

**An Analysis Of The Lexical Errors In Translating English Text
Into Bahasa Indonesia Done By The Students Of English Department**

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ABSTRACT

This study is about the analysis of the lexical errors in translating English text and also to find out the causes of doing the errors. In the lexical errors there are two causes of the errors, namely: Interlingual and Intralingual. In writing this the research, the writer did a descriptive method. Besides, the writer also made a test toward students of English Department of 2006/2007 academic year of Language and Art Faculty of HKBP Nommensen University. The writer asked the students to translate two English texts and find the data from the result of the translation. Finally, from the data gathered, the writer can made a conclusion that the causes of errors of the lexical errors made by the students are intralingual and interlingual causes. The causes of the errors also give effects to the result of the translation. The writer hopes that this the research can be more useful to the reader in order to increase their knowledge, especially toward the students of English Department of Language and art Faculty, University of HKBP Nommensen Medan.

Key words: *Translation, Lexical, Interlingual, Intralingual.*

I. Introduction

Learning a foreign language is a complex process because it needs some skills to comprehend, such as listening, speaking, reading, and writing. Therefore, the students always face some difficulties when they learn foreign language. As a result, they always make some errors in learning English when they improve it in writing and speaking ability especially in translating English text. By doing lexical error in translating English it can make us difficult to get what text want to convey.

Many students college do lexical errors when they are translating English text because of lacking in vocabulary, so that the students still use the first meaning of the word without trying to find out the other suitable meaning toward the word and based on the topic of the text.

Based on the background above the writer decided to connect the study in analyzing the lexical errors in translating English text to Bahasa Indonesia made by the student of English department 2006/2007 academic year Faculty of Language and Art University of HKBP Nommensen Medan.

The objectives of this study are to find out the causes of errors are the students made when translating English text into Bahasa Indonesia and the effect that would be occurred by the causes of errors made by the students when translating English text into Bahasa Indonesia.

II. Errors

According to Norrish (1983:7), error is systematic deviation from the accepted system of the target language. Mistake is a noun systematic deviation from the accepted system of the target language.

Then, Brown, (1980 : 165) stated that an error is noticeable from adult grammar of a native speaker, reflecting the inter language competence of the learner.

Furthermore, Corder (1973:260) says that errors are those features of the learner's utterances which are different from those of any speakers and learners do not recognize their errors. Therefore, they cannot correct their errors themselves. What is meant by error in this study is the deviation in basic, grammar and syntax from the accepted system. The learners do not recognize their error, therefore they cannot correct the errors. The errors made by foreign language learners are described in error analysis reviews.

For example :

Error : They are eat manggo

On the other hand, it is clear that error and mistake are different. Mistakes are imperfectness of utterance which refer to the language performance (Brown 1980:165). It means that a mistake is a deviation due to performance factor, like memory limitation. It can be corrected by the learners themselves when their attention is drawn towards their mistakes. Error is a deviation due to language competence and tends to be systematic. We can also say that error is any systematic and consistent deviation from the accepted system of the target language and learners are not aware of it because they do not know how to use the system correctly.

For example :

Mistake : I want a teacher (saya ingin menjadi guru)

Levels of Errors

Norris (1983:9) divides three types of errors, namely basic errors, grammar errors and lexical errors. But in this study besides explain the three types of errors, there are also some explanation about the others errors which will be explained in the following:

Basic Errors (Substance Errors)

The basic errors are the skill in using capitalization, spelling, abbreviation, diction/wrong word and punctuation. The basic skill are very important to make our sentences easy to understand. The basic skills will make our sentence clear, therefore the reader understands what the writer intends in the reading material.

According to Heaton (1988:135), " Basic skills are the ability to use correctly the conventions peculiar to write language, e.g : punctuation, spelling, etc ". If the writer is not able to use the Basic skill correctly, the reader will be confused and they will not understand what the writer means.

There are many rules that govern the basic skills, by which we mean matters having to do with manuscript form, punctuation, capitalization, abbreviation, etc. For this reason, it only reflects the object of sentence to give more common rules involving basic skills.

Finding errors in basic skills is difficult because the eye attend to rather tiny features in a text, such the omission of a comma or the inadvertent substitution of a colon (:) or a semicolon (;). On the other hand, correcting mechanical errors are not difficult because punctuation, capitalization, and abbreviation conform to rules.

Weaver (1961:445) stated that some marks of punctuation are needed to show when certain elements come to end and other elements show their relationship. For example :

1. incorrect : I give it back to you in a moment he promised
correct : I gave it back to you in a moment, he promised

2. incorrect : He is not handsome was he.

correct : He was not handsome, was he ?

Furthermore weaver (1961: 360) wrote that spelling is standardized, and habitual misspelling is handicap for any one. In business correspondence a misspelled word is a fatal error. It is clear that accurate spelling, punctuation, abbreviation, etc, are very important in writing otherwise the effectiveness of the learners' written works are inspired.

Text Errors

The term text is sometimes used to refer exclusively to a unit of written language larger than the sentence - for which paragraph might be a suitable term. In that case, one wonders what its spoken counterpart might be. We shall use 'text' in a much broader sense to designate any instance of language that results from applying the rules of encoding and of lexico-grammar. Text is usage.

Text error arise from ignorance and misapplication of the lexico-grammatical rules of the language, including how these rules are exploited to achieve texture. It would be convenient to be able to make general and valid statements about how a unified system called lexico-grammar operates in language, but no such accounts are yet available; all we can do in the next section is suggest what directions such a system could take. For the present we must be content to account for lexical and grammatical (sub) systems separately.

