," responded the FPI spokesperson in a posting to the social media on Monday afternoon.
2. "In our opinion, Rizieq Shihab has committed a blasphemy by saying (in his words) 'If God gave birth, then who would be the midwife?” said Angelius.

1.3.2 Archi-forms

The following sentences are the result of students’ translations which the forms are not well.

1. According to him, Rizieq allegedly harassed Christians through the content of his lecture **at** Pondok Kelapa, East Jakarta, based on the video footage uploaded by SR via Twitter account and AF through Instagram account. (RI)
2. According to him, Rizieq has mocked Christianity through his speech **on** Pondok Kelapa, East Jakarta, based on the video’s

presentation that upload by SR through Twitter account and AF through his Instagram. (RS)

Based on the result of students' translations, in the first sentence, the student wrote "...at Pondok Kelapa...", 'at' as preposition is not appropriate in it. In the last sentence, the student used wrong preposition 'on' for 'Pondok Kelapa'.

The well-formed of students' translations which the students made archi-forms can be seen as follows:

Heyder further said that Rizieq was allegedly committing a religious blasphemy against the Christians for his speech given in Pondok Kelapa, East Jakarta, as shown in the video uploaded by SR on his Twitter account and AF in his Instagram account.

1.3.3 Alternating forms

The following sentences are not well-formed of translation.

1. The **head** of the Islamic Defenders Front (FPI), Rizieq Shihab was reported to Polda Metro Jaya by the central **head** of the Catholic Student Association of Indonesia (PMKRI) on Monday (26/12) for allegedly **harassing** Christians. (RI)
2. "We **report** the alleged blasphemy, which according to our findings, was done by Habib Rizieq Shihab through his **lecture**," said chairman of the PMKRI center, Angelius Wake Kako to the BBC Indonesia correspondent, Heyder Affan, on Monday (26/12) afternoon. (RI)
3. According to him, Rizieq allegedly **harassed** Christians through the content of **his lecture** at Pondok Kelapa, East Jakarta, based on the video footage uploaded by SR via Twitter account and AF through Instagram account. (RI)
4. "In his languange (Rizieq Shihab), in our opinion, he **denounces** (through words) 'If God **gives** birth, **whose midwife is'**," Angelius said. (RI)
5. In addition to reporting Rizieq Shihab, PP PMKRI also reported S and AF **which he called** uploading Rizieq Shihab video in their Twitter account and Instagram. (RI)

6. Responding to PMKRI's responding, **FPI's publicist** via Twitter said that if the PMKRI video intentions containing Rizieq Shihab's **lecture** on **God are childless and uneducated**, then Rizieq Shihab is not wrong. (RI)
7. For Rizieq Shihab, **FPI's publicist**, has rightly **delivered** that because that is what Muslims believe. (RI)
8. "If the word **is** considered as a blasphemy by PMKRI and reported to the police, do not blame us if we report all pastors who say that God has children," said the FPI **publicist** who uploaded to social media on Monday afternoon. (RI)
9. On various occasions, a number of police **officials** promised to follow up the report. (RI)
10. In **Oktober** 2016 Rizieq Shihab was also reported by Sukmawati Soekarnoputri to **Police Bareskrim** on charges of **harassment** against the state emblem, Pancasila. (SH)
11. "In his languange (Rizieq Shihab) **claiming** ours, he insult (**passing** the word)," If the God bearing, who is the doctor," that expression Angelius. (NA)
12. October 2016, then Rizieq Shihab also reported by Sukmawati Soekarnoputri to Bareskrim Polri for **alegate abuses** againts Pancasila. (NA)
13. In some opportunities, police had **promise** about it. (NA)
14. Responding to the reporting by PMKRI, FPI's **publicist** via Twitter said "if the PMKRI the intention of a video containing Rizieq Shihab's **lecture** on a **God is not child** and is not begotten, then Rizieq Shihab is not wrong." (MGA)
15. Leadership of **Islam Protector** (FPI), Rizieq Shihab **is** reported to the Polda Metro Jaya by center leadership University Student Association of Republic Indonesia (PMKRI), Monday (26/12), because **estimated** viled Christendom. (DR)
16. "We reported **estimated** about vile of religion, that **we finding**, it was done by Habib Rizieq through his speech," the central leader said, Angelius Wake Kako to the BBC Indonesian journalist, Heyder Affan, Monday (26/12) **sore**. (DR)
17. **According Heyder Affan**, Rizieq Shihab **estimated** Christendom through the content of his speech at Pondok Kelapa, Jakarta Timur, based on the video's presentation that **upload** by SR through Twitter account and AF through his Instagram. (DR)
18. "In his languange (Rizieq Shihab), **we think** he was viled (through the words) 'If the God **have** children, who the midwife'," Angelius stated. (DR)
19. After that they **leave** the **Polda Metro Jaya report** at 14.30 WIB. (DR)

