INTERLANGUAGE IN THE TRANSLATION OF SEVENTH SEMESTER STUDENTS OF STUDY PROGRAM OF ENGLISH UNIVERSITAS BRAWIJAYA

THESIS

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UNIVERSITAS BRAWIJAYA
2014

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OF SEVENTH SEMESTER STUDENTS OF
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THESIS

Presented to
Universitas Brawijaya
in partial fulfillment of the requirements
for the degree of *Sarjana Sastra*

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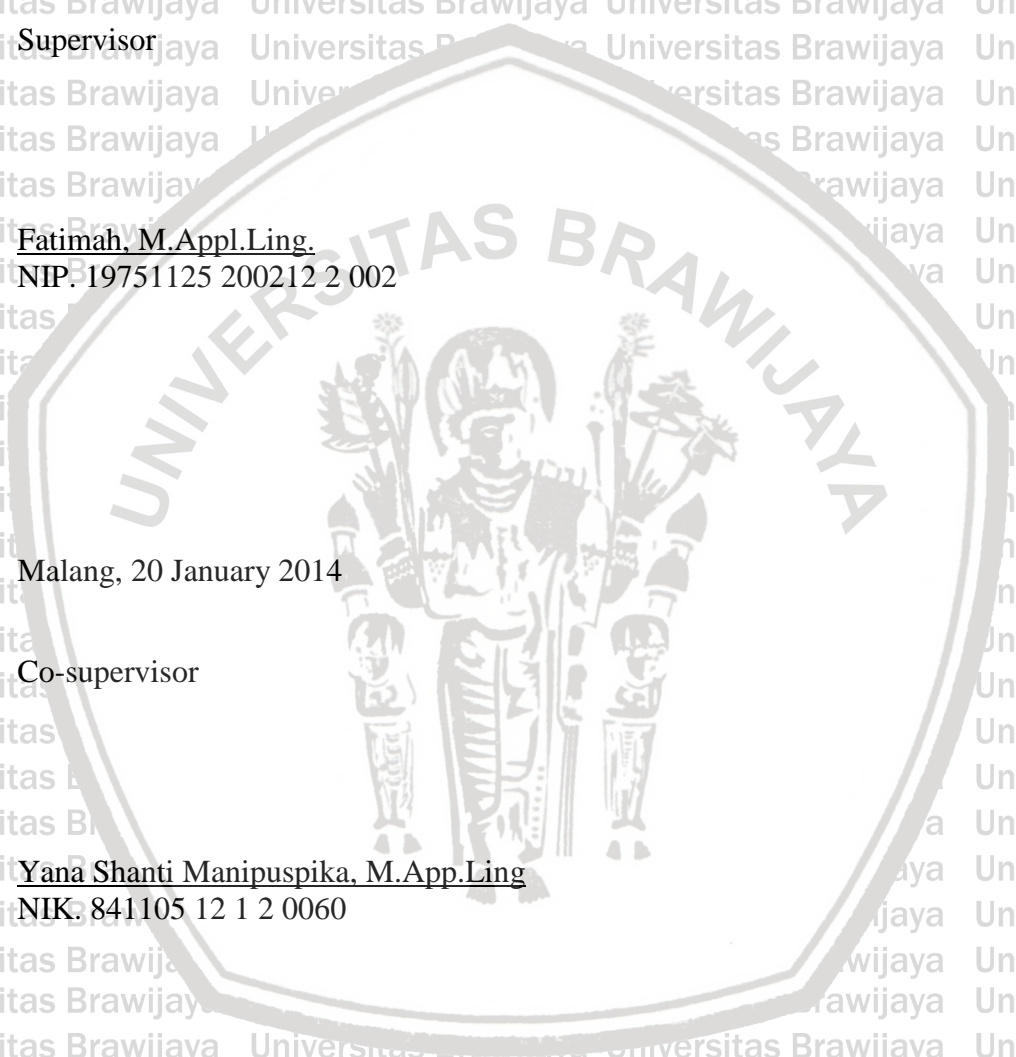
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ABSTRACT

Hakiki, Muhammad Aminullah. 2013. **Interlanguage in the Translation of Seventh Semester Students of Study Program of English Universitas Brawijaya**. Study Program of English, Department of Languages and Literature, Faculty of Cultural Studies, University of Brawijaya. Supervisor: Fatimah; Co-supervisor: Yana Shanti Manipuspika.

Keywords: Error, interlanguage, translation, interference error, intralingual error.

Language is used in human communication, either in spoken or written one. Language as a source of communication has a vital role in human life. As people communicate with other people with different languages, it is not enough only to learn one's native language. To strive in this globalization era, a person needs to learn foreign languages and master the skills especially translation. The more languages one can master, the more he is able to compete. One of the foreign languages that should be learned is English as it is one of the languages that is used in communication around the world. In this research, the researcher investigates the kinds of errors and most frequent errors produced by seventh semester students in their translation.

The researcher used qualitative research and content analysis in order to answer the research problems. In analyzing the data, the researcher used the theory of sources of errors by Richards (1971) and Lott (1983). The data were five translations made by seventh semester students who have taken "Introduction to Translation" class with a grade of A. In data collection, the researcher provided the participants a test in which they have to translate from Bahasa Indonesia to English within 45 minutes.

This study found that the most frequent error is false concept hypothesized with 59 errors (68.7%), followed by incomplete application of rules with 17 errors (19.4%), then interlingual with 7 errors (7.6%), and transfer of structure with 4 errors (4.3%).

The researcher found that there are still many translation errors made by the students even though they have high grades in the translation class. The researcher suggests the next researchers who want to conduct a similar study by using another theory and giving the participants a different criteria, like the TOEFL score.

ABSTRAK

Hakiki, Muhammad Aminullah. 2013. **Interlanguage di Terjemahan yang Dibuat oleh Mahasiswa Semester Tujuh Program Studi Bahasa Inggris Jurusan Bahasa dan Sastra Fakultas Ilmu Budaya Universitas Brawijaya.** Program Studi Bahasa Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: (I) Fatimah; (II) Yana Shanti Manipuspika.

Kata Kunci: Kekeliruan, *interlanguage*, terjemahan, kekeliruan interference, kekeliruan *intralingual*.

Bahasa digunakan manusia dalam berkomunikasi, dalam bentuk lisan maupun tulis. Bahasa sebagai sumber komunikasi memiliki peran yang sangat penting dalam kehidupan manusia. Manusia berkomunikasi dengan manusia lain yang memiliki bahasa yang berbeda, oleh karena itu, tidaklah cukup hanya dengan mempelajari bahasa ibu. Untuk berjuang di era globalisasi ini, diperlukan untuk mempelajari bahasa-bahasa asing dan menguasai keterampilan bahasanya khususnya menerjemah. Semakin banyak bahasa yang dikuasai, semakin bisa orang itu untuk berkompetisi. Salah satu bahasa asing yang harus dipelajari adalah bahasa Inggris karena merupakan salah satu bahasa yang digunakan dalam berkomunikasi di seluruh dunia. Dalam penelitian ini, peneliti akan menginvestigasi jenis kekeliruan dan kekeliruan terbanyak yang dihasilkan oleh mahasiswa semester tujuh dalam terjemehan mereka.

Peneliti menggunakan metode kualitatif dan analisa konten untuk menjawab rumusan masalah. Dalam menganalisis data, peneliti menggunakan teori sumber kekeliruan oleh Richards (1971) dan Lott (1983). Data dalam penelitian ini adalah lima terjemahan yang dibuat oleh mahasiswa semester tujuh yang telah mengambil kelas "Introduction to Translation" dan memiliki nilai A. Dalam pengumpulan data, peneliti memberikan tes kepada peserta yang dimana mereka harus menerjemahkan dari Bahasa Indonesia ke Bahasa Inggris dalam waktu empat puluh lima menit.

Keslalahan terbanyak yang ditemukan dalam studi ini adalah *false concept hypothesized* dengan 59 kekeliruan (68.7%), diikuti *incomplete of application of rules* dengan 17 kekeliruan (19.4%), lalu *interlingual* dengan 7 kekeliruan (7.6%), dan *transfer of structure* dengan 4 kekeliruan (4.3%).

