



## An Error Analysis Made by the Third Year English Department Students in Translating Hortatory Text

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### Abstract

*This study aims at finding out the types of errors made by the third year English Department students of Universitas Negeri Padang in translating a hortatory text from Bahasa Indonesia into English. This study used a descriptive method. The data were the translation of the hortatory text entitled Bersama Atasi Covid-19 done by the third year English Department students of Universitas Negeri Padang. The data were collected by using a test and were analysed using error analysis. The results of the study indicate that there are three types of errors which error of addition of meaning is the most error frequently committed by the students in their translation with the frequency of 84times (40.6%). Omission error (31.9%) is the second, while the error of deviation of meaning is the least error found in the students' translation.*

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## INTRODUCTION

In this globalization era, the development of education, economy, and technology is identical to the use of English as its language. It makes English become the global language that is used to communicate between countries. However, it is difficult for people who are non-native English to do it. This is the reason why English is taught as a subject in schools and universities, as a second or a foreign language (Sofyan, Tarigan, & Sinar, 2018); to help people to understand and able to communicate in English well.

In Indonesia, English is taught as a foreign language. The most important thing from learning a foreign language is people have to understand what they and others say. Based on this problem, translation is one of the solutions to help it. However, translation is not easy work to do, as it does not literally change the words in one language into another language, but it transfers the meaning and sense that the author wants to state in the most natural way (Sofyan & Rosa, 2020). Nababan (2008: 18) defines translation as the transfer of written messages. The term is

focused on the transfer of messages from the source language into the target language. Therefore, translation is a replacement of a text from source language to target language without changing its meaning.

In order to make a good translation product effectively understood by the readers, a translator must have a good acquisition of the two languages and extensive knowledge. Besides the low quality of the translation, translators can make errors in translating if they do not master the target language and extensive knowledge about the language.

Dodds (1999: 58) claims that in the language teaching and learning process, especially the teaching and learning of translation, errors play a crucial role as they “form part of the student’s learning experience, suggesting that they are actively trying out and experimenting with linguistic structures in the foreign language”. According to Waddington (2001), error analysis has been an effective tool to assess the translations performed by students. The more errors the students commit in translation, the worse their translation product is (Na Pham, 2005). Since errors reflect the quality of a translation, identifying translation errors by the learners is very important.

Some researchers have analyzed types errors in translation are: Siahaan (2016) that focused on translation errors of children novel from English into Indonesian. Salam, Alil, and Rahman (2017) focused on translation errors in Crowdsourcing Translation Application by Indonesian-English translators. El Sarah (2019) conducted a research about analysis on translation of noun phrase in a book by Joe Navarro. Adelia and Rosa (2020) conducted a research about analysis of errors in translating narrative text. Munawir (2020) conducted a research about translation errors in writing abstract of theses and dissertations by the students.

From the related previous studies above, it can be seen there is no error translation research that discusses about hortatory texts about covid-19 made by English Department students of UNP. In addition, Siahaan (2016), Salam, Alil, and Rahman (2017), El Sarah (2019) discussed errors made by professional translators, Munawir analyzed errors by post-graduate students, and Adelia and Rosa analyzed errors made by third year English Department students but focused on narrative text.

It can be seen that analyzing error translation made by English Department students is still minimal, whereas English Department students who take translation class must be able to understand English by translating properly. In order to extend the students’ ability in translating texts, this research is conducted to analyze the types of error translation committed by the third year English Department students who takes translation class.

## **METHOD**

This research used the descriptive method in analyzing errors in translating hortatory text from Indonesian into English. The data were the types of errors in translating hortatory text. The participants were 30 English Department students batch 2018 who are taking translation course in 2021. The research instrument was a translation test. In the translation test, they were asked to translate a hortatory text entitled “*Bersama Atasi Covid-19.*” The data were obtained by asking the students to send the answers via *WhatsApp* group.

## RESULT AND DISCUSSION

### 1. Research Finding

After analyzed the data, the writer found errors that are divided into three types, there are omission, addition, and deviation errors of meaning. The research finding of the types of errors made by the third year students of English Department in translating hortatory text are present in the table below:

**Table 1.** Types of Errors Made by the Third Year Students of English Department in Translating Hortatory Text

| Number | Kind of Errors       | Frequency | Percentage |
|--------|----------------------|-----------|------------|
| 1      | Omission of Meaning  | 57        | 27.5%      |
| 2      | Addition of Meaning  | 84        | 40.6%      |
| 3      | Deviation of Meaning | 66        | 31.9%      |
|        | Total                | 207       | 100%       |

From the table above, it can be seen there are 207 data of types of errors done by the third year English Department students in translating hortatory text from Indonesia into English. From 207 data, there are 57 errors of omission of meaning, 84 errors of addition of meaning, and 66 errors of deviation of meaning.