Grammar Errors

Knowing grammar knows which elements of the language should go together, and in what order. Everybody knows of his spoken language. Grammar may be defined as the science which classifies the elements of language and the principles by which they (the elements of language) combine to form units of meaning.

Hall (1993:3) defined that grammar is a description of certain organizing aspects of a particular language. It usually includes phonological (sound) morphological (word composition), and syntactic (sentence composition) points.

Furthermore Hornby (1986 : 375) stated that grammar is a study or science of rules for the combination of words into sentences (syntax), and the forms of words (morphology). In constructing a sentence we have to pay attention to the rules. A verb must agree with its subject in person, number and

pronouns must agree with the antecedents. In other words, the combination between two grammatical elements should be concerned. As Quirk (1972 : 395) stated that concord can broadly define as the relationship between two grammatical elements. It means that a grammatical element contains a particular feature. It is clear that subject and predicate should have a relationship, for example :

1. incorrect : He go to school yesterday
correct : He went to school yesterday

The above example shows that the learner will make grammar error if they do not pay attention to the rules of grammar.

Lexical Error

Chomsky has made the lexical the golden age of syntax, and until recently the description of vocabulary was relatively neglected by linguist. Lexis has been sharply differentiated from grammar. Latterly, lexis has begun to take a central role in language study. There are a number of reasons for this. First, the boundaries between lexis and grammar are now seen to be less clear-cut than was assumed.

Many lexical items consist of more than one word and have a structure of their own. This is the case with idioms like “pull my leg or kick the bucket”, the integrity of which is easily shown by the impossibility of pluralizing the noun in each. But the expression does not have to be idiomatic: Becker (1975), Pawley and Syder (1983) and Nattinger and Decarrico (1975) have shown how productive lexical phrases are and how central they are to native speaker.

Secondly, learners themselves believe that vocabulary is very important in language learning, sometimes equating a language with its vocabulary. Wrong as this view may be, it has to be taken into account, since such learner-belief is likely to influence learning.

Thirdly, for some learners groups, lexical errors are the most frequent category of error. Fourthly, native speakers consider the lexical errors in learners’ IL to be more disruptive and irritating than other types-a question we shall discuss in the context of error gravities.

Finally, vocabulary carries a particularly heavy functional load, especially in early IL. There is little grammar in such IL, and the message often has to be inferred, mainly from the lexical terms assembled for its representation.

Lexical is a pattern in which words are combined to make sentences. Richard (1985 : 293) said that in studying a language, a distinction is usually drawn between grammar and what is called lexical. Then, Dinnen (1980 : 265) wrote that lexical has grammatical forms and thus meaningful. It is not enough just to combine words but it should also be considered whether it is meaningful or not. In reaching the purpose, one should follow the system. for example, (**only one was can place your bed**). The sentence is incomprehensible because it is not a good sentence for it is against the syntactic rule of the language. The sentence has a lexical error. The correct sentence is (**Your bed was only for one person**).

Discourse Errors

We are now able to distinguish text from discourse, and therefore also to classify errors under these two types. Widdowson (1995) attempted to distinguish them in terms, first, of discourse being a process and text is product, and secondly in terms of meaning (Widdowson, 1995 : 165). This echoes Carrel, for whom coherence is ‘ what the reader or listener does with the text’ (1982:482). The problem with this definition is that makes text the concern of the speaker-writer and discourse the activity of the listener-speaker. Surely this neat division of labour cuts out the text-producer from participation in discourse and the text-receiver from engagement with text. The alternative is to relate coherence to text, defining it as the ways in which the components of the textual world.

Causes of Errors

Richard (1985:174) stated that there are two types of causes of errors that are interlingual and intralingual.

Errors are a deviation due to language competence and tend to be systematic. Corder (1973:260) said that errors are those features of the learners’ utterance which are different from those of any speakers and learners which do not recognize their errors.

From the explanation above, it can be obtained that error is any systematic and consistent deviation from the accepted system of the target language and the learners are not aware of it because they do not know how to use the system correctly.

Interlingual

Interlingual is errors which are caused by the interference of the learner’s native language. (Richard, 1985 : 175). When the learners transfer their native language system into the target language, the learner automatically transfers their native language into the target language, because he/she can only apply her/his system. This type of errors will occur without carrying the system. Then, Corder (1973:34) wrote that interlanguage studies came into prominence. It means that errors are focused to the psycholinguistics processes of second language acquisition and the status of learner-language systems.

For example : Rina was a girl beautiful

The example above shows that the learner directly transfers word by word to the target language. It is because in Bahasa Indonesia, adjectives as modifier are generally placed after noun.

Ubol (1981:8) stated that the causes of errors made by the students can be due to the interference from the native language and the interference with the target language.

Intralingual

Intralingual is the errors which are caused by the very complicated system of the target language itself. (Selinker, 1969:27). Here, the learners are not familiar with the sentences appropriately. Hence, the new system of a language is very important to make comparison of the two languages, because it can enlarge students’ knowledge about the new rule of grammar. Further, Richard (1985:176) stated that intralingual errors are those that reflect the general characteristics of rule learning.