Peneliti menemukan bahwa masih banyak kekeliruan terjemahan yang dilakukan oleh mahasiswa semester tujuh meskipun nilai di kelas terjemah tinggi. Peneliti menyarankan kepada peneliti selanjutnya yang ingin melanjutkan penelitian yang sama menggunakan teori lain atau sama dan partisipan yang sama tetapi menggunakn kriteria yang berbeda, seperti kriteria nilai TOEFL.

ACKNOWLEDGEMENTS

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CHAPTER I

INTRODUCTION

This chapter presents an introduction consisting of background of the study, problems of the study, objectives of the study, and definition of key terms.

1.1 Background of the Study

Language is used in human communication, either in spoken or written one. Language as a source of communication has a vital role in human life. As people communicate with other people with different languages, it is not enough only to learn one's native language. To strive in this globalization era, a person needs to learn foreign languages. The more languages one can master, the more he is able to compete. Thus, it is important to learn a foreign language. One of the foreign languages that should be learned is English as it is one of the languages that is used in communication around the world.

English has been known and used as an international language. As we are learners of English or whereas English is our second language (L2), it is important for us to understand and master the language skills. Such language skills are speaking, writing and furthermore language transfer or in other words translation. Translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL) (Catford, 1965, p.20). As the world is evolving and expanding, translation or language transfer has become a demand. As it has become a demand, efficient and effective translation is well

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needed. To fulfill those criteria competent translators are needed. Thus, the understanding of language transfer and the ability to do so is very well needed.

Jakobson (1959) in his seminar paper, 'On Linguistic Aspects of Translation' makes a very important distinction between three types of written translation 1) Intralingual translation or rewording is an interpretation of verbal signs by means of other signs of the same language, 2) Interlingual translation or translation proper is an interpretation of verbal signs by means of some other language, 3) Intersemiotic translation or transmutation is an interpretation of verbal signs by means of signs of nonverbal sign systems. In this research, the researcher only focuses on the second type of translation which is interlingual translation because later the researcher asked the participant to translate from Bahasa Indonesia to English.

In Indonesia, English is a foreign language and learned from the education stage of elementary until the stage of university. As English has become a must in Indonesian education, it is then expected that Indonesian students as foreign learners master the language skills of English. But, the fact speaks differently, errors are still found especially in their writings and translation. This certain language phenomenon is due to the complexity of writing and translation. It is also because of the language transfer from first language/mother tongue (L1) to L2 which usually causes some problems. Selinker (1977) proposes the term "interlanguage" to refer to the language system of the second language learner, a system distinct from both the native as well as the target language. His language system contains elements of both the first language as well as the target

language. For example, students who are studying English at Faculty of Cultural Studies, Brawijaya University are also found to make errors in their writing and translation. It is caused by the combination of the elements of the first language and the target language. Students of English Literature at Faculty of Cultural Studies deepen their knowledge about English, and one of the subjects they have is translation. In the translation class, they are taught how to translate sentences or texts from their L1 (Bahasa Indonesia) to their L2 (English) and vice versa. The standard of how well a student understands translation is based on the grades they get. A better grade gives them the potential in having good translation but sometimes the grades and their understanding of translation speaks differently. It is very often that errors are still found in their translation even though their grades are high.

As of that, this study primarily deals with the language transfer or translation of seventh semester students of Study Program of English in Faculty of Cultural Studies, Universitas Brawijaya who have grades of A and those who have participated in "Introduction to Translation" class. The researcher chooses the specific criteria of the participants because it eased the researcher, as the participants have already known about translation. The criteria of having grades of A in their translation class is chosen because it is expected that they have the capability in translating texts in which it is very essential in this research. It is also expected that they produced less errors as they have good grades.

In this research, the researcher focused on the interlanguage based on the sources of errors. It is expected that this research benefits the reseacher as he can

know what interlanguage errors are made by the students in their translation based on the sources of errors and why those errors occur. As for the students, it helps them in knowing their errors and why they make the errors. This research also benefits the translation class itself, especially for the lecturers because it gives them insights of what interlanguage errors their students make and why those errors occur, so that the lecturers are able to anticipate and give solutions to these problems in their future classes. Therefore, the researcher chooses the title "Interlanguage In The Translation of Seventh Semester Students of Study Program of English Universitas Brawijaya".

1.2 Problems of the Study

Based on the background above, the problems of the study are formulated as follows:

1. What types of interlanguage errors are produced in the translation done by the students based on the sources of errors?

2. What is the most frequent type of error made by the students based on the sources of errors?

1.3 Objectives of the Study

The objectives of the study are:

1. To find out what type of interlanguage errors are made in the translations done by the students based on the sources of errors.

2. To find out what is the most frequent type of error made by the students based on the sources of errors.

1.4 Definition of Key Terms

The following are some key terms that are useful to understand this study better:

1. **Error**: a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner (Brown, 2000, p.217).

2. **Interlanguage** : to the systematic knowledge of an L2 which is independent of both these learner's L1 and the target language (Selinker 1972, cited in Ellis 1994, p. 710).

3. **Translation**: the replacement of textual material in one language (SL) by equivalent textual material in another language (TL) (Catford, 1965, p.20).

4. **Interference error:** is an error that occur as a result of the use of element from one language while speaking another (Richards 1971, p.58).

5. **Intralingual error:** is an error that reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply (Richards 1971, p.58)

REVIEW OF RELATED LITERATURE

This chapter provides the theoretical frameworks, they are second language acquisition, interlanguage, errors vs mistakes, error analysis, error analysis steps, sources of errors, translation, and also previous studies.

2.1 Second Language Acquisition

Dulay, Burt, and Krashen (1982) state that second language acquisition (L2) is the process of learning another language after the basics of the first have been acquired. Sometimes researchers refer to this process as sequential language acquisition to differentiate it from simultaneous or bilingual acquisition, which is the acquisition of two languages simultaneously. Second language acquisition includes learning a new language in a foreign language context (e.g. English in Mexico or German in the United States) as well as learning a new language in a host language environment (e.g. German in Germany).

Saville-Troike (2006, p.2) defines SLA as both the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language. As second language acquisition is a process where someone learns or acquire a second language which in this research the L2 is English, it is natural that they make errors. The errors that occur is based on the language system which a second language learner creates called interlanguage.

2.2 Interlanguage

Based on Crystal (2008, p.249), interlanguage is the linguistic system created by someone in the course of learning a foreign language, different from either the speaker's first language or the target language being acquired. It reflects the learner's evolving system of rules, and results from a variety of processes, including the influence of the first language (transfer), contrastive interference from the target language, and the overgeneralization of newly encountered rules.

Selinker (1972, cited in Ellis 1994, p. 710) coins the term interlanguage to refer to the systematic knowledge of an L2 which is independent of both these learner's L1 and the target language. The term has come to be used with different but related meanings: (1) to refer to the series of interlocking systems which characterize acquisition, (2) to refer to the system that is observed at a single stage of development ('an interlanguage'), and (3) to refer to particular L1/L2 combinations(for example, L1 French/L2 English v. L1 Japanese/L2 English)

An interlanguage based on Selinker (1972, cited in Savoile-Troike 2006, p.41) has the following characteristics:

- Systematic. At any particular point or stage of development, the interlanguage is governed by rules which constitute the learner's internal grammar. These rules are discoverable by analyzing the language that is used by the learner at that time – what he or she can produce and interpret correctly as well as errors that are made.

- Dynamic. The system of rules which learners have in their minds changes frequently, or is in a state of flux, resulting in a succession of interim grammars. Selinker views this change not as a steady progression along a continuum, but discontinuous progression "from stable plateau to stable plateau" (1992, p.226).

- Variable. Although the IL is systematic, differences in context result in different patterns of language use.

- Reduced system, both in form and function. The characteristic of reduced form refers to the less complex grammatical structures that typically occur in an IL compared to the target language (e.g. omission of inflections, such as the past tense suffix in English). The characteristic of reduced function refers to the smaller range of communicative needs typically served by an IL (especially if the learner is still in contact with members of the L1 speech community).

Selinker (1972, cited in Savoille-Troike 2006, p.41) stresses that there are differences between interlanguage (IL) development in SLA and L1 acquisition by children, including different cognitive processes involved (McLaughlin, 1987, cited in Savoille-Troike 2006, p.41):

- Language transfer from L1 to L2.