20. **Angelius had refute the report about Rizieq Shihab** related with the **insult assumption** with the suspect of Governor DKI Basuki Tjahaja Purnama called Ahok. (DR)
21. **Perceive** of report that done by PMKRI, through Twitter **humas** FPI said that if PMKRI mean is that content of Rizieq Shihab speech about **Tuhan have not children and not to have child**, so Rizieq not wrong. (DR)
22. "**If it's state assumption** as insult and reported to the police, don't fault us, if we report about all of **protestant, had said that Tuhan have children**," it is the assumption of FPI that was uploaded to the social media. (DR)
23. Accompanied by the other central administrator of PMKRI, Angelius Wake Kako visited the **Metro Jaya police station** around 12.00 P.M. Then left the reporting room of the **Metro Jaya police station** at around 2.30 P.M. (NH)
24. Rizieq Shihab **is** reported to the police accused of abused the Christians. (UR)
25. They then left the **Polda Metro Jaya newspaper room** around 14.30 pm. (UR)
26. Responding to the reporting done by PMKRI, public relations FPI via twitter said that if the PMKRI means of video containing speech of Rizieq Shihab about **God is no child** and not begotten, so Rizieq Shihab is not wrong. (UR)
27. According him, Rizieq allegedly **harassing** Christians through the contents of his **lectures** in Pondok Kelapa, Jakarta Timur, based on video show that **are** uploaded by SR via Twitter account and AF through his Instagram account. (RD)
28. Responding to the reporting done PMKRI, public relations of FPI to via Twitter said that if the PMKRI intent is a video containing **lectures** Rizieq about **God is not child and not diperanakkan**, then Rizieq not quilty. (RD)
29. "In his languange (Rizieq Shihab) we **guess**, he **insult** (by words) 'If God **give** a birth, who's the midwife?" said Angelius. (AF)
30. "**If his speech is believed** as the insult of PMKRI and is reported to the police, blame us to report all pastors that say if God has child," that the respond of the public relation of FPI **that is etiquetted** to social media on Monday in the afternoon. (AF)
31. Besides reported Rizieq Shihab, PP PMKRI also reported S and AF which **mention** that **upload** the video of Rizieq Shihab in their Twitter account and Instagram. (AMP)
32. Contiguos by the other manager of PMKRI, Angelius Wake Kako **visit** Polda Metro Jaya around 12.00 P.M. and left the room around 02.30 P.M. (AMP)

33. Angelius **refuse** the reportation about Rizieq Shihab to Polda Metro Jaya concern to the blasphemy case with the suspect Governor DKI Basuki Tjahaja Purnama a.k.a Ahok. (AMP)
34. "We **report** the alleged blasphemy of religion which according to our **purpose is** done by Habib Rizieq Shihab through his speech," said the chairman of the central PMKRI, Angelius Wake Kako told reporters BBC Indonesia, Heyder Affan, Monday (26/12) afternoon. (JH)
35. "He (Rizieq Shihab), in our opinion, he was denounced (through words) '**if the Lord go forth, who is the nurse?**'" **says** Angelius. (SA)
36. Angelius, Rizieq Shihab over disputed reporting to Polda Metro Jaya is **linked** to the case of the alleged sacrilege of religious with the suspect of Gubernur Basuki Tjahaja a.k.a Ahok **full moon**. (SA)
37. Rizieq Shihab reported to police, alleged to **flatter** Christian people. (W)
38. **Head Front Keep Islam, Rizieq Shihab reported to** Polda Metro Jaya **by head centre that Students Katolik** Indonesian (PMKRI) **Sunday** (26/12), because **anticipated flatter** Christian people. (W)
39. "**We reported that anticipated insult of religion, according to our research, it do Habib Rizieq Shihab by passing him," the chief center head, Angelius Wake Kako to wartawan** BBC Indonesian, Heyder Affan, **Sunday** (26/12) **evening.** (W)
40. According, Rizieq **anticipated flatter** Christian people **passing** speech him in Pondok Kelapa, Jakarta Timur, based on the video that **anticipated** by SR **passing** account Twitter and AF account Instagram. (W)
41. Another consorted the official member center PMKRI, Angelius Wake Kako **visiting** Polda Metro Jaya about 12.00 WIB, so they **leaving** the room reported Polda Metro Jaya about 14.30 WIB. (W)
42. Comments of **humas** (FPI). (W)
43. Angelius **arguing** reported to the Rizieq Shihab to Polda Metro Jaya that related with problem **passing flatter** of religion with Gubernur DKI **nonaktif** Basuki Tjahaja Purnama or Ahok. (W)
44. "No thing, no thing. We never know about that," Angelius **say.** (W)
45. Month October 2016 ago, Rizieq Shihab also reported by Sukmawati Soekarnoputri to Bareskrim Polri a accusation **lambang** country, Pancasila. (W)
46. In **another opportunity**, a number of functionary police **promising** will **menindaklanjuti** that reported. (W)

47. “If the word **is** considered sacrilege by PMKRI and reported to the police, don’t blame us if we reported all over pastor’s reply **says** that God has a son,” public relations response FPI uploaded to social media on Monday afternoon. (IS)
48. Responding to the reporting done PMKRI, FPI via Twitter **saying** that if the intent PMKRI, the video containing Rizieq Shihab speech about **God childless and parents**, because of that Rizieq Shihab is not wrong. (ATF)
49. “If the word **is** regarged as sacrilege by PMKRI and was reported to the police, do not blame us if we report the whole pastors say that God has children,” **similarly** public relations response FPI uploaded to social media on Monday afternoon. (ATF)
50. The leader of Front Pembela Islam (FPI), Rizieq Shihab **is** reported to Polda Metro Jaya by the main leader of Perhimpunan Mahasiswa Katolik Republik Indonesia (PMKRI), Monday (26/12) because he **is estimated** do **harass** of Christian. (WN)
51. “We **inform** the insult of religion’s **harass,** based on what we **get**, it **is** done by Habib Rizieq Shihab through his speech,” the chief of PMKRI, Angelius Wake Kako to the reporter of Indonesian BBC, Heyder Affan, Monday (26/12) in the afternoon. (WN)
52. Accompanied by the central board PMKRI others, Angelius Wake Kako **go** to Polda Metro Jaya around at 12.00 WIB. (YCA)