For examples :

1. incorrect : Was the novel interested ?
correct : Was the novel interesting ?
2. incorrect : John go to school yesterday
correct : John went to school yesterday
3. incorrect : He buys the book yesterday
correct : He bought the book yesterday

The sentences above show that the students do not know or realize what kind of word must be used in a special utterance. In this case, they do not know what part of speech they should use. In addition, we find that the word interesting (in example 1) means “ menarik” and interested means “ tertarik”. These words have the same class that is adjective but the students do not know exactly how to use them in English.

In connection with intralingual, Richard (1985 : 47) divided intranlignual into four types namely overgeneration, ignorance of rules restriction, incomplete application and false concept hyphothesized.

1. Overgeneralization

Overgeneralization involves the creation of one deviation structure in place of two regular structures. It will be the result of learners reducing their linguistic burden.

Example : incorrect : I sleep this afternoon

correct : I slept this afternoon

2. Ignorance of Rule Restriction

The errors are closely related to the generalization of deviant structures. It is failure to observe the restriction of existing that is the application of rules to context where they do not apply.

Example : incorrect : This group was only for wives

correct : This group is only for wives

A learner of English has learned a rule for forming plural. This makes the prediction that a noun can be plural by adding s/es.

c. Incomplete Application of Rules

The occurence of structures where deviation represents the degree of development of the rules required to produce acceptable utterances. It means that the rules of a sentence can be produced through utterances.

Example : - Dit it work ?

- Yes, it work very well

The answer is not relevant to the standard rules. They are not applied completely by the students. The answer should be : *yes, it worked very well.*

d. False Concept Hypothesized

False Concept Hypothesized is faulty comprehension of distinction in the target language.

Example : incorrect : Take me a cup of tea, please

correct : Bring me a cup of tea, please

Translation

Translation by dictionary definition consists of changing from one state or form to another, to turn into one, own or another's language. (The merriam-webster, dictionary, 1974) translation is basically a change of form when we speak of the form of a language, we are referring to the actual words, phrases, clauses, sentences, paragraphs, etc, which are spoken or written. These forms are referred to as the surface structure of a language. It is the structural part of language which is actually seen in print or heard in speech. In translation, the form of the source language is replaced by the form of the receptor (target) language. But how is this change accomplished ? What determines the choices of form in the translation ?

The purpose of this text is to show that translation consists of transferring the meaning of the source language into the receptor language. This is done by going from the first language to the form of a second language by way of semantic structure.

The form from which the translation is made will be called the source language and the form into which it is to be changed will be called the receptor language. Translation then consists of studying the lexicon, grammatical structure, communication situation, and cultural context of the source language text, analyzing it in order to determine its meaning and then reconstructing this same meaning using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context.

Catford (1996:20) translation is the replacement of textual material in one language by equivalent textual material in another language. Then, Nida and Taber (1962:12) stated that translation consists of reproducing in the receptor language the closest natural equivalent of source language message the first in the terms of meaning, and secondly in the terms of style.

Further, Brislin (1976:1) said that translation is the general term referring to the transfer of thoughts and ideas from one language (source) to another (target) whether the language is written or oral form. Then , Mc. Quire (1980:3) stated that translation is the rendering of a source language text into the target language so as to ensure that :

1. The surface meaning of the two will be approximately similar
2. The structures of the language will be preserved as closely as possible but not so closely the target language structures will be seriously distorted.

If it is reviewed more profoundly, the four definitions above have something in common which can be considered as the characteristics of translation. That is the change of source language form into target language, on the other hand they have different on the stress of what is to be elements and grammatical forms of the source and the target language.

Principles of Translation

Sufficient knowledge of the source and target language is needed to produce a good translation and there are basically more things to be taken into account by a translator. The principles give much help to a translator. They show what to do and to leave.

Tyler (1978) and Mc. Quire (1980) formulated general principles as follows:

1. Translation has to be able to present a perfect transferring of ideas conveyed in the original text.
2. The style and way of translation have to have similarities with the original text
3. The translator has to perfect knowledge of the source language and target language
4. A translator has to use the form of speech generally used
5. A translator has to avoid translating word by word
6. A translator has to select and arrange the words accurately and properly

On the other hand, Snell and Hornby (1986:1234) said that could raise error in catching what is meant. It is because the culture aspect and context of the source language are ignored.

Therefore purpose of an opinion before the analysis of grammar and meaning of word relationship is done. Identification of text in culture context and its circumstance should be firstly conducted. Having analyzed the source language text carefully, the second step is transferring the elements carried in the meaning of source language into target language which take place in translator is mind. The third step is piling back the transferred elements based on the vocabulary, grammar, and general type in the target language.

Types and Categories of Translation

After knowing the definitions of translation we should also study the types and categories of translation in order to have a wider scope of it.

Catford (1969:21) divided translation into three distinctive types namely :

1. Full translation V.S Partial Translation
2. Total Translation V.S Restricted Translation
3. Rank of Translation

The distinction between full and partial translation relates to the extent of SL text, which is submitted to the translation process. In a full translation to the entire text is submitted to the translation process that is very part of SL is replaced by text material.