- Transfer of training, or how the L2 is taught.

- Strategies of second language learning, or how learners approach the L2 materials and the task of L2 learning.

- Strategies of second language communication, or ways that learners try to communicate with others in the L2.

- Overgeneralization of the target language linguistic material, in which L2 rules that are learned are applied too broadly. (Overgeneralizations include some of the intralingual or developmental errors which were illustrated in the previous section.)

Thus, interlanguage is a linguistic system which is created by someone when learning a second language. This linguistic system is different from both their first and second language but are influenced by the two languages. This linguistic system is dynamic which means that it can change from time to time. These theories proposed by Selinker and McLaughlin is used to identify the interlanguage made by the seventh semester students of Study Program of English in their translation.

2.3 Errors vs Mistakes

According to Brown (2000, p.217) a mistake refers to a performance error that is either a random guess or a slip, in that it is a failure to utilize a known system correctly. While an error is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. Other than that, mistakes can be self corrected when attention is called to them while errors cannot because errors are produced unconsciously.

According to Corder (1967, cited in Ellis 1994, p.714) a mistake is a deviation in learner's language that occurs when learners fail to perform their

competence. It is a lapse that reflects processing problems. While an error according to Corder (1967, cited in Ellis 1994, p.700) is a deviation in learner language which results from lack of knowledge of the correct rule.

Thus, the main difference that can distinguish mistakes and errors is the ability of someone to correct. If one is unable to correct a certain mistake, it is called an error. On the other hand, if one is able to correct a certain mistake it is merely a mistake.

2.4 Error Analysis

The fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors, called error analysis (Brown, 2000, p. 218).

According to Savoille-Troike (2006, p.37), Error Analysis (EA) is the first approach to the study of SLA which includes an internal focus on learners' creative ability to construct language. It is based on the description and analysis of actual learner errors in L2, rather than on idealized linguistic structures attributed to native speakers of L1 and L2 (as in CA).

Corder (1974, cited in Ellis 1994, p.701) states that Error Analysis involves a set of procedures for identifying, describing, ad explaining errors in learner language. Error Analysis for pedagogical purposes has a long history but its use as a tool for investigating how learners learn a language is more recent.

2.4.1 The Steps in Error Analysis

Corder (1974, cited in Ellis 1994, p. 48) suggests the following steps in Error Analysis Research:

1. Collecting of a sample of learner language

   The starting point in error analysis is deciding what samples of learner language to use for the analysis and how to collect these samples.

2. Identification of errors

   Once the samples of learner language has been collected, the errors in the samples have to be identified.

3. Description of errors

   The description of learner errors involves a comparison of the learner's idiosyncratic utterances with a reconstruction of those utterances in the target language. It requires, therefore, attention to the surface properties of the learners' utterances (i.e. it does not attempt, at this stage, to identify the sources of errors).

4. Explanation of errors

   Assuming that it is possible to identify and describe errors, the next step is to try to explain them. Explanation is concerned with establishing the source of the error, i.e accounting for why it is made. This stage is the most important for SLA research as it involves an attempt to establish the processes responsible for L2 acquistion.

5. Evaluation of errors

Whereas all the preceding stages of EA have involved an examination of errors from the point of view of the learner who makes them, error evaluation involves a consideration of the effect that errors have on the person(s) addressed. This effect can be gauged either in terms of the addressee's comprehension of the learner's meaning or in terms of the addressee's affective response to the errors.

As these steps are the basic steps in error analysis research, the researcher will use them as his guidelines. However, from the five steps, the researcher will only use steps 1-4 because step number 5 involves an evaluation by an expert in which the researcher does not have access to.

2.5 Sources of Errors

According to Richards (1974, cited in Ellis 1994, p.58) the sources of errors in studying a language might be derived from the interference of the learners' mother tongue and the general characteristics of the rule learning. The errors that are caused by the general characteristics of the rule learning are also called the intralingual errors. While the errors caused by the interference of the learners' mother tongue are called the interlanguage errors. Richards (1971, cited in Ellis 1994, p.58) distinguishes three sources of competence errors:

(1) Interference errors occur as a result of the use of element from one language while speaking another.

(2) Intralingual errors reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply.

(3) Developmental errors occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience.

Richards (1971, cited in Ellis 1994, p.59) also classifies intralingual errors into four categories:

(1) Overgeneralization

It occurs when the learner creates a deviant structure on the basis of other structures in the target language. It generally involves the creation of one deviant structure in place of two target language structures (for example, 'He can sings' where English allows 'He can sing' and ' He sings').

(2) Ignorance of the rule restrictions

It involves the application of rules to contexts where they do not apply. An example is 'He made me to rest' through extension of the pattern found with the majority of verbs that take infinitival complements (for example, 'He asked /wanted/invited me to go').

(3) Incomplete application of rules

It is typically related to analogy. It involves a failure to fully develop a structure. Thus learners of L2 English have been observed to use declarative word order in questions (for example, 'You like to sing?') in place of interrogative word order (for example, 'Do you like to sing?').

This type of intralingual error corresponds to what is often referred to as an error of transitional competence.

(4) False concepts hypothesized

The last category of intralanguage error, that is sometimes called semantic error, may be derived from faulty comprehension in the target language.

An example of this error is in the choice of diction in the target language where some dictions have the same meaning but cannot be subtituted by each other, such as "richness" and "wealth".

Lott (1983, cited in Ellis 1994, p.59) distinguishes transfer/interference errors into three categories:

(1) Overextension of analogy, occcurs when the learner misuses an item because it shares features witha an item in the L1 (for example, Italian learners use "process" to mean "trial" because Italian "processo" has this meaning).

(2) Transfer of structure, occurs when the learner utilizes some L1 feature (phonological, lexical, grammatical, or pragmatic) rather than of the target language. This is what is generally understood as transfer. For example, the use of Indonesian head-modifier concept in English (*rumah besar* = 'house big')

(3) Interlingual errors occur when a particular distinction does ot exist in L1 (for example, the use of "make" instead of "do" by Italian learners because the "make/do" distinction is not existent in Italian.

In this research, the researcher uses the first classification to classify the types of errors but will not include the third classification of developmental errors beacause these errors can only be analyzed in long term research. While the second classification is used to explain further about the sources of errors found in the translations, especially the intralingual errors.

2.6 Translation

As it is stated in Oxford Advanced Learner's Dictionary (2000, p.1438), translation is the process of changing something that is written or spoken into another language. According to Catford (1965, p.20), "Translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)".

Jakobson (1959) in his seminar paper, 'On Linguistic Aspects of Translation' states three types of written translation which are intralingual translation or in other words interpreting in the same language, interlingual translation or in other words interpreting or translating in another other language, and, intersemiotic translation or or in other words interpretation of verbal signs by means of signs of nonverbal sign systems. In this research, the researcher will use the interlingual translation because he will ask the participants to translate from Bahasa Indonesia (L1) to English (L2) which involves language transfer or in other words interpretation in another language.

The interlanguage produced by an L2 learner in translating can make the translation itself become unclear. Thus, the communication becomes uneffective and misunderstanding can easily occur. This research analyzes the interlanguage errors made by seventh semester English Literature students in Faculty of Cultural Studies Universitas Brawijaya.

2.7 Previous Studies

A previous study about interlanguage errors was conducted by Kafipour and Khojasteh (2012). Their study is entitled "A Comparative Taxonomy of Errors Made by Iranian Undergraduate Learners of English". This study tried to identify and investigate errors made by Persian learners of English according to comparative taxonomy which categorizes errors based on the source of errors such as interlingual, developmental, ambiguous and other errors. To conduct this study, 40 Persian learners of English were selected according to their Grade Point Average from Shiraz Azad University. Elicitation test was used for data collection. Writings of the students were analyzed and the errors were extracted and categorized based on comparative taxonomy. The results showed that the majority of the errors can be attributed to developmental, other, ambiguous and interlingual errors respectively. It proved that majority of errors were those which are common among native speakers of English and foreign leaners of English. Interlingual errors constitute the lowest number of errors. This finding rejected positive transfer from Persian learner's mother tongue, Farsi.