Based on the result of students’ translations, there are many errors that students made while translating the text. In the first sentence, the student translated the words *‘pimpinan’* into ‘head’ and *‘melecehkan’* into ‘harassing’. The selection of words ‘head’ and ‘harassing’ are not appropriate for political context. Then, in the second sentence, the student did not use present continuous tense in verb ‘report’. Present continuous tense is used in this sentence because the context is ongoing. The student also translated the word *‘ceramah’* into ‘lecture’ which is not present the meaning of word in the source languange. For the third

sentence, the student still translated the word *'melecehkan'* into 'harassed' which the selection of the word is not appropriate for political context. The student also translated the word *'ceramahnya'* into 'his lecture'. The word 'speech' is more appropriate to present word '*ceramah'*. In the fourth sentence, the student did not pay attention to the appropriate tense. The student wrote "...he denounces (through words) 'If God gives birth, whose midwife is...". For the translation in the fifth sentence, the student translated the sentence *"...PP PMKRI juga melaporkan S dan AF yang disebutnya mengunggah video Rizieq Shihab itu dalam akun Twitter dan Instagram milik mereka..."* into "...PP PMKRI also reported S and AF which he called uploading Rizieq Shihab video in their Twitter account and Instagram." The sentence "which he called uploading" does not present the information of the source languange.

Afterwards, in the sixth sentence, the translation is not well-formed because while the student translated *'humas FPI'* and *'Tuhan tidak beranak dan tidak diperanakan'* into English, the meaning of the sentence becomes different. The student translated *'humas FPI'* into 'FPI's publicist' and *'Tuhan tidak beranak dan tidak diperanakkan'* into 'God are childless and uneducated'. The word *'ceramah'* was still translated into 'lecture' by the student. Next, the translation in the seventh

sentence shows that the student still translated *'humas FPI'* into 'FPI's publicist' and 'publicist' does not present the meaning of the source languange. Then, the student chose word 'delivered' to translate *'menyampaikan'* which is not appropriate for this context. In the sentence for number eight, the student did not pay attention to the tense of the sentence and the word *'humas'* is translated into 'publicist'. For the ninth sentence, the student chose words 'police officials' to translate *'pejabat polisi'* and they make the form of translation is not well-formed. 'Officer' is more appropriate in military context rather than 'official'. The translation in the tenth sentence is not well-formed because the student did not translate name of the month *'Oktober'* into 'October'. The student also did not translate *'Bareskrim Polri'* correctly. In choosing of word 'harassment' is not appropriate for political context.

Thereafter, in the eleventh sentence, the student did not use the appropriate words and tense. The student used word 'claiming' to present the meaning of word *'menurut',* 'passing' for *'melalui'*. Next, for the twelfth sentence, the student used the wrong word such as 'alegate' and 'abuses'. In the sentence for number thirteen, the student used past participle tense but form of verb is not correct. Then, in the sentence for number fourteen, the student used word 'publicist' to present the meaning of word

'humas' and 'lecture' for the word *'ceramah'*. The student translated *"...Tuhan tidak beranak..."* into "...God is not child..." and it does not present the meaning of the source languange. The result of translation in the fifteenth sentence is not well-formed because the student did not translate well while translating name of organization, choosing appropriate tense and word. The student mixed simple present tense and past tense in the sentence "...Rizieq Shihab is reported...". Then, the meaning of word 'estimated' is not appropriate for political context.

In the sentence for number sixteen, the student still used word 'estimated' in translating *'dugaan'*. The sentence "...that we finding..." is not appropriate because 'we' can be replaced with 'our'. Then, the student did not translate the word *'sore'* into English. The translation in the sentence for number seventeen is not well-formed because while translating *'menurutnya'*, the student did not translate it well. The student still used word 'estimated' for *'diduga'* and did not pay attention to the tense of sentence. In the sentence for number eighteen, the student did not translate the sentence "...menurut kami..." well and auxiliary 'have' cannot be used for 'God'. Afterwards, in the sentence for number nineteen, it can be seen that student did not translate *'meninggalkan'* into 'left' which the sentence should be in past form. Then, *'ruangan pelaporan Polda Metro Jaya'* was not

translated well. In the sentence for number twenty, the student applied the tense wrongly while translating *"...membantah pelaporan atas Rizieq Shihab..."* and *"...dugaan penistaan agama..."*.

The translation in the sentence for number twenty one is not well-formed because in choosing of word is still appropriate. For example, the word 'perceive' for *'menanggapi'*, it is not appropriate for this context. Then, the student did not translate all the words into English. In the sentence for number twenty two, it can be seen that the result is not well-formed. The sentence *"Kalau perkataan tersebut..."* is translated into "If it's state assumption...", it does not present the meaning of source sentence. Then, while translating this sentence *"...pendeta yg mengatakan bahwa Tuhan punya anak..."* into "...protestant, had said that Tuhan have children...", the student did not translate all of the words correctly. The translation in number twenty three, it can be seen that student did not translate *'Polda Metro Jaya'* correctly. Next, the translation in number twenty four is not well-formed because the student did not apply the tense rightly. For number twenty five, it can be seen that the student translated '*ruangan pelaporan Polda Metro Jaya'* into 'Polda Metro Jaya newspaper room'.