Examples :

| Indonesia | English |
|---------------------------------|---------------------------|
| 1. Aku cinta Indonesia | I love Indonesia |
| 2. Dia akan pergi kesana | He will go there |
| 3. Mereka tidak membeli apa-apa | They did not buy anything |

In partial translation, however some parts of the SL text are left untranslated. They are simply transferred to and incorporated in the TL text, either because they are regarded as untranslatable or the

liberate purpose of introducing local color into TL text or even because they are so common and frequently used that translation is not needed.

| Indonesia | English |
|-------------------------------|--------------------------------|
| 1. Saya senang hamburger | I like hamburger |
| 2. Orangutan sejenis monyet | The Orangutan is a kind of ape |
| 3. Kami memerlukan Micro Film | We need micro film |

The distinction between total and restricted translation relates to the levels of language involved in translation. In total translation SL grammar and lexis are replacement which entails the replacement of SL phonology. For example :

The Child / has slept / for / three / hours

Anak itu / telah tidur / selama / tiga / jam

Restricted translation at the grammatical and lexical level means respectively, replacement of lexis, and replacement of lexis by equivalent.

III. The Research Design

This study is an analysis research. It means that this study is intended to find out the lexical errors which are done by students of English Department in translating English text and the causes of errors the students made when translating English text.

This research was conducted by using descriptive design with qualitative approach- it was done with consideration that the purpose of this research to find out the lexical errors in translating English text and the correlation of the students' lexical error with the translating of English text.

The population of this research is the students of English Department Language and Art Faculty of HKBP Nommensen University 2006/2007 Academic year. The total is 20 students. The sample for this analysis research is not using random sample because the population is not large. All the samples are used. The samples in this analysis are the students of English Department 2006/2007 Academic which totally 20 students

In this study, the data was collected by giving tests to the students. The sources of the material were taken from the English book for students college based on the subject of the translation. The tests were based on the topic already learned. In constructing the test, the consideration was made based on the suitable level between the students and the material given.

In this research, two kinds of tests are administered, namely:

1. Lexical error test. It is multiple choice test. There are 20 questions to answers and each correct answer will be scored 2. the score of this test will be the score for the lexical errors item or variable X.

2. Translating English test. The test consists of two kinds of English text which one paragraph for each text. The translation test will be used to find out the lexical errors when translating English text to see the causes of errors and the effect and to make the translation score to see the significant correlation between the students' lexical errors and translating English Text. The score of this test will be the score for translation item or Variable Y.

In analyzing the data the writer will do some steps they are :

1. After getting the data, the writer will reread again and tabulate them.
2. Classify them based on the causes of errors and find out the effect based on the principles of translation

IV. Data Analysis

The data in these analysis are the result of the test that the students had done. There are 26 words as the errors which are taken from each text what the students has translated into Bahasa Indonesia. On the first text there is one paragraph which consists of 94 words and the lexical errors found are 14 words. On the second text there are two paragraphs which consist of 97 words and the lexical errors found are 12 words. Each text has different topic in which the first text is about geography, and the second text is about science. The data (the twenty six words) can be seen in the following, they are :

a. Text 1

As it has been mentioned before that there are found 14 words as the errors in the text 1, the explanation of the errors as in the following.

1. The word " Land "
 - the students translated as " daratan, negara bagian "
 - the translation should be " tanah "
 - the number of students translated as " daratan " : 4 students
 - the number of students translated as " Negara bagian " : 2 students
2. The word " People "
 - the students translated as "masyarakat, orang-orang"
 - the translation should be "penduduk"
 - the number of students translated as " masyarakat " : 10 students
 - the number of students translated as "orang-orang" : 3 students
3. The word " Varied "
 - the students translated as " beragam-ragam, bervariasi, bermacam-macam"
 - the translation should be "terdiri dari"
 - the number of students translated as "bervariasi" : 7 students
 - the number of students translated as "beragam-ragam" : 5 students
 - the number of students translated as "bermacam-macam" : 4 students
4. The word " Plains"
 - the students translated as "lahan,tanah"
 - the translation should be " padang-padang "
 - the number of students translated as " lahan " : 7 students
 - the number of students translated as " tanah " : 4 students

5. The word “ Continental “
 - the students translated as “ daerah, kawasan “
 - the translation should be “ daratan “
 - the number of students translated as “ daerah “ : 5 students
 - the number of students translated as “ kawasan “ : 6 students
6. The word “ Stretches “
 - the students translated as “ melebar, memanjang “
 - the translation should be “ membentang “
 - the number of students translated as “ melebar “ : 3 students
 - the number of students translated as “ memanjang “ : 7 students
7. The word “ On the “
 - the students translated as “ pada “
 - the translation should be “ di “
 - the number of students translated as “ pada “ : 7 students
8. The word “ Borders “
 - the students translated as “ bersebakahan, berseberangan “
 - the translation should be “ berbatasan “
 - the number of students translated as “ bersebelahan “ : 5 students
 - the number of students translated as “ berseberangan “ : 3 students
9. The word “ Reaches “
 - the students translated as “ meraih, mencapai “
 - the translation should be “ menjangkau “
 - the number of students translated as “ meraih “ : 3 students
 - the number of students translated as “ mencapai “ : 9 students
10. The word “ Travelling “
 - the students translated as “ berjalan-jalan, berkeliling “
 - the translation should be “ menempuh jarak “
 - the number of students translated as “ berjalan-jalan “ : 7 students
 - the number of students translated as “ berkeliling “ : 12 students
11. The word “ Takes “
 - the students translated as “ mengambil, mencapai “
 - the translation should be “ membutuhkan waktu “
 - the number of students translated as “ mengambil “ : 5 students
 - the number of students translated as : mencapai “ 3 students
12. The word “ Deserts “
 - the students translated as “ hadiah “
 - the translation should be “ padang pasir”
 - the number of students translated as “ hadiah “ : 1 student
13. The word “ Cross “
 - the students translated as “ menyebrangi ‘
 - the translation should be “ melintasi “
 - the number of students translated as ‘ menyebrangi “ : 13 students