Another previous study was conducted by Fauziati (2012). The study was entitled "Interlanguage Errors in English Textbooks for Junior High School Students in Surakarta". This study investigated and explained the interlanguage errors made in Junior High School textbooks, especially those in Surakarta. The reason why the researcher chose this topic or problem is because English textbooks for junior high school students have a great number of errors which include various linguistic items as well as grammatical elements. Such errors suggested that the writers have not yet fully mastered the rules of the language they have learnt. This research was library based and the errors analyzed were grammar and vocabulary. The analysis was based on Dulay, Burt, and Krashen (1982) theory of comparative taxonomony. After analyzing the errors, the researcher categorized the errors into three major categories stated above and gave percentage to find the most frequent type of error. The constructions which resemble to the first language are grouped into interlingual errors (54.22%). Other constructions, having similar characteristics to the target language (English), are categorized as developmental errors (43.12%). Finally, the constructions which do not resemble to both the first language as well as the target language are categorized as others (2.66%).

Between the two previous studies mentioned above and this research, there are differences and similarities. The similarities between this study and the first previous study is that both analyzes the source of errors. While the similarities among the three studies is that they all analyze the errors made. While, the differences are that this research analyzes a different object. The two previous

studies analyzed a textbook and a written text, while this research analyzes a translation text. As this research analyzes a translation text, it will definitely enrich the first study because of the difference of the object. Other than that, the difference is the theory used in analyzing the errors, this study uses the sources of errors theory, while the two previous studies uses the comparative taxonomy theory. Meanwhile, it will enrich the second previous study because it will give further explanation on why the errors occur. As of that, this research can become an importance to this field as it will give a different insight in error analysis.
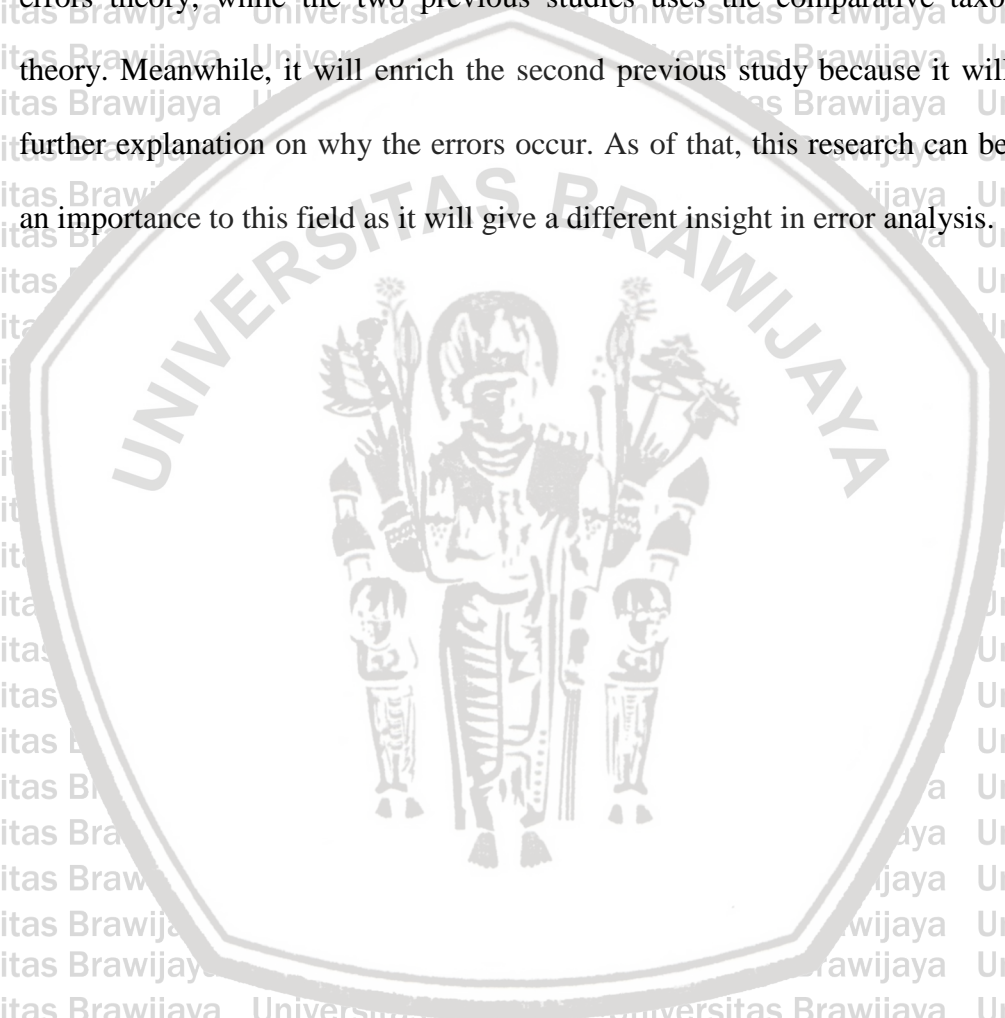
CHAPTER III

RESEARCH METHOD

This chapter consists of the methods that the researcher uses in collecting and analyzing the data. There are four points, namely research design, data source, data collection, and data analysis.

3.1 Research Design

In conducting the study, the researcher used a qualitative research approach. According to Ary et al. (2002, p.425):

> The qualitative research deals with the data that are form of words, rather than number and statistic. The data collected are the subjects experiences and perspective; the qualitative research attempts to arrive at a vice description of the people, objects, events, places, conversations, and so on.

The type of research of the study was content or document analysis since the writer analyzed the translation made by seventh semester students of English Literature Faculty of Cultural Studies.

According to Ary et.al in their book "Introduction to Research in Education" (2002, p.442), content analysis is defined as a technique for gathering and analyzing the document of the text. The content refers to words, meaning, pictures, symbols, ideas, themes, or any message that can be communicated. Texts can be defined broadly as books, book chapters, essays, interviews, discussions, newspaper headlines and articles, historical documents, speeches, conversations,

advertising, theater, informal conversation, or really any occurrence of communicative language.

In this research, the researcher classified the errors based on sources of errors. Other than that, the researcher also searched for the frequency of each type of error found in the translations of seventh semester students of Study Program of English in Faculty of Cultural Studies, Universitas Brawijaya who have grades of A in their translation class.

3.2 Data Source

The data for this study was taken from the translation made by seventh semester students of Study Program of English in Faculty of Cultural Studies, Universitas Brawijaya who have grades of A in their translation class. The reason for choosing these certain participants was because the students are studying English and English is their second language. The criteria of having grades of A in the translation class was set because it was expected that they have the capability in translating texts in which it is very essential in this research. It is also expected that they will produce less errors as they have good grades. The total population of students taking "Introduction to Translation" is 280 students. While the total population of students having grades of A is 28. However, the researcher decided to take 5 random students from the total population of 28 students who have participated and got the grade of A in the "Introduction to Translation" class. 5 students were decided as the sample because the researcher wanted to deeply analyze the translations done by the students as there were two test conducted. It

was also due to the feasibility in which by taking 5 students, the researcher was able to collect enough data in conducting this research. The students were given an Indonesian text and then they translated it into English.

The analyzed texts was focused on the interlanguage errors that are made by seventh semester students of Study Program of English in Faculty of Cultural Studies, Universitas Brawijaya who have passed translation class with the grade of A. The data were sentences that contain interlanguage errors made by the participants.

3.3 Data Collection

The steps of collecting data were as follows:

1. The researcher asked the academic of Faculty of Cultural Studies for the data of the grades of the seventh semester Study Program of English students in "Introduction to Translation" class. Then, the researcher took notes of the students who have grades of A, in this case there were 28 students. As the researcher took 10% of the population as the participants, he asked 5 students to become the participants and asked them to do a translation test.

2. Designed the translation test as the instrument of this study. There were two types of test. The first test given was in the form of individual sentences consisting of 14 *Bahasa Indonesia* sentences which the researcher selected individually from electronic newspaper articles. In this test, the participants were asked only to pick 10 sentences. Then the

researcher asked a translation expert to translate the 14 sentences that the researcher has chosen so that there were a high standard in the translation.

The expert was a translator who has experience translating journals for more than 10 years. While the second test given was in the form of text from an article posted in http://my.opera.com/lukasaswin/blog/ by Lukas Aswin, a translator. To meet the standard of a translation test, the researcher consulted an English Literature lecturer that specializes in translation.