The result of translation in number twenty six presents that the student did not translate it well. The student wrote "...God is no child..." for *"...Tuhan tidak beranak..."*. Next, the result of translation in number twenty seven is not well-formed because the student translated the words *'melecehkan'* and *'ceramah'* into 'harassing' and 'lectures'. The student also did not apply past tense in that sentence. The sentence for number twenty eight is also not well-formed because the student did not translate all the words into English and still used word 'lectures' for the word *'ceramah'*. Next, the translation in number twenty nine can be seen that the student chose word 'guess' for presenting the meaning of word *'menurut'* and the student also did not use the appropriate tense. The next translation is in number thirty, the student applied the tense incorrectly while translating *"Kalau perkatan tersebut dianggap..."* and *"...yang diunggah ke media sosial..."*. The student also chose word 'etiquetted' for *'diunggah'*, it does not present the meaning of word in source languange.

Next, in the sentence for number thirty one, the translation is not well-formed because the student did not pay attention to the tense of the sentence which should be in past form. The result of translation in number thirty two is also not well-formed. The student also did not pay attention to the tense while wrote the

word ‘visit’ which should be ‘visited’. In the sentence for number thirty three, the student still did not pay attention to the tense of sentence. The sentence for number thirty four, the student applied the tense and chose word incorrectly. The student did not use past tense for this sentence and chose word ‘purpose’ for *‘temuan’*. In the sentence for number thirty five, the student translated *“...Kalau Tuhan beranak...”* into “...if the Lord go forth...”. ‘Go forth’ does not mean *‘beranak’* but *‘maju terus’*. Then, the student also applied the tense incorrectly for this sentence.

Thereafter, in the sentence for number thirty six, the student used the words incorrectly. The student wrote ‘linked’ for *‘terkait’* and ‘full moon’ for ‘*Purnama’*, the choosing of words is not appropriate for this sentence. In the sentence for number thirty seven, the student chose word ‘flatter’ for *‘lecehkan’*, it does not present the meaning of word in source languange. The translation in number thirty eight can be seen that the student translated the sentence literally. The student chose the word incorrectly even it had been translated by using the correct of tense. The result of student’ translation in number thirty nine is not well-formed because the reason is still same like before which the student still translated the sentence literally. Some of words do not convey the meaning of words in source languange. In the sentence for number forty, the student chose words to be translated incorrectly,

for example, ‘anticipated’ for *‘diduga’*, ‘flatter’ for *‘melecehkan’,* ‘passing’ for *‘melalui’*.

Afterwards, the translation in number forty one, the student applied verb-ing for the sentence which should be in past form. Then, the sentence in number forty two was not translated well by the student because not all of the words were translated into English. The translation in number forty three is not well-formed because the student used verb-ing which past tense should be used in this sentence. Then, some of words are not appropriate for this context and not all of the words were translated into English. In the sentence for number forty four, the student translated it literally and applied the tense incorrectly. In number forty five, the student did not translate all of the words in English.

Next, the sentence for number forty six, the student did not translate all the words into English. The student chose word ‘another’ for presenting the meaning of word *‘berbagai’*, it is not appropriate for this sentence. The word ‘opportunity’ should be in plural form because in source languange is plural form. After that, verb-ing in the translation is not appropriate because it should be in past form. Then, the sentence for number forty seven, the student translated it from Bahasa into English but the result is not well-formed because the student did not use simple past tense in

translating the text. The result of students' translation in number forty eight can be seen that the student used verb-ing in the sentence "...via Twitter saying that...", it is not appropriate for this sentence. The student also applied the tense incorrectly. Then, the sentence *"...Tuhan tidak beranak dan tidak diperanakkan..."* was translated into "...God childless and parents...", it does not present the meaning of the sentence in source languange. The sentence for number forty nine, the student did not use appropriate tense while translating the sentence. The student also chose word 'similarly' to translate word *'demikian'*, it does not present the meaning of word in source languange. Next, in the sentence for number fifty, the student did not use appropriate tense while translating the sentence. The student also chose the words incorrectly, for example, 'estimated' for *'diduga'* and 'harass' for *'melecehkan'*.

Furthermore, in the sentence for number fifty one, the student still used simple present tense while translating the text. Then, the student still chose word incorrectly, for example, 'harass' for presenting the meaning of word *'penistaan'*. The last translation (number fifty two), the student did not use the tense correctly.

The well-formed of students' translations which the students made alternating forms can be seen as follows:

1. The Leader of Islamic Defender Front (FPI), Rizieq Shihab was reported to the Jakarta Metropolitan Police by the executives of Indonesian Catholic Students Association (PMKRI), Monday (26/12), for alleged blasphemy against the Christian.
2. "We are reporting on the ground of religious blasphemy, which according to our finding was committed by Habib Rizieq Shihab in his speech," said the executive chairman of PMKRI, Angelius Wake Kako to BBC Indonesian reporter, Heyder Affan, Monday (26/12) afternoon.
3. Heyder further said that Rizieq was allegedly committing a religious blasphemy against the Christians for his speech given in Pondok Kelapa, East Jakarta, as shown in the video uploaded by SR on his Twitter account and AF in his Instagram account.
4. "In our opinion, Rizieq Shihab has committed a blasphemy by saying (in his words) 'If God gave birth, then who would be the midwife?" said Angelius.
5. Other than Rizieq Shihab, the executives of PMKRI also reported S and AF as the individuals uploaded the video of Rizieq Shihab in their Twitter and Instagram account.
6. In response to the report made by PMKRI, FPI spokesperson tweeted in Twitter that if what referred to by PMKRI was the video containing Rizieq Shihab's speech that God is neither begets or born, then Rizieq Shihab is innocent.
7. The FPI spokesperson argued that Rizieq Shihab was right when he conveyed the message as it was something that the Muslims believe.
8. "If PMKRI believes what was said is a blasphemy and filed a report against it to the police, don't blame us if we report all (Christian) clergymen who say that God has a child," responded the FPI spokesperson in a posting to the social media on Monday afternoon.
9. On several occasions, some police officers promised to follow-up the report.
10. Last October 2016, Rizieq Shibab was also reported by Sukmawati Soekarnoputri to the Criminal Investigation Unit of Indonesian National Police for alleged contempt to the state symbol, Pancasila.
11. "In our opinion, Rizieq Shihab has committed a blasphemy by saying (in his words) 'If God gave birth, then who would be the midwife?" said Angelius.
12. Last October 2016, Rizieq Shibab was also reported by Sukmawati Soekarnoputri to the Criminal Investigation Unit of Indonesian National Police for alleged contempt to the state symbol, Pancasila.

13. On several occasions, some police officers promised to follow-up the report.
14. In response to the report made by PMKRI, FPI spokesperson tweeted in Twitter that if what referred to by PMKRI was the video containing Rizieq Shihab's speech that God is neither begets or born, then Rizieq Shihab is innocent.
15. The Leader of Islamic Defender Front (FPI), Rizieq Shihab was reported to the Jakarta Metropolitan Police by the executives of Indonesian Catholic Students Association (PMKRI), Monday (26/12), for alleged blasphemy against the Christian.
16. "We are reporting on the ground of religious blasphemy, which according to our finding was committed by Habib Rizieq Shihab in his speech," said the executive chairman of PMKRI, Angelius Wake Kako to BBC Indonesian reporter, Heyder Affan, Monday (26/12) afternoon.
17. Heyder further said that Rizieq was allegedly committing a religious blasphemy against the Christians for his speech given in Pondok Kelapa, East Jakarta, as shown in the video uploaded by SR on his Twitter account and AF in his Instagram account.
18. "In our opinion, Rizieq Shihab has committed a blasphemy by saying (in his words) 'If God gave birth, then who would be the midwife?" said Angelius.
19. They left the Polda Office around 2:30 p.m.
20. Angelius denied that the report made against Rizieq Shihab to the Jakarta Police associates with the case of alleged religious blasphemy committed by inactive DKI Jakarta Governor, Basuki Tjahaja Purnama a.k.a. Ahok.
21. In response to the report made by PMKRI, FPI spokesperson tweeted in Twitter that if what referred to by PMKRI was the video containing Rizieq Shihab's speech that God is neither begets or born, then Rizieq Shihab is innocent.
22. "If PMKRI believes what was said is a blasphemy and filed a report against it to the police, don't blame us if we report all (Christian) clergymen who say that God has a child," responded the FPI spokesperson in a posting to the social media on Monday afternoon.
23. Accompanied by other PMKRI executives, Angelius Wake Kako came to Jakarta Metropolitan Police office around 12:00 p.m. They left the Polda Office around 2:30 p.m.
24. Rizieq Shihab was reported to the Police, accused of committing a religious blasphemy against the Christians.
25. They left the Polda Office around 2:30 p.m.
26. In response to the report made by PMKRI, FPI spokesperson tweeted in Twitter that if what referred to by PMKRI was the

video containing Rizieq Shihab's speech that God is neither begets or born, then Rizieq Shihab is innocent.

27. Heyder further said that Rizieq was allegedly committing a religious blasphemy against the Christians for his speech given in Pondok Kelapa, East Jakarta, as shown in the video uploaded by SR on his Twitter account and AF in his Instagram account.
28. In response to the report made by PMKRI, FPI spokesperson tweeted in Twitter that if what referred to by PMKRI was the video containing Rizieq Shihab's speech that God is neither begets or born, then Rizieq Shihab is innocent.
29. "In our opinion, Rizieq Shihab has committed a blasphemy by saying (in his words) 'If God gave birth, then who would be the midwife?" said Angelius.
30. "If PMKRI believes what was said is a blasphemy and filed a report against it to the police, don't blame us if we report all (Christian) clergymen who say that God has a child," responded the FPI spokesperson in a posting to the social media on Monday afternoon.
31. Other than Rizieq Shihab, the executives of PMKRI also reported S and AF as the individuals uploaded the video of Rizieq Shihab in their Twitter and Instagram account.
32. Accompanied by other PMKRI executives, Angelius Wake Kako came to Jakarta Metropolitan Police office around 12:00 p.m. They left the Polda Office around 2:30 p.m.
33. Angelius denied that the report made against Rizieq Shihab to the Jakarta Police associates with the case of alleged religious blasphemy committed by inactive DKI Jakarta Governor, Basuki Tjahaja Purnama a.k.a. Ahok.
34. "We are reporting on the ground of religious blasphemy, which according to our finding was committed by Habib Rizieq Shihab in his speech," said the executive chairman of PMKRI, Angelius Wake Kako to BBC Indonesian reporter, Heyder Affan, Monday (26/12) afternoon.
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36. Angelius denied that the report made against Rizieq Shihab to the Jakarta Police associates with the case of alleged religious blasphemy committed by inactive DKI Jakarta Governor, Basuki Tjahaja Purnama a.k.a. Ahok.
37. Rizieq Shihab was reported to the Police, accused of committing a religious blasphemy against the Christians.
38. The Leader of Islamic Defender Front (FPI), Rizieq Shihab was reported to the Jakarta Metropolitan Police by the executives of Indonesian Catholic Students Association

(PMKRI), Monday (26/12), for alleged blasphemy against the Christian.