14. The word “ Lies “

- the students translated as “ berbohong “
- the translation should be “ terletak/ berada “
- the number of students translated as ‘ berbohong “ : 1 student

b. Text 2

As has mentioned before that there are found 12 errors from the text 2. They are as in the following :

1. The word “ Heavens “

- the students translated as “ surga “
- the translation should be “ langit “
- the number of students translated as “ surga “ :14 students

2. The word “ Clear “

- the students translated as “ bersih “
- the translation should be “ cerah “
- the number of students translated as “ bersih “ : 9 students

3. The word “ Hang “

- the students translated as “ bergantung “
- the translation should be “ terhampar “
- the number of students translated as “ bergantung “ : 13 students

4. The word ‘ Jewel “

- the students translated as “ perhiasan, mutiara, berlian “
- the translation should be “ permata “
- the number of students translated as “ perhiasan “ : 8 students
- the number of students translated as “ mutiara “ : 3 students
- the number of students translated as “ berlian “ : 5 students

5. The word “ Against “

- the students translated as “ menantang, berjuang ‘
- the translation should be “ pada “
- the number of students translated as “ menantang “ : 9 students
- the number of students translated as “ berjuang “ : 2 students

6. The word “ Bathes “

- the students translated as “ memandikan, mengguyur “
- the translation should be “ menyinari “
- the number of students translated as “ memandikan “ : 6 students
- the number of students translated as “ mengguyur “ : 4 students

7. The word “ Those who “

- the students translated as “ itu yang, yang membuat ‘
- the translation should be “ orang yang “
- the number of students translated as “ itu yang “ : 7 students
- the number of students translated as “ yang membuat “ : 4 students

8. The word “ Wonder “

- the students translated as “ kebingungan, takjub “
- the translation should be “ bertanya-tanya “
- the number of students translated as “ kebingungan “ : 4 students

- the number of students translated as “ takjub “ : 15 students
9. The word “ Organized “
- the students translated as “ disusun, dibentuk, ditata “
 - the translation should be “ pengaturannya “
 - the number of students translated as “ disusun “ : 7 students
 - the number of students translated as “ dibentuk “ : 8 students
 - the number of students translated as “ ditata “ : 3 students
10. The word “ Started “
- the students translated as “ dimulai, dilaksanakan “
 - the translation should be “ terjadi “
 - the number of students translated as “ dimulai “ : 11 students
 - the number of students translated as “ dilaksanakan “ : 3 students
11. The word “ Come to be “
- the students translated as “ datang, menjadi “
 - the translation should be “ ada “
 - the number of students translated as “ datang “ : 9 students
 - the number of students translated as “ menjadi “ : 7 students
12. The word “ Hold “
- the students translated as “ dipegang, didapat “
 - the translation should be “ terbentang “
 - the number of students translated as “ dipegang “ : 8 students
 - the number of students translated as “ didapat “ : 3 students

After getting the data, the writer will analyze the data and find out the cause of the errors. The analysis can be seen in the following.

Analysis the Lexical Errors and Finding Out the Causes of Errors

a. Text 1

1. The word “ Land “

The sentence : The Land and the people

The words above are the title of text 1. The error is found in the word “ land “. In here the students translated it as “ daratan, Negara bagian”. It is primary meaning/ translation of the word “ land “ in Bahasa Indonesia. But the word above does not ask for that meaning. The meaning or the translation for that word is the secondary meaning, and the secondary meaning is “ tanah “. so the translation for the sentence above is “ tanah dan penduduk “. According to the analysis of the lexical error above it can be known that the cause of error is intralingual which caused by the very complicated system of the target language. Here the learners are not familiar with the sentence appropriately.

2. The word “ People “

The sentence: The Land and the people

The words above are the title of text 1. The error is found in the word “ people “. In here the students translated it as “ orang-orang”. It is the primary meaning/ translation of the word “ people “ in Bahasa Indonesia. But the word above does not ask for that meaning. The meaning for that word is the secondary meaning, and the secondary meaning is “ penduduk”. So the translation for the sentence above is “ tanah dan penduduk”. According to the analysis of the lexical error abover it can be known that the cause of the error is intralingual which caused by the very complicated system of the target language. Here the learners are not familiar with the sentence appropriately.

3. The word “ Varied “

The Sentence : The United States is varied of forest, deserts, mountains, high flat lands and fertile plains.

The word “ varied “ was translated by some students as “ beragam-ragam,bervariasi, bermacam-macam”. If we see in the dictionary the meanings of the word varied are true. The sentence above does not need the primary meaning because they are not suitable for the sentence. So, the right meaning or translation to the word “ varied” is “ terdiri dari”. From the analysis above the cause of error is intralingual which is caused by the interference of the learner’s native language where the learners are automatically transferring their native language into the target language.

4. The word “ Desert “

The Sentence : The United States is varied of forest, deserts, mountains, high flat lands and fertile plains.

The word “ desert “ was translated by some students as “ hadiah “. The translation “hadiah” is not suitable for the sentence above. Actually the meaning “ hadiah “ is included to the secondary meaning. So the meaning/translation for the word “ deserts” in the sentence above is “ pandang pasir “. It is the primary meaning of that word. From the analysis can be seen that the cause of error is intralingual.