3. The students were asked individually and were given a maximum of 45 minutes to finish their translation without consulting a dictionary. This certain time was set based on the time the researcher finished doing the translation test himself.

4. The writer collected the translation done by the students.

3.4 Data Analysis

In analyzing the data, the researcher used the Error Analysis steps suggested by Corder (1974):

1. Identification of errors

Once the samples have been collected, the errors in the samples have to be identified. The identification of errors was based on the theory of source of errors by Richards (1971) in which he classifies the errors into interference,

intralingual and developmental errors but the researcher did not include developmental errors as it needs a long term research to analyze.

2. Description of errors

The description of learner errors involves a comparison of the learner's idiosyncratic utterances with a reconstruction of those utterances in the target language. It requires, therefore, attention to the surface properties of the learners' utterances (i.e. it does not attempt, at this stage, to identify the sources of errors). The description of errors was also based on the theory of source of errors by Richards (1971).

3. Explanation of errors

Assuming that it is possible to identify and describe errors, the next step is to try to explain them. Explanation is concerned with establishing the source of the error and how the error is made. This step was be based on the theory of source of errors by Richards (1971) in which he further classified intralingual errors and Lott (1983) in which he further classified interference errors .

4. Error Tabulation

For answering the second question about frequency of errors made by the students, the researcher made a table. The table was presented as follows:

Table 3.2. Sample table of errors tabulation

Type of Errors	Frequency	Percentage (%)

The percentage (%) is calculated based on the following formula:

$$N\% = \frac{(\text{Frequency of each error})F}{(\text{Total Frequency of all types of error})N} \times 100\%$$

The table above was used by the researcher to write down and make the list of the frequency of each error found in the translation done by the students.

The steps of identification of errors, description of errors, explanation of errors, and error tabulation above eased the researcher in analyzing the data. It also made the researcher able to answer all of his research problems clearly and orderly.
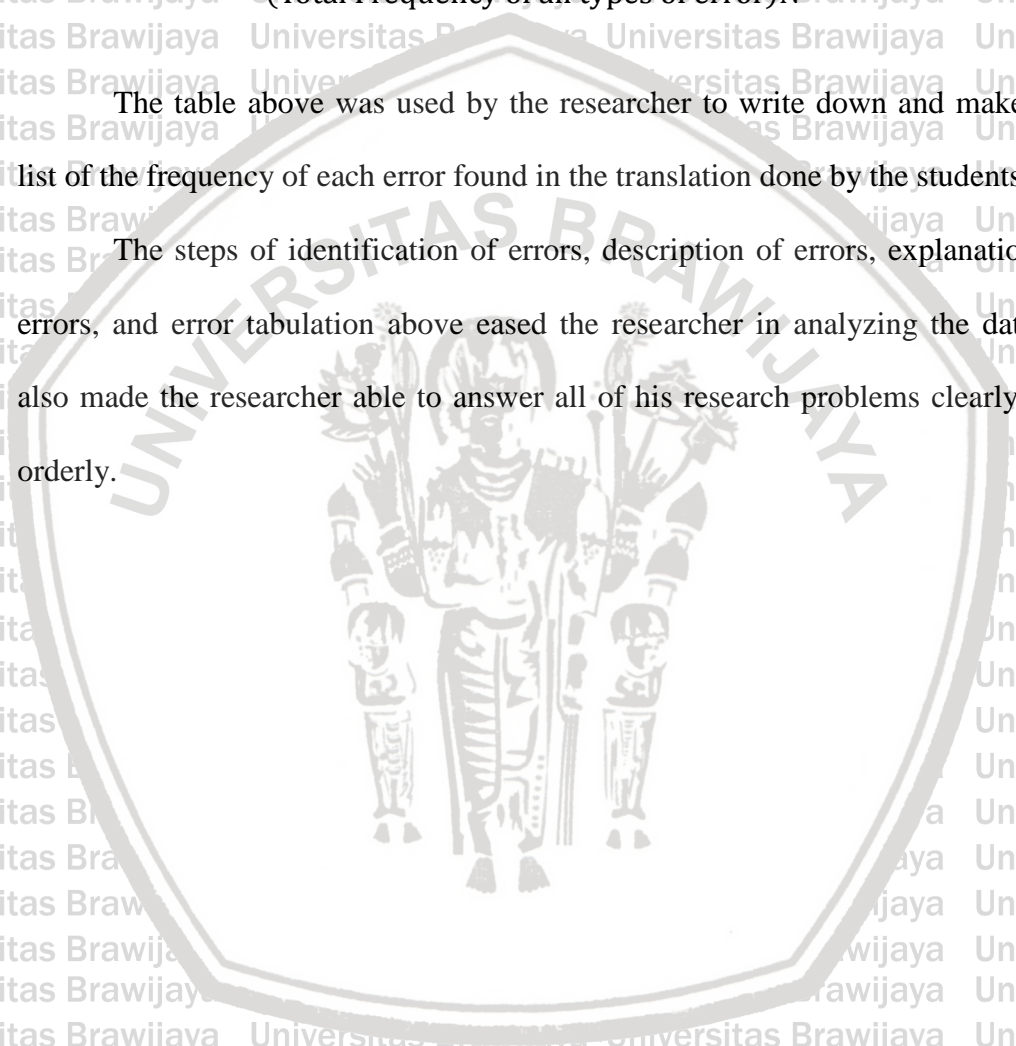
CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the finding and discussion of this report that consist of the findings and the data analysis. The discussion will purposefully include interpretation and generalization of the findings.

4.1 Findings

This chapter presents findings and their discussions related to the review of related literature used and previous studies. The finding of this research is the results of the data tabulation on the erroneous words, phrases, or sentences of the grammar used in the translation made by the seventh semester students of Study Program of English of Faculty of Cultural Studies Universitas Brawijaya.

In the 5 translations that were collected in the form of two tests (contextual translation test and individual sentences translation test) from the 5 participants, the researcher classified the error based on the sources of errors by Richards (1971), those are interference and intralingual errors. The researcher found 84 errors.

4.1.1 Type of Error

According to the sources of errors, errors appeared in the translations in forms of interference with 11 errors (13.1%), and 72 intralingual errors (86.9%). The total number of the erroneous words, phrases, or sentences found is 84 errors.

The errors consist of 51 erorrs in the contextual translation test (7 interference errors and 44 intralingual errors) and 33 error s in the individual sentences translation test (4 interference errors and 29 intralingual errors).

4.1.2 Analysis of Error

In this part, the researcher analyzed the errors and provided the corrections that should be used. Each type of error is described in order to know why those are considered errors. This analysis is divided into two parts; the analysis of errors made in the contextual translation test and the analysis of errors made in the individual sentences translation test. The analysis starts with the interference and the intralingual errors made in the contextual translation test. Then it is continued with the individual sentences translation test.

In the tables there are codings (S= subject, L= line, and N= number) to ease the reader in checking the errors.

4.1.2.1 Analysis of Errors in Contextual Translation Test

Table 4.1 Types of Errors (Contextual Translation Test)

No	Code	Sentence that contain errors	Type of Errors	
			Interference	Intralingual
1	S1 L1	This wide Indonesian archipelago is gifted by various cultures that broadly spread along Nanggroe Aceh Darussalam **until** Papua.	**V**	
2	S1 L3	**"Diverge but One"**		**V**
3.	S1 L4	**This art is an influence from Hindu's religion which can be observed its existence** at ninth century in Indonesia.	**V**	
4.	S1 L7	Actually, *wayang* exists in Sumatra **until** Lombok with various versions and forms.	**V**	**V**
5.	S1 L10	*Wong* comes from Javanese language which means man, **so it can be defined** that "**the doll**" which is used in this show is **the puppet dancers**.		**V**
6.	S1 L12	**A long ago**, *wayang wong* was only performed in Yogyakarta and Surakarta.		**V**