There are the types of errors made by the third year students of English department in translating hortatory text. The first one is omission error. One of the results of data analysis can be seen in Datum 1.

Datum 1

ST: *Pemerintah resmi mengumumkan dua kasus warga Indonesia asal Depok*

TT: The government announced two cases of Indonesian citizens from Depok

The translation in this example contains error of omission of meaning which means there is a missing word or sentences in the translation product. The ST is not completely transferred into the TT because the student did not translate the word “*resmi*” from the ST. It can cause missing information because in ST it is mentioned that *pemerintah resmi mengumumkan*, but in TT it is just The government announced, the reduction of word “*resmi*” can weaken the meaning of the ST. Therefore, it is categorized as error of omission of meaning.

Another example as follow:

Datum 2

ST: *Juga langkah menelusuri riwayat kontak pasien kita harapkan akan dapat menenangkan masyarakat*

TT: We also hope that the step of tracing the patient’s contact history will (**missing word**) calm the public.

The example above contains a semantic error because there is a modality that is not transferred into the target language. The reduction of word “*dapat*” cause different meaning because it is mentioned that “we hope” and word “*dapat*” shows the ability of whether the step of tracing the patient's contact history will calm the public or not, while the meaning of TT shows that the step of tracing patient's contact history definitely will calm the public. Thus, it was categorized as error of omission of meaning because there is missing information in TT. Another example of omission of meaning can be seen below:

Datum 3

ST: *bukan hanya menemukan kasus warga yang terinfeksi, tetapi juga menyembuhkan dan **bersama masyarakat dunia** mencegah persebaran Covid-19*

TT: not only to find cases of infected citizens, but also to cure and (**missing words**) prevent the spread of Covid-19

The example above shows that there is a missing word in TT, or the student did not translate the ST completely. The reduction of words “*bersama masyarakat dunia*” makes the meaning of TT is completely different from TT. It is categorized as error of omission of meaning because the ST was not transferred well into the TT and it makes incomplete information.

The second error is addition of meaning. One of the results of the analysis on error of addition of meaning in the students' translation is provided in Datum 4.

Datum 4

ST: *Kepanikan terlihat dari meningkatnya permintaan masker penutup hidung dan mulut serta **cairan beralkohol pembersih tangan**.*

TT: The panic can be seen from the increasing demand for masks to cover nose and mouth as well as **hand sanitizers alcoholic fluid**.

From the example above, the student added “alcoholic fluid” after the word “hand sanitizer”. It is categorized as addition of error because the addition word can make the reader confused since most of hand sanitizers are alcohol fluid-based and people do not familiar with the term “hand sanitizer alcoholic fluid” and the common term is only “hand sanitizer”. Another example as follow:

Datum 5

ST: ***Kepanikan terlihat** dari meningkatnya permintaan masker*

TT: **The panic can be seen** from the increasing demand for masks

In student's translation above, there is an addition word “can” in TT that changes the intention of ST. The addition of “can” in TT indicates that the panic is able to be seen or not, while the intention of ST shows that the panic is definitely

seen. Thus, it is categorized as error of addition of meaning because the addition of “can” in this sentence leads to misinformation from ST to TT. Another example as follow:

Datum 6

ST: *dan peralatan berstandar internasional di seluruh Indonesia*

TT: and equipment standards of international **hotels** throughout Indonesia

From the students’ translation above, there is addition word “hotels” in TT that change the intention of ST. In ST there is no word that lead into “hotels” thus it is categorized as error of addition of meaning because there is an extra word that must not be presence in TT.

The third error is deviation of meaning. One of the results of the analysis on error of deviation of meaning in the students’ translation is provided in Datum 7.

Datum 7

ST: *Penanganan yang baik secara bersama-sama akan menjaga kepercayaan dunia usaha.*

TT: **Handling both together** will maintain the confidence of businesses world.