5. The word “ Plains “

The Sentence : The United States is varied of forest, deserts, mountains, high flat lands and fertile plains.

The word ‘ plains “ was translated by some students as “tanah, lahan”. If we check our dictionary the meaning / translation of “tanah” or “lahan” is right. But we need to find the suitable word as the translation of the word “plains”. And the meaning according to the context of the sentence above is “ pandang-pandang” and the meaning is in the plural. From the analysis above can be known the cause of errors is intralingual and interlingual. So the translation for the sentence above is “ Amerika serikat terdiri

dari tanah yang beraneka ragam bentuk, hutan, padang pasir, dataran tinggi, dan padang-padang yang subur”.

6. The word “ Continental”

The sentence : The Continental United States stretches 4.500 kilometers from the Atlantic Ocean on the east to Pacific Ocean on the west.

The word “ continental” was translated by some students as “benua” and “daerah”. Those are as the primary meaning of that word and not suitable for the sentence and we need to find the other meaning or the secondary meaning. So the secondary meaning of the word “continental” is “ daratan” and it is more suitable for the sentence. From the analysis can be known the cause of error is intralingual.

7. The word “ Stretches “

The sentence : The Continental United States stretches 4.500 kilometers from the Atlantic Ocean on the east to Pacific Ocean on the west.

The word “Stretches “ was translated by some students as “melebar, memanjang”. Those are as the primary meaning of that word, and not suitable for the sentence above because those meaning can be made for the size thing that we want to measure, how far or large. So, we need to find the secondary meaning, and the secondary meaning of that word is “ membentang “. From the analysis above can be known the cause of the error is intralingual.

8. The word “ On the “

The sentence : The Continental United States stretches 4.500 kilometers from the Atlantic Ocean on the east to Pacific Ocean on the west.

The word “ on the “ was translated by some students as “ pada “. Based on the context of the sentence, the word “ pada “ is not suitable. The right meaning is “ di “ because it tells about the borders of the two places. So the translation for the sentence above is : Daratan Amerika Serikat membentang 4.500 kilometer di Atlantik di sebelah timur sampai Samudra Pasifik di barat.

9. The word “ Border “

The Sentence : It borders Canada on the north and reaches south to Mexico and gulf of Mexico.

The word ‘ border “ was translated by some students as “ bersebelahan, bersebrangan”. But according to the context of the text, the right meaning is “berbatasan”. Because in the sentence there are two countries or areas. To say the two areas/ countries are close each other we have to say in the meaning

such “ berbatasan “ not ‘ bersebelahan or berseberangan “. From the analysis above can be said that the cause of error is interlingual.

10. The word “ Reaches “

The Sentence : It borders Canada on the north and reaches south to Mexico and gulf of Mexico.

The word “ reaches” was translated by the students as “ meraih’ and “ mencapai

“ the target language/meaning of the words ‘reaches” based on the context of the sentence is “ menjangkau “. So the meaning of “meraih, mencaapai” are not suitable for the word ‘ reaches” although if we see in the dictionary the meaning “ meraih, mencapai” are true as the meaning of that word. It is primary meaning. From the analysis can be known the cause of error is intralingual.

So the translation for the sentence above is : “ Amerika Serikat berbatasan dengan Kanada di utara, dan menjangkau ke selatan Meksiko sampai teluk Meksiko.

11. The word “ Travelling “

The sentence : A fast rail road train travelling 96 kilometers an hour, takes more than 45 hours to cross the country.

The word “ traveling “ was translated by some students as “jalan-jalan,berkeliling “. Based on the context those meanings or translation are not suitable in the sentence because the context is not about holiday. the meaning of the word “ traveling” is “menempuh jarak”. From the analysis can be known the cause of error is intralingual and interlingual.

12. The word “takes”

The sentence : A fast rail road train traveling 96 kilometers an hour, takes more than 45 hours to cross the country.

The word “ takes” was translated by the students as “ mengambil and mencapai “. But those meanings are not suitable for the sentence above. It is impossible to say “mengambil waktu” but it is possible to say “ membutuhkan waktu “. So we need the meaning for the translation of the word “ takes “ is the secondary meaning “ membutuhkan waktu “. From the analysis above can be said known the cause of error is intralingual.

13. The word “ Cross”

The sentence : A fast rail road train traveling 96 kilometers an hour, takes more than 45 hours to cross the country.

The word “cross” was translated by the students as “ menyebrangi”. is not suitable. It is the primary meaning of that word. Now we need to use the secondary meaning that is ‘ melintasi “and it is very suitable for the context of the sentence. From the analysis can be known the cause of error is intralingual and interlingual.

So the translation for the sentence above is Sebuah kereta api cepat yang menempuh jarak 96 kilometer perjam akan membutuhkan waktu lebih dari 54 jam untuk melintasi negeri.

14. The word “ lies”

The sentence : Almost every kinds of climate may found but the country lies mostly in the temperate zone.

The word “ lies “ was translated by the students as “ berbohong”. Base on the context of the sentence above the meaning “ berbohong” is not suitable for the sentence. The other meaning must be found. The suitable meaning for that word is “ terletak” and this meaning also can be found in the dictionary. From the analysis can be known the cause of error is intralingual.

So the translation for the sentence above is : Hampir semua jenis iklim terdapat disana, tetapi kebanyakan negara bagian terletak pada iklim yang lunak.

b. Text 2

1. The word “ heavens”

The sentence : For thousand of years, people have marveled at the starry heavens.