Table Continuation of Types of Errors

No	Code	Sentence that contain errors	Type of Errors	
			Interlingual	**Intralingual**
7.	S2 L1	Indonesia **Peninsula** is blessed with various cultures which spread from Nangroe Aceh Darussalam **till** Papua.	V	V
8.	S2 L4	One example of Indonesia's **wealth** on art is Wayang.		V
9.	S2 L7	Actually, Wayang can be found in Sumatra **till** Lombok with its various versions and **shapes**.	V	V
10.	S2 L8	Some of the famous Wayang **shapes** are Wayang Kulit, Wayang Topeng, and the most popular is Wayang Wong or Wayang Orang.		V
11.	S2 L10	In Javanese, wong means person. So here, the dolls **that are performed** in this art are the Wayang dancers.		V
12.	S2 L	**Once**, Wayang Wong was only performed in Yogyakarta and Surakarta.		V
13.	S2 L12	But, since Wayang **becomes** popular, Wayang **is** finally performed in public.		V
14.	S3 L1	**Indonesian archipelago blessed** with variety of culture which **scattered** from Nanggroe Aceh Darussalam to Papua.		V
15.	S3 L3	**"Berbeda-beda Tetapi Tetap Satu."**		V
16.	S3 L4.	One form of art which is part of this **wealth** is Wayang		V
17.	S3 L4	This art is one of the art that influenced by Hindu, **we can found the existence of Hindu** in the 9th of century.		V
18.	S3 L6	Actually, wayang **contained** in Sumatra to Lombok with the various version and model.		V
19.	S3 L6	Some of the popular wayang **is** wayangkulit, wayang topeng, and the most popular wayang is wayang wong or wayang orang.		V
20.	S3 L9	Wong is the Javanese language which means people, so **we can interpret** that the **"Dolls"** which used in this art is **puppet dancers**.		V
21.	S3 L11	In earlier times, wayang wong just **staged** in Yogyakarta and Surakarta.		V
22.	S3 L11	But, because of the popularity of this art, **finally wayang wong staged** in front of public.		V
23.	S3 L12	In wayang wong performances, the puppeteer (narrator and group leader) **just be on duty giving suluk** (foreword) about the story that will be presented.	V	
24.	S4 L1	Indonesia as a huge archipelago country is gifted with numerous **cultural heritages**		V
25.	S4 L3	In these **cultural haritages**, there is one work of art which is called as *wayang* or puppet.		V
26.	S4 L11	**Long time ago**, *wayang wong* was only performed in the royal palace of Yogyakarta and Surakarta		V

Table Continuation of Types of Error

No	Code	Sentence that contain errors	Type of Errors	
			Interlingual	Intralingual
27.	S4 L12	However, as this art **becoming** popular, it began to be performed in front of public.		V
28.	S4 L14	After that, the dancers will dance, sing and converse – usually in Javanese – in performing the **characters**.		V
29.	S5 L1	The broad archipelago of Indonesia is blessed with the various **culture** which is spread from Nangroe Aceh Darussalam **until** Papua.	V	V
30.	S5 L3	**"Although contains some differences, however still unified"**		V
31.	S5 L4	One of the art which is become a part from this **wealth** is puppet.		V
32.	S5 L4	This kind of **art affected** from Hindu religionwhich **we can trace its existence** in 9th century.		V
33.	S5 L9	Wong in Javanese language has the meaning of "people", therefore **it can be translated** that **"doll"** which used in this art is **the dancer of puppet.**		V
34.	S5 L11	**A long time ago**, "wayang wong" **only perfomed** in Jogja and Solo.		V
35.	S5 L11	However because this art **becomes** so famous, finally "wayang wong" **performed** in front of the public.		V

4.1.2.1.1 Interference errors

There are three types of interference errors based on Lott (1983), namely overextension of analogy, transfer of structure, and interlingual errors. The researcher found 7 interference errors in the contextual test. Each of them is discussed in the following explanation.

a. Transfer of structure

Transfer of structure occurs when the learner utilizes some L1 features (phonological, lexical, grammatical, or pragmatic) rather than of the target

language. This is what is generally understood as transfer (Lott, 1983, cited in Ellis, 1994, p.59).

In this research, the researcher found two errors that belong to the transfer of structure classification from the contextual translation test. Further explanation will be explained below.

Table 4.2 Transfer of Structure

No	Code	Source Language	Sentence that contain errors	Correction
1.	S1 L4	Kesenian ini adalah salah satu pengaruh dari agama Hindy, yang dapat kita telusuri keberadaannya di Indonesia pada abad ke sembilan.	**This art is an influence from Hindu's religion which can be observed its existence** at ninth century in Indonesia.	**This is one of the arts that is influenced by Hinduism, which its existence can be traced back** to the 9th century in Indonesia.
2.	S3 L12	Dalam wayang wong, sang dalang (narator dan pemimpin kelompok) hanya bertugas memberikan suluk (prakata) tentang cerita yang akan dibawanya.	In wayang wong performances, the puppeteer (narrator and group leader) **just be on duty giving suluk** (foreword) about the story that will be presented.	In *wayang wong,* the dalang/ pupeteer (narrator and group leader) **only gives a suluk** (prelude) about the story that will be presented.

In the first sentence "This art is an influence from Hindu's religion which can be observed its existence at ninth century in Indonesia." there are two transfer of structure errors. First, the phrase "This art is an influence from Hindu's religion" is translated word-for-word maintaining the structure of the source language which makes the phrase incorrect. The correct translation is "This is one of the arts that is influenced by Hinduism". Second, the phrase "which can be observed its existence at ninth century in Indonesia" has some misordering words due to word for word translation. The misordered words are " which can be

observed its existence", the correct translation is " which its existence can be traced back".

In the second sentence "In wayang wong performances, the puppeteer (narrator and group leader) just be on duty giving suluk (foreword) about the story to be brought by him." the error is in the phrase "just be on duty giving suluk" because it is translated word-for-word and still maintains the structure of the source language. The correct translation is "only gives a suluk".

b. Interlingual errors

Interlingual errors occur when a particular distinction does not exist in L1 (for example, the use of "make" instead of "do" by Italian learners because the "make/do" distinction does not exist in Italian (Lott, 1983, cited in Ellis, 1994, p.59).

In this research, the researcher found five errors that belong to the interlingual errors classification from the contextual translation test. Further explanation will be explained below.

Table 4.3 Interlingual Errors

No	Code	Source Language	Sentence that contain errors	Correction
1.	S1 L1	Negara kepulauan Indonesia yang luas ini diberkati dengan bermacam-macam kebudayaan yang tersebar luas mulai dari Nanggroe Aceh Darussalam sampai Papua.	This wide Indonesian archipelago is gifted by various cultures that broadly spread along Nanggroe Aceh Darussalam **until** Papua.	This wide Indonesian archipelago is gifted by various cultures that broadly spread along Nanggroe Aceh Darussalam **to** Papua.
2.	S1 L7	Sebenarnya, wayang terdapat di Sumatra hingga Lombok dengan berbagai macam versi dan bentuk.	Actually, *wayang* exist in Sumatra **until** Lombok with various versions and forms.	Actually, *wayang* exist in Sumatra **to** Lombok with various versions and forms.

Table Continuation of Interlingual Errors

No	Code	Source Language	Sentence that contain errors	Correction
3.	S2 L1	Negara kepulauan Indonesia yang luas ini diberkati dengan bermacam-macam kebudayaan yang tersebar luas mulain dari Nanggroe Aceh Darussalam sampai Papua.	Indonesia Peninsula is blessed with various cultures which spread from Nangroe Aceh Darussalam **until** Papua.	Indonesia archipelago is blessed with various cultures which spread from Nangroe Aceh Darussalam **to**Papua.
4.	S2 L7	Sebenarnya, wayang terdapat di Sumatra hingga Lombok dengan berbagai macam versi dan bentuk.	Actually, Wayang can be found in Sumatra **till** Lombok with its various versions and shapes.	Actually, wayang exist in Sumatra **to** Lombok with its various versions and shapes.
5.	S5 L1	Negara kepulauan Indonesia yang luas ini diberkati dengan bermacam-macam kebudayaan yang tersebar luas mulai dari Nanggroe Aceh Darussalam sampai Papua.	The broad archipelago of Indonesia is blessed with the various **culture** which is spread from Nangroe Aceh Darussalam **until** Papua.	The broad archipelago of Indonesia is blessed with the various **cultures** which are spread from Nangroe Aceh Darussalam **to** Papua.

In the sentence "Actually, *wayang* exists in Sumatra until Lombok with various versions and forms." there is a wrong usage of preposition "until". The correct preposition is "to". Thus, the translation is "Actually *exist* in Sumatra to Lombok...."