39. "We are reporting on the ground of religious blasphemy, which according to our finding was committed by Habib Rizieq Shihab in his speech," said the executive chairman of PMKRI, Angelius Wake Kako to BBC Indonesian reporter, Heyder Affan, Monday (26/12) afternoon.
40. Heyder further said that Rizieq was allegedly committing a religious blasphemy against the Christians for his speech given in Pondok Kelapa, East Jakarta, as shown in the video uploaded by SR on his Twitter account and AF in his Instagram account.
41. Accompanied by other PMKRI executives, Angelius Wake Kako came to Jakarta Metropolitan Police office around 12:00 p.m. They left the Polda Office around 2:30 p.m.
42. FPI's Response
43. Angelius denied that the report made against Rizieq Shihab to the Jakarta Police associates with the case of alleged religious blasphemy committed by inactive DKI Jakarta Governor, Basuki Tjahaja Purnama a.k.a. Ahok.
44. "Nothing, it's not related. We will never know (whether it's related)," said Angelius.
45. Last October 2016, Rizieq Shibab was also reported by Sukmawati Soekarnoputri to the Criminal Investigation Unit of Indonesian National Police for alleged contempt to the state symbol, Pancasila.
46. On several occasions, some police officers promised to follow-up the report.
47. "If PMKRI believes what was said is a blasphemy and filed a report against it to the police, don't blame us if we report all (Christian) clergymen who say that God has a child," responded the FPI spokesperson in a posting to the social media on Monday afternoon.
48. In response to the report made by PMKRI, FPI spokesperson tweeted in Twitter that if what referred to by PMKRI was the video containing Rizieq Shihab's speech that God is neither begets or born, then Rizieq Shihab is innocent.
49. "If PMKRI believes what was said is a blasphemy and filed a report against it to the police, don't blame us if we report all (Christian) clergymen who say that God has a child," responded the FPI spokesperson in a posting to the social media on Monday afternoon.
50. The Leader of Islamic Defender Front (FPI), Rizieq Shihab was reported to the Jakarta Metropolitan Police by the executives of Indonesian Catholic Students Association

(PMKRI), Monday (26/12), for alleged blasphemy against the Christian.

51. "We are reporting on the ground of religious blasphemy, which according to our finding was committed by Habib Rizieq Shihab in his speech," said the executive chairman of PMKRI, Angelius Wake Kako to BBC Indonesian reporter, Heyder Affan, Monday (26/12) afternoon.
52. Accompanied by other PMKRI executives, Angelius Wake Kako came to Jakarta Metropolitan Police office around 12:00 p.m. They left the Polda Office around 2:30 p.m.

2. Global Error (Misordering Error)

Twenty five students (the percentage is 89,3%) made global or misordering error. There are eighty seven global errors (misordering errors) that students made in translating Indonesian text into English. The data are described and explained as follows:

1. Responding to the reporting done by PMKRI, public relations of FPI through Twitter said that if the intention of video that contains **lecture Rizieq Shihab** about God is not has the child and not gave the birth, the Rizieq is not wrong. (SH)
2. Accompanied by other central administrator PMKRI Angelius Wake **Metro Polda Jaya come to Kako** around 12 P.M. (MO)
3. According to him, Rizieq anticipated platter Christian people passing speech him in Pondok Kelapa, Jakarta Timur, based on the video that anticipated by SR passing **account Twitter** and AF **account Instagram**. (NA)
4. “Both people have **account Twitter** and Instagram (according/based on the **video Rizieq Shihab**)”, Angelius say. (AF)
5. In addition to reporting Rizieq Shihab, PP PMKRI also reported S and AF which he called uploading a video Rizieq Shihab it’s in account Twitter and Instagram **theirs.** (YCA)
6. “The two people are the account owners Twitter and Instagram (which creates a **video trailer Rizieq Shihab**),” said Angelius. (YCA)

Based on the result of students’ translations, they can be seen that the students’ translations are not well-formed. In the

first sentence, the student did not pay attention to the order of the sentence "...contains lecture Rizieq Shihab about...". In the second sentence, the translation is not well-formed because the student did not pay attention to the order of the sentence. In the sentence for number three, the student wrote 'account Twitter' and 'account Instagram'. The student still kept the order of the source languange while translated it from Bahasa. Next, in the fourth sentence, the student wrote "...account Twitter..." and "...video Rizieq Shihab..." in translating the text. It cannot be accepted because the order is still same like the source language. The sentence for number five that had been translated into English is not well-formed because the student wrote 'theirs' at the end of sentence and it does not present the ownership of Twitter and Instagram. Furthermore, the student kept the order of the sentence for number six in source languange while translating *'yang memuat cuplikan video Rizieq Shihab'*. The student translated it into 'which creates a video trailer Rizieq Shihab'.

The well-formed of students' translations which the students made global error (misordering error) can be seen as follows:

1. In response to the report made by PMKRI, FPI spokesperson tweeted in Twitter that if what referred to by PMKRI was the video containing Rizieq Shihab's speech that God is neither begets or born, then Rizieq Shihab is innocent.