The word “ heavens” was translated by some students as “ surga “. It is the primary meaning of that word. And for the sentence we need the secondary meaning and the secondary meaning is ‘ langit “. From the analysis can be known the cause of error is intralingual. So the translation for the sentence is “ selama beribu-ribu tahun, manusia telah mengagumi langit yang berbintang”.

2. The word “ clear “

The sentence : On a clear night, the beautiful stars hang like shining jewels against the darkness of space.

The word clear was translated by some students as “ bersih “. It is the primary meaning of that word and the primary meaning is not suitable for the sentence. We need to use the secondary meaning “ cerah “ and it is suitable for the sentence. From the analysis can be known the cause of error is intralingual.

3. The word “hang”

The sentence : On a clear night, the beautiful stars hang like shining jewels against the darkness of space.

The word “hang” was translated as “bergantungan”. It is the primary meaning and it is impossible to say “ bintang bergantungan “. But because the stars are so many in the sky, the secondary meaning will be used as the meaning of that word. And the secondary meaning is “ terhampar “. From the analysis can be known that the cause of error is intralingual.

4. The word “jewel”

The sentence : On a clear night, the beautiful stars hang like shining jewels against the darkness of space.

The word “ jewel “ was translated by the students as “perhiasan,berlian, and mutiara “. Those are the same. But for the sentence above is more suitable if we use the meaning “ permata” because for the idiom meaning mostly used the word “permata”. From the analysis can be known the cause of error is interlingual.

5. The word “against”

The sentence : On a clear night, the beautiful stars hang like shining jewels against the darkness of space.

The word “against” was translated as “ menantang, berjuang “. But in the sentence above the meaning is not ‘ menantang or berjuang” but the meaning is “pada”. We don’t use the primary meaning but we use the other meaning which is called as the secondary meaning. From the analysis can be known the cause of error is intralingual.

6. The word “ bathes”

The sentence : A moonlit night bathes the earth with a beauty all its own.

The word “bathes” was translated as “ memandikan, mengguyur “. Those are the primary meaning of that word. But for the sentence above, the word ‘ bathes “ can not be translated as “ memandikan or mengguyur “, but we must use the secondary meaning and the secondary meaning is “menyinari”. Because the moonlit doesn’t memandikan but menyinari. From the analysis above can be known that the cause of error is intralingual.

7. The word “ those who”

The sentence : Those who think about what they see often wonder.

The word “ those who” was translated as “ itu yang and yang membuat “. Based on the context, the meaning or the translation toward the “ those who “ is “ orang yang “. It can be known from the subject ‘ who’. Who is the relative pronoun and it is as the subject of that sentence. The word “ who” follows the word “ those “. so the word “ those who “ is translated as “ orang yang”. From the analysis above can be known the cause of error is interlingual.

8. The word “wonder “

The sentence : Those who think about what they see often wonder.

The word “ wonder” was translated by some students as “ kagum,takjub “. If we check our dictionary the meaning of that word can be true, but if we make those as the translation of the word “wonder”, the translation / meanings are not suitable for the sentence. So we need to find the other meaning, and the right meaning toward the sentence above is “ bertanya-tanya”. From the analysis can be known the cause of error is intralingual.

9. The word ‘organized”

The sentence : How is it organized?. The lexical error in the sentence above is : organized.

The word “orgainized” was translated by some students as “ disusun, ditata, dibentuk” and even there is student transleated as “ di organisasikan”. Those are can be true but not suitable for the sentence and the context of the text. The right meaning to use is “ diatur”. From the analysis can be known that the cause of error is interlingual.

10. The word “ started”

The sentence : Can we find out how it all got started ?.

The error in the sentence above is “ started”

The word “started” was translated by some students as ‘ dimulai, diawali,or dilaksanakan”. Some of those meaning are the primary meaning of the word “ started”. And according to the context of the sentence and the text, we must use the secondary meaning. The secondary meaning of that word is “ terjadi “. From the analysis can be known the cause of error is intralingual and interlingual.

11. The word “ come to be”

The sentence : Answer to these questions would not doubt help to determine more accurately why the earth with its human and other life came to be and what the future may hold.

The word “ come to be “ was translated by some students as “ menjadi ,datang “. It is the wrong interpretation from students. The students do not understand the sentence and the context of the text. The right meaning of the word “ come to be” in the sentence above is “ ada “. And from the analysis can be known the cause of error is intralingual.

13. The word “ hold”

The sentence : Answer to these questions would not doubt help to determine more accurately why the earth with its human and other life came to be and what the future may hold.

The word “ hold” was translated by some students as “ dipegang and di dapat”. Those meanings are found in the dictionary but not suitable for the sentence. The right meaning is “ terbentang”. It is the secondary meaning of the word “ hold “. It is made based on the context of the sentence. From the analysis can be known the cause of error is intralingual.

The Effects of Making Errors When Translating English Text

After analyzing the causes of making lexical errors when translating English text, the writer found that there are some effects that occur toward the meaning that we will get from the English text. The effects can be seen based on the general principles of translation as the writer has explained in the previous chapter. According to the principles of the translation, the effects that occurred when the students did lexical errors in translating English text are as in the following.

1. The transferring of ideas of the whole text is not perfect anymore and not suitable to what the texts are talking about.
2. There is no more similarities toward the original text.
3. The translator can not get the target language of the word that the translator wants to translate.
4. The translators do not have the perfect language of the source language so it makes the translator finding difficulty to get the target language.
5. The translator can not convey the information from text totally.