There is also an error of choice in preposition which is shown in sentence number (3) and (4),".....which spread from Nangroe Aceh Darussalam until Papua." There is a wrong usage of preposition "until". The correct preposition is "to". This kind of error is also seen in sentence number (1), (5).

In sentence number (5), the error is in the ommision of the plural marker (-s) in the word 'culture" because it is preceded by the word "various" which indicates a plural, thus the correct translation is "various cultures".

4.1.2.1.2 Intralingual Errors

The are four types of intralingual errors based on Richards (1971), namely overgeneralization, ignorance of the rule restriction, incomplete application of rules, and false concept hypothesized. The researcher have found 48 intralingual errors. Each of them is discussed in the following explanation.

a. Incomplete application of rules

It is typically related to analogy. It involves a failure to fully develop a structure. Thus learners of L2 English have been observed to use declarative word order in questions (for example, 'You like to sing?') in place of interrogative word order (for example, 'Do you like to sing?'). This type of intralingual error corresponds to what is often referred to as an error of transitional competence.

In this research, the researcher found twelve errors that belong to this classification. Further explanation will be explained below.

Table 4.4 Incomplete Application of Rules

No	Code	Source Language	Sentence that contain errors	Correction
1.	S3 L4	Kesenian ini adalah salah satu pengaruh dari agama Hindy, yang dapat kita telusuri keberadaannya di Indonesia pada abad ke sembilan.	This art is one of the arts **that influenced** by Hindu, we can found the existence of Hindu in the 9th of century.	This is one of the arts **that is influenced** by Hindu, which its existence can be traced in the 9th century.
2.	S3 L11	Akan tetapi, karena kesenian ini menjadi semakin populer, akhirnya wayang wong dipentaskan di depan umum.	But, because of the popularity of this art, finally **wayang wong staged** in front of public.	But, because this art became popular, *wayang wong* **was performed** in public.
3.	S3 L11	Pada jaman dahulu, wayang wong hanya dipentaskan di Yogyakarta dan Surakarta.	In earlier times, wayang wong **just staged** in Yogyakarta and Surakarta.	In the past, wayang wong **was just staged** in Yogyakarta and Surakarta.

Table Continuation of Incomplete Application of Rules

No	Code	Source Language	Sentence that contain errors	Correction
4.	S3 L1	Negara kepulauan Indonesia yang luas ini diberkati dengan bermacam-macam kebudayaan yang tersebar luas mulai dari Nanggroe Aceh Darussalam sampai Papua.	**Indonesian archipelago blessed** with variety of culture which scattered from Nanggroe Aceh Darussalam to Papua.	**Indonesian archipelago is blessed** with variety of cultures which are spread from Nanggroe Aceh Darussalam to Papua.
5.	S5 L4	Kesenian ini adalah salah satu pengaruh dari agama Hindy, yang dapat kita telusuri keberadaannya di Indonesia pada abad ke sembilan.	**This kind of art affected** from Hindu religion which we can trace its existence in 9th century.	**This is one of the arts that is influenced** by Hinduism religion which its existence can be traced backto the 9th century in Indonesia.
6.	S5 L9	Wong adalah bahasa Jawa yang berarti orang, sehingga dapat diartikan bahwa "boneka" yang diapakai dalam kesenian ini adalah para penari-penari wayang.	Wong in Javanese language has the meaning of"people", therefore it can be translated that "doll"**which used** in this art is the dancer of puppet.	Wong in Javanese language has the meaning of "people", therefore it can be said that "doll"**which is used** in this art is the wayang dancers.
7.	S5 L11	Pada jaman dahulu, wayang wong hanya dipentaskan di Yogyakarta dan Surakarta.	A long time ago, **"wayang wong" only performed** in Jogja and Solo.	In the past, **wayang wong was only staged** in Jogja and Solo.
8.	S5 L11	Akan tetapi, karena kesenian ini menjadi semakin populer, akhirnya wayang wong dipentaskan di depan umum.	However, because this art becomes so famous, finally**"wayang wong" performed** in front of the public.	However, because this art became so famous, finally, **wayang wong was performed** in front of the public.
9.	S3 L6	Beberapa bentuk wayang yang terkenal adalah wayang, kulit, wayang topeng, dan yang paling terkenal, wayang wong atau wayang orang.	Some of the popular wayang **is** wayang kulit, wayang topeng, and the most popular wayang is wayang wong or wayang orang.	Some of the popular wayang **was** wayang kulit, wayang topeng, and the most popular wayang is wayang wong or wayang orang.
10.	S2 L12	Akan tetapi, karena kesenian ini menjadi semakin populer, akhirnya wayang wong dipentaskan di depan umum.	But, since Wayang **becomes** popular, Wayang **is** finally performed in public.	However, because this art **became** popular, *wayang wong* **was** performed in public.
11.	S5 L11	Akan tetapi, karena kesenian ini menjadi semakin populer, akhirnya wayang wong dipentaskan di depan umum.	However, because this art **becomes** so famous, finally "wayang wong" only performed in front of the public.	However, because this art **became** so famous, finally "wayang wong" was performed in front of the public.
12.	S4 L12	Akan tetapi, karena kesenian ini menjadi semakin populer, akhirnya wayang wong dipentaskan di depan umum.	However, as this art **becoming** popular, it began to be performed in front of public.	However, as this art **became** popular, it began to be performed in front of public.

In sentence number (1), the error is because the *be* which should appear in the sentence is ommited. The sentence is not completed yet. The word "is" should be inserted to make the sentence complete as a statement. Thus, the correct translation is "this art is one of the art that is influenced....". The same errors occur in sentences number (2) to (9).

In sentence number (10), the error is in the verb "becomes". It is considered an error because in the source language, this sentence is describing a past event while the target language uses present tense. As it is describing a past event, the translation should be in past tense (S+V2). Thus, the verb "becomes" is incorrect. The correct translation is "But, since Wayang became....". This kind of error is also found in sentence number (11).

In sentence number (12), the error is in the verb "becoming". This error is similar with the error found in sentence one and six. The difference is that in sentence one and six, the error is in the use of present tense verb instead of past tense verb while in this sentence the error is in the use of present continous verb instead of past tense verb. So, the correct translation for this sentence is "however, as this art became popular....".

b. False Concept Hypothesized

False concept hypothesized errors, sometimes called semantic error, may be derived from faulty comprehension in the target language. An example of this error is in the diction in the target language where some dictions have the same meaning but cannot be subtituted by each other, such as "richness" and "wealth".

In this research, the researcher found thirty four errors that belong to this classification from the contextual translation test. Further explanation will be explained below.

Table 4.5 False Concept Hypothesized

No	Code	Source Language	Sentence that contain errors	Correction
1.	S3 L4	Kesenian ini adalah salah satu pengaruh dari agama Hindy, yang dapat kita telusuri keberadaannya di Indonesia pada abad ke sembilan.	This art is one of the arts that influenced by Hindu, we can **found** the existence of Hindu in the 9th of century.	This is one of the arts that is influenced by Hinduism, which its existence can be **traced back** in the 9th century in Indonesia.
2.	S3 L1	Negara kepulauan Indonesia yang luas ini diberkati dengan bermacam-macam kebudayaan yang tersebar luas mulain dari Nanggroe Aceh Darussalam sampai Papua.	Indonesian archipelago blessed with variety of culture which **scattered** from Nanggroe Aceh Darussalam to Papua.	Indonesian archipelago blessed with variety of culture which **spread** from Nanggroe Aceh Darussalam to Papua.
3.	S3 L11	Akan tetapi, karena kesenian ini menjadi semakin populer, akhirnya wayang wong dipentaskan di depan umum.	But, because of the popularity of this art, finally wayang wong **staged** in front of public.	However, because this art became popular, *wayang wong* was then **performed** in public.
4.	S3 L11	Pada jaman dahulu, wayang wong hanya dipentaskan di Yogyakarta dan Surakarta.	**In earlier times**, wayang wong just **staged** in Yogyakarta and Surakarta.	**In the past**, wayang wong was just **performed** in Yogyakarta and Surakarta.
5.	S1 L12	Pada jaman dahulu, wayang wong hanya dipentaskan di Yogyakarta dan Surakarta.	**A long ago**, *wayang wong* was only performed in Yogyakarta and Surakarta.	**In the past**, *wayang wong* was only staged in Yogyakarta and Surakarta.
6.	S4 L11	Pada jaman dahulu, wayang wong hanya dipentaskan di Yogyakarta dan Surakarta.	**Long time ago**, *wayang wong* was only performed in the royal palace of Yogyakarta and Surakarta	**In the past**, *wayang wong* was only staged in the royal palace of Yogyakarta and Surakarta
7.	S5 L11	Pada jaman dahulu, wayang wong hanya dipentaskan di Yogyakarta dan Surakarta.	**A long time ago**, "wayang wong" only perfomed in Jogja and Solo.	**In the past**, "wayang wong" was only staged in Jogja and Solo.