From the student’s translation above, it can be seen that the student translated the ST “Penanganan yang baik secara bersama-sama” into “Handling both together”, The intention of ST is different from TT because of the inappropriate word choice. It will be difficult for the readers to understand what the translator said in the text because of the unclear translation, thus it is categorized as error of deviation of meaning. Another example as follow:

Datum 8

ST: *Lembaga legislatif kita harapkan dapat membantu pemerintah*

TT: **Our legislature hopes** to help the government

From the example above, the student changed the structure from passive sentence into active sentence that leads into different meaning. The intention of ST is “The legislative body is hoped” not “Our legislature hopes”. It causes different information; therefore it is categorized as error of deviation of meaning. Another example of error of deviation of meaning can be seen below:

Datum 9

ST: Pemerintah resmi mengumumkan dua kasus **warga Indonesia asal Depok, Jawa Barat, terinfeksi virus korona baru Covid-19.**

TT: The government announced two cases of Indonesian **citizens from Depok, West Java, a new corona virus infected covid-19**

From the example above, the student translated “Warga Indonesia asal Depok, Jawa Barat, terinfeksi virus korona baru Covid-19.” into “citizens from

Depok, West Java, a new corona virus infected covid-19.” Which means that the corona virus infected covid-19, not the citizens from Depok. The inappropriate word choices lead to inaccurate information, thus it is categorized as error of deviation of meaning.

### ***Discussion***

This study aims to investigate translation error in hortatory text based on the theory proposed by Sager (1983) classified errors into four types: inversion of meaning, omission of meaning, addition of meaning, and deviation of meaning. The researcher found that the totals of data of translation errors are 207 times. Afterwards, the data were analyzed into four types: inversion of meaning, omission of meaning, addition of meaning, and deviation of meaning. From the 207 data, there are 57 omission of meaning, 84 addition of meaning, and 66 deviation of meaning, and no inversion of meaning found. The most frequently type occurred is addition of meaning which constitutes 84 cases from 207 data. It because most of students' translation products are similar, so, the errors of the translation products are generally the same

This finding is similar to previous study done by Siahaan (2016) that focused on translation error in translating children's novel from English into Indonesian by Ferry Halim. This research used theory by Mona Baker (2011), thus the data obtained were deviation as the most frequently occurred with the total number 45 errors, followed by modification and omission with the total number 9 errors, and addition with the total number 4 errors, and the last is inversion with the total number 3 errors. Deviation of meaning is the most frequently occurred because the use of literal translation procedure.

This finding is similar to previous study done by Amalya (2018). She used two kinds of texts to find out translation errors made by the students of SMAN 13 Pangkep: a recount text and exposition text. The researcher used Sager's theory to analyze the data. The study indicates that the students made error of inversion of meaning about 65 times in text 1 and 68 times in text 2, Omission of meaning occurred 47 times in text 1 and text 2 with 93 times occurrence, addition of meaning occurred 78 times in text 1 and 62 times in text 2, deviation of meaning occurred 43 times in text 1 and 112 times in text 2.

This research is also similar with Sarah (2019) who conducted a research about Analysis of the Translation of Noun Phrases in Joe Navarro's Louder than Words. In her research, Sarah found that there are three types of errors in the data by using the theory of Dulay (1982). The first is deviation of meaning (11 data), omission (4 data), and reversal of meaning (3 data.)

From the previous studies above, it can be concluded that those research has similarities and differences each other. The differences of the results happen because the different participants, theories and, texts used in each study.

### **CONCLUSION**

Translation is one of the very important aspects in learning a foreign language. Translation is an activity to transfer, replace, and reproduce word or sentence from source language (ST) to target language (TT). The product that is

transferred from the source language must be suited with the target language. However, the students still find difficulty in translating a text, thus they get problems and make errors in translating a text.

The purpose of this research was to find out the types and the causes of errors in translating hortatory text from Indonesian into English by the third year English Department students of UNP. This research used a descriptive method with the third year English Department students of UNP who take Indonesian-English translation class as the population, and 30 of them as the sample. The data were obtained in order to find out the types of errors made by the students in translating hortatory text from Indonesian into English. The error was classified to find out the dominant types of translation error made by the students in translating hortatory text from Indonesian into English. The researcher found the types errors that made by students in translating the text are omission, addition, and deviation of meaning (classified by Sager 1983).

The result shows that the totals of errors are 207 errors with the addition of meaning as the most frequent error occurred. It made up 48 times with 40.6% percentage. The second one is deviation of meaning that made up 66 times with 31.9% percentage, and the last is omission of meaning that made up with 27.5% percentage. Errors of addition of meaning become the most frequently occurred because most of the students' translation are similar, therefore the errors is commonly similar with each other.

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