The Percentage of the Analysis of the Errors

Table 1 The Percentage of the Analysis of Errors in the Text 1

| The Word The Error) | Answer | Target Meaning | Number of Students | Percentage (%) | The Percentage | Total | The cause |
|-------------------------|---------|----------------|--------------------------|---------------------|-------------------|-------|--------------|
| Land | Daratan | Tanah | 4 | 20% | 25% | | Intralingual |

| | | | | | | |
|-------------|----------------|---------------------|----|-----|-----|--------------|
| | Negara bagian | | 2 | 5% | | |
| People | Masyarakat | Penduduk | 10 | 50% | 65% | Intalingual |
| | Orang-orang | | 3 | 15% | | |
| Varied | Beragam-ragam | Terdiri dari | 5 | 25% | 75% | Interlingual |
| | Bervariasi | | 7 | 35% | | |
| | Bermacam-macam | | 4 | 20% | | |
| Deserts | Hadiah | Padang Pasir | 1 | 5% | 5% | Intralingual |
| Plains | Lahan | Padang-padang | 7 | 35% | 55% | Interlingual |
| | Tanah | | 4 | 20% | | |
| Continental | Daerah | Daratan | 5 | 25% | 55% | Interlingual |
| | Kawasan | | 6 | 30% | | |
| Stretches | Melebar | Membentang | 3 | 15% | 50% | Intralingual |
| | Memanjang | | 7 | 35% | | |
| On the | Pada | Di | 7 | 35% | 35% | Interlingual |
| Borders | Berseberangan | Berbatasan | 5 | 25% | 40% | Interlingual |
| | Bersebelahan | | 3 | 15% | | |
| Reaches | Meraih | Menjangkau | 3 | 15% | 60% | Interlingual |
| | Mencapai | | 9 | 45% | | |
| Travelling | Berjalan-jalan | Menempuh Jarak | 7 | 35% | 95% | Intralingual |
| | Berkeliling | | 12 | 60% | | |
| Takes | Mengambil | Membutuhkan waktu | 5 | 25% | 40% | Intralingual |
| | Mencapai | | 3 | 15% | | |
| Cross | Menyebrangi | Melintasi | 13 | 65% | 65% | Interlingual |
| Lies | Berbohong | Terletak/ Berada | 1 | 5% | 5% | Intralingual |

Table 2 The Percentage of the Analysis of Errors in Text 2

| The Word (The Error) | Answer | Target Meaning | Num bers of Stude nts | Precent age (%) | The Total Perce ntage | The Cause |
|---------------------------|--------------|--------------------|-----------------------------------|-------------------------|--------------------------------|--------------|
| Heavens | Langit | Surga | 14 | 70 % | 70% | Intralingual |
| Clear | Bersih | Cerah | 9 | 45% | 45% | Intralingual |
| Hang | Bergantungan | Terhamp ar | 13 | 65% | 65% | Intralingual |
| Jewel | Perhiasan | Permata | 8 | 40% | 75 % | Interlingual |
| | Mutiara | | 3 | 15% | | |
| | Berlian | | 5 | 20% | | |
| Against | Menantang | Pada | 9 | 45% | 55% | Intralingual |
| | Berjuang | | 2 | 10% | | |
| Bathes | Memandikan | Menyinar i | 6 | 30% | 50% | Intralingual |
| | Mengguyur | | 4 | 20% | | |
| Those who | Itu yang | Orang yang | 7 | 35% | 55% | Interlingual |
| | Yang membuat | | 4 | 20% | | |
| Wonder | Kebingungan | Bertanya -tanya | 4 | 20% | 45% | Intralingual |
| | Takjub | | 5 | 25% | | |
| Organized | Disusun | Pengatur annya | 7 | 35% | 90% | Interlingual |
| | Ditata | | 3 | 15% | | |
| | Dibentuk | | 8 | 40% | | |
| Started | Dimulai | Terjadi | 11 | 25% | 40% | Intralingual |
| | Dilaksanakan | | 3 | 15% | | |
| Come to be | Datang | Ada | 9 | 45% | 80% | Intralingual |
| | Menjadi | | 7 | 35% | | |
| Hold | Dipegang | Terbenta | 8 | 40% | 55% | Intralingual |

| | | | |
|---------|----|---|-----|
| Didapat | ng | 3 | 15% |
|---------|----|---|-----|

From the two table above can be seen that the dominant cause of the errors is the intralingual cause and almost all students of 200/2007 Academic year did errors when translating English text that had been given by the writer.

Having analyzed the data presented in the previous chapter, the writer drew some conclusions toward her analysis, they are :

1. There are some causes that the students made errors when translating English text into Bahasa Indonesia.
2. The causes of students did errors when translating English text are the interlingual and intralingual causes.
3. The dominant cause of errors the students made when translating English text into Bahasa Indonesia is the intralingual.
4. There are some effects that appear because of doing the errors when translating English text.
5. The students do not know the context well
6. They do not know the technique of translating in giving the meaning such as the primary meaning and the secondary meaning.

In relation to the conclusions above, some points are suggested such as the students should develop their vocabularies in order to support their abilities to translate English text or to build good interpretation. The students should aware that the context plays the important roles in translating English texts. The students should comprehend many theories of the translation in order to improve their capabilities in translating English text.

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