2. Accompanied by other PMKRI executives, Angelius Wake Kako came to Jakarta Metropolitan Police office around 12:00 p.m.
3. Heyder further said that Rizieq was allegedly committing a religious blasphemy against the Christians for his speech given in Pondok Kelapa, East Jakarta, as shown in the video uploaded by SR on his Twitter account and AF in his Instagram account.
4. "They are the owners of Twitter and Instagram account (posted Rizieq Shihab's video clip)," said Angelius.
5. Other than Rizieq Shihab, the executives of PMKRI also reported S and AF as the individuals uploaded the video of Rizieq Shihab in their Twitter and Instagram account.
6. "They are the owners of Twitter and Instagram account (posted Rizieq Shihab's video clip)," said Angelius.

b. Causes of students' error in translating Indonesian text into English

There are four causes of error in translating Indonesian text into English, they are interlingual error, intralingual error, context of learning, and communicative strategies.

1. Interlingual Transfer

One of causes of students' eror is interlingual transfer. Interlingual transfer occurs because of the influece of first languange. It can occur while the student translated the text into target languange because the linguistic system of first languange is a base system of languange before the student becomes familiar with the system of second languange. Based on the data that the researcher got through interview, some of students said:

SA: *"Ada juga kadang-kadang terbawa struktur kalimat dari bahasa kita."*

Other student said:

MGA: *"Ya agak sulit menyesuaikan singkatan tadi, bahasa kita kan beda lagi susunannya."*

From the result of interview above, it can be seen that errors occured on students because of the influence of the students' first languange. The students have difficulty on structure while translating Indonesian text into English because the structure in English is not same like the structure of their own languange and it is related to the one of errors that students made which the name of error is global or misordering error. It can be concluded that the students' first languange is related to global or misordering error.

2. Intralingual Transfer

The second cause of students' error in translating text is intralingual transfer. Intralingual transfer occurs when the student generalizes the rules of target languange while translating the text. It is marked by applying the rules of target languange incompletely and incorrectly. Based on the data that the researcher got from interview, the students said:

NH: *"Saya sering merasa kesulitan dalam grammar karena membingungkan penggunaan grammar itu. Kadang dalam teks itu ada past, ada present lagi, jadi membingungkan."*

Other student said:

IS: *"Iya sering merasa kesulitan karena kalau bahasa Inggris ada pola telah, sedang, saat ini. Kalau bahasa Indonesia tidak ada seperti itu, sama aja."*

From the result of interview above, it can be concluded that the students have difficulty while they have to apply grammar correctly. They were confused which of tense is appropriate for the sentence that would be translated into English. It is one of reasons why they made omission error while translating Indonesian text into English.

3. Context of Learning

Third cause of students' error is context of learning which the students' environment can be affected the students in learning languange. For example, teacher does not convey the information of material correctly, then it can make students have misconception about the material or the students misunderstand about certain material. In doing interview, the

researcher focused the question about their understanding in grammar. From the result of interview, the students said:

RI: *"Ketika saya memahami kalimat present tense dan saya aplikasikan dalam menerjemah, kadang saya merasa bingung. Lalu pemahaman saya ini akan membuat saya lebih mudah atau lebih sulit dalam mentranslate ya tergantung teksnya, jika kosa kata dan grammarnya susah maka saya merasa sulit."*

Then, other student said:

JH: *"Karena kurang mengerti dengan grammar jadi saya merasa kesulitan dalam mentranslate teks Indonesia ke Inggris."*

From the data that the researcher got through interview, it can be concluded that the students' understanding about certain material such as grammar can be affected their ability in translating. This situation can be one of causes why students made omission and addition error while translating Indonesian text into English because they do not have good understanding about certain material.

4. Communicative Strategy

Last cause of students' error in translating is communicative strategy. The strategies that students used in

translating the text can be one of causes why they made misformation error. Even though the students used some strategies in translating, the result of their translation cannot be accepted sometimes because the information in source languange cannot be conveyed into target languange. Based on the data that the researcher got through interview, the students said:

DR: *"Saya menggunakan strategi seperti mengetahui arti kata-kata lalu dengan kata itu ditebak langsung apa inti kalimat itu."*

Then, other student said:

WN: *"Saya mencari kata sulit dulu, lalu membuka kamus, lalu setelah itu memperhatikan pola dan melakukan sedikit pencarian terhadap teks tersebut baru setelah itu ditranslate."*

Based on the data that the researcher got through interview, it can be seen that the students used their own strategy in translating text. In fact, their translation cannot be understood sometimes by the reader. It was proved while the researcher analyzed the result of students' translation and found misformation error that students made. In conclusion, misformation error that the students made are the result of their

own strategy that they used while they were translating the text.

B. DISCUSSIONS

Based on the findings, it was found that the students made local and global error. Omission, addition, and misformation error are included in local errors while misordering error is included in global error. As stated by Dulay, Burt, and Krashen, there are four types of error in the surface strategy taxonomy. They are omission, addition, misformation, and misordering. Based on the result of this research, the students made seven hundred eighty two local errors which is included one hundred ninety five errors for omission, seventy seven errors for addition, five hundred ten errors for misformation. Then, the researcher also found eighty seven errors for global or misordering error. In this research, especially for omission error, the students made some types of omission such as omission of auxiliary verb (to be and to do), possesive case, verb, preposition, letter, and word. It is supported by Dulay, Burt, and Krashen who stated that omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Then, in addition error, the students made two types of addition error which are regularization and simple addition. Addition is the contrary of omission which Corder stated that addition is the existing of some element which shoud not be there. According to Dulay, Burt, and Krashen, there are three types of addition error (double markings, regularization, and simple addition), but the researcher only find two types of addition error in students' translation. In this

research, it was found that the students sometimes added article or word which should not be exist in the sentence. Misformation error is the third types of error that the researcher found during analyzing the students' translations. There are also three types of misformation errors that the researcher found, they are regularization error, archi-forms, and alternating forms. Mostly, the students made alternating forms while translating the text because some cases of them are choosing word and applying the tense incorrectly. Misordering is the last type of error which Corder named misordering error as ordering. The meaning of ordering is the error where constituents presented are right but wrongly order.

The findings of this research about addition error which the students sometimes added word, possesive pronoun, and preposition while translating the text are supported by the previous research that was conducted by Bena Florita Krisetyawati (2010) which entitled *"An Error Analysis on the Translation of English Noun Phrases into Indonesian of the Fifth Semester Students of the English Department of Teacher Training and Education Faculty, Sebelas Maret University in the Academic Year 2009/2010"*. It was found that the students also made four types of error as Dulay, Burt, and Krashen stated. She found that the students made some types of omission error which is almost similar with the findings of this research, they are omission, addition, misformation, and misordering. The findings of this research are that the students made some types of omission error which the students made omission of auxiliary verb (to be and to do), possesive case,

verb, preposition, letter, and word while she found the students made omission of article, word, possesive pronoun, and preposition.

Discussing about causes of students' error in translating, the researcher found four causes of students' error. They are interlingual transfer, intralingual transfer, context of learning, and communicative strategy. As stated by Brown, interlingual trasfer, intralingual trasfer, context of learning, and communicative strategy are the causes of students' error while learning second languange. Related to the findings of this research, mostly students made local error which omission, addition, and misformation error are included in it. The researcher analyzed that omission error is related to intralingual transfer and context of learning because the result of interview shows that the students have difficulties in grammar. These difficulties can give impact to the result of students' translation, for example, they omitted the item that should exist in the sentence. Addition error is caused by context of learning. Context of learning can relate to the students' comprehension about certain material. If the students do not have good understanding about certain material, it can make them confuse in translating text. It can be seen from the result of interview, the students do not have good understanding about grammar and it can give impact to result of their translation, such as, adding unimportant item in the sentence. Then, communicative strategy is caused of misformation error. It could be happened because the students used their own strategy in translating the text, then they chose certain words wrongly in translating the text. For misordering error which is included in

global error, it is caused by interlingual transfer because it can be seen from the result of interview, the students said that *"Ada juga kadang-kadang terbawa struktur kalimat dari bahasa kita"*. The difference of structure between English and Bahasa can make the students made global or misordering error.

In line with the previous research which was conducted by Kurnia Akbar (2010) that entitled *"An Error Analysis of Students' Translating Verbal Conjugation at SMAN 1 Parung"*. It was found that the causes of students' error are mother-tongue interference, overgeneralization, and teaching material which it supports the findings of this research, especially in the findings of causes of students' error. Mother-tongue interference is same like interlingual transfer. In most cases, mother-tongue interference gives great effect to the students in learning second languange, especially in translating the text into target languange. It occurs on students because the structure and tense of Bahasa and English are different. Then, he also found that overgeneralization and teaching material are the causes of students' problem in translating which overgeneralization can be named (based on Brown's theory about causes of error) as intralingual transfer and teaching material can be included into context of learning.

Finally, the findings of this research are supported by the theories from some expert and the results of research from the previous research which the students made local errors (omission, addition, and misformation) and global error (misordering). Then, the causes of students' made error in

translating are interlingual transfer (related to misordering error), intralingual transfer (related to omission error), context of learning (related to omission and addition error), and communicative strategy (related to misformation error).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of analyzing the documentation and interview, it can be concluded that the students made many errors in translating Indonesian news text into English by sixth semester students of English Education Department at State Islamic Institute of Bukittinggi and there are also some of causes of students' made error. The most and causes of students' error in translating Indonesian text into English can be concluded as follows:

1. Local errors are the most error that students made in translating Indonesian news text into English which omission, addition, and misformation error are included in local errors.
2. There are four causes of students' error in translating, they are interlingual transfer, intralingual transfer, context of learning, and communicative strategy. Intralingual transfer, context of learning, and communicative strategy are the causes of local errors while interlingual transfer is the cause of global error (misordering).

B. Implication

Based on the conclusions above, the lectuter needs to give more practice in translating various texts from Indonesian to English. It is

needed by the students because it can be seen that the students did many errors while translating Indonesian news text into English. In addition, the students have to keep their motivation in learning, especially in learning English because it can give impact to their ability in translating. In doing practice of Translation, the students do not have to wait the task from the lecturer because they can get various texts from various source easily.

C. Suggestions

Based on the conclusions above, the researcher would like to give suggestions which may be useful for the process of learning and teaching English especially in Translation subject. The researcher's suggestions can be seen as follows:

1. The students should learn more about grammar and vocabulary so that their skill in translation is more better.
2. The students should more practice in translating from Indonesian into English in order to reduce the possibility of errors.
3. The lecturer should give more task to the students and lead them in translating.
4. The researcher still needs more revision and discussion because this thesis is not complete yet.

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