Table Continuation of False Concept Hypothesized

No	Code	Source Language	Sentence that contain errors	Correction
8.	S5 L4	Salah satu bentuk kesenian yang merupakan bagian dari kekayaan ini adalah wayang.	One of the arts which is a part from this **wealth** is puppet.	One of the arts which is a part from this **richness** is puppet.
9.	S2 L4	Salah satu bentuk kesenian yang merupakan bagian dari kekayaan ini adalah wayang.	One example of Indonesia's **wealth** on art is Wayang.	One example of Indonesia's **richness** on art is Wayang.
10.	S3 L4	Salah satu bentuk kesenian yang merupakan bagian dari kekayaan ini adalah wayang.	One form of art which is part of this **wealth** is *Wayang*	One form of art which is part of this **richness** is *Wayang*
11.	S1 L10	Wong adalah bahasa Jawa yang berarti orang, sehingga dapat diartikan bahwa "boneka" yang diapakai dalam kesenian ini adalah para penari-penari wayang.	*Wong* comes from Javanese language which means man, so it can be **defined** that **"the doll"** which is used in this show is **the puppet dancers.**	*Wong* comes from Javanese language which means man, so it can be **said** that **"the puppets"** which are used in this show is **the wayang dancers.**
12.	S3 L9	Wong adalah bahasa Jawa yang berarti orang, sehingga dapat diartikan bahwa "boneka" yang diapakai dalam kesenian ini adalah para penari-penari wayang.	Wong is the Javanese language which means people, so we can **interpret** that the *"Dolls"* which are used in this art is **puppet dancers**.	Wong is the Javanese language which means people, so it can be **said** that the *"the puppets"* which are used in this art is **the wayang dancers**.
13.	S5 L9	Wong adalah bahasa Jawa yang berarti orang, sehingga dapat diartikan bahwa "boneka" yang diapakai dalam kesenian ini adalah para penari-penari wayang.	Wong is Javanese language that has a meaning "people", therefore it can be **translated** that the **"*doll*"** which used in this art is **the dancer of puppet**	Wong is Javanese language that has a meaning "people", therefore it can be **said** that the **"the puppets*l*"** which are used in this art is **the wayang dancers.**
14.	S2 L10	Wong adalah bahasa Jawa yang berarti orang, sehingga dapat diartikan bahwa "boneka" yang diapakai dalam kesenian ini adalah para penari-penari wayang.	In Javanese, wong means person. So here, the **dolls** that perform in this art are the Wayang dancers.	In Javanese, wong means person. So here, the **puppets** that perform in this art are the Wayang dancers.
15.	S3 L3	"Berbeda-beda Tetapi Tetap Satu."	**"Berbeda-beda Tetapi Tetap Satu."**	**"Unity in Diversity"**
16.	S5 L3	"Berbeda-beda Tetapi Tetap Satu."	**"Although contains some differences, however still unified"**	**"Unity in Diversity"**

Table Continuation of False Concept Hypothesized

No	Code	Source Language	Sentence that contain errors	Correction
17.	S1 L3	"Berbeda-beda Tetapi Tetap Satu."	**"Diverge but One"**	**"Unity in Diversity"**
18.	S4 L1	Negara kepulauan Indonesia yang luas ini diberkati dengan bermacam-macam kebudayaan yang tersebar luas mulai dari Nanggroe Aceh Darussalam sampai Papua.	Indonesia as a **huge** archipelago country is gifted with numerous cultural **heritages**	Indonesia as a **wide/vast** archipelago country is gifted with numerous **cultures.**
19.	S4 L3	Salah satu bentuk kesenian yang merupakan bagian dari kekayaan ini adalah wayang.	In these **cultural haritages**, there is one work of art which is called as *wayang* or puppet.	In these **cultures**, there is one work of art which is called as *wayang* or puppet.
20.	S2 L8	Sebenarnya, wayang terdapat di Sumatra hingga Lombok dengan berbagai macam versi dan bentuk.	Actually, Wayang can be found in Sumatra till Lombok with its various versions and **shapes**.	Actually, Wayang exists in Sumatra to Lombok with its various versions and **forms**.
21.	S2 L9	Beberapa bentuk wayang yang terkenal adalah wayang, kulit, wayang topeng, dan yang paling terkenal, wayang wong atau wayang orang.	Some of the famous Wayang **shapes** are Wayang Kulit, Wayang Topeng, and the most popular is Wayang Wong or Wayang Orang.	Some of the famous Wayang **forms** are Wayang Kulit, Wayang Topeng, and the most popular is Wayang Wong or Wayang Orang.
22.	S3 L7	Sebenarnya, wayang terdapat di Sumatra hingga Lombok dengan berbagai macam versi dan bentuk.	Actually, wayang **contained** in Sumatra to Lombok with the various of version and model.	Actually, wayang **exists** in Sumatra to Lombok with the various of version and model.
23.	S4 L14	Setelah itu barulah para penari akan menari, menyanyi, dan berbicara – biasanya dalam bahasa Jawa – untuk mementaskan lakon pada saat itu.	After that, the dancers will dance, sing and converse – usually in Javanese – in performing the **characters.**	After that, the dancers will dance, sing and converse – usually in Javanese – in performing the **play.**

In sentence number (1), the error is in diction. The source language (Bahasa Indonesia) word *telusuri* is translated into "found" which is inappropriate in the target language (English) The correct Enlish word to reprsent *telusuru* is "traced" So, the correct translation is "...which we can trace its existence..."

In sentence number (2), rhe error is the diction. The source language (Bahasa Indonesia) phrase *yang tersebar* is translated into "scattered" which is inappropriate in the target language (English). The appropriate English word to represent *yang tersebar* is "spread". So the correct translation is "...which spread from Nanggroe Aceh Darusalam to Papua."

In sentences number (3) and (4), the error is the diction. The source language (Bahasa Indonesia) word *dipentaskan* is translated into "staged" which is inappropriate in the target language (English). The appropriate English word to represent *dipentaskan* is "performed". So, the correct translation is "wayang wong was performed ....".

In sentences number (5) to (7), the error is also in the diction. The source language (Bahasa Indonesia) phrase *pada jaman dulu* is translated incorrectly to the target language (English). The appropriate English phrase to represent *pada jaman dahulu* is "in the past". So, the correct translation is "In the past, *wayang wong.....*".

In sentences number (9) to (10), the error is also in the diction. The source language (Bahasa Indonesia) word *kekayaan* is translated into "wealth" which is inappropriate in the target language (English). It is inappropriate because the word "wealth" is used when the subject is human, while in this sentence the subject is non human. For non human subjects the correct English word to represent *kekayaan* is "richness".

In sentences number (11) to (14), the error is also in the diction. The source language (Bahasa Indonesia) words *dapat diartikan, "boneka", penari-*

penari wayang were translated incorrectly into the target language (English). This error occurs due to the lack of context understanding and literal translation.

The first Bahasa Indonesia word *dapat diartikan* is translated into "defined", "interpret", and "translated" is an error because of literal translation which in this case resulted in an inappropriate translation. The correct English word is "said", so the correct translation is "...so it can be said...". The second Bahasa Indonesia word *"boneka"* is translated literally into "doll" which makes it an error. The correct translation is "puppets" because *"boneka"* in the source language text refers to *wayang*. So, the translation is "...that the "puppets"....". The third Bahasa Indonesia word *penari-penari wayang* is translated into "the puppet dancers", "puppet dancer", and "the dancer of puppet" which are all incorrect. The correct words to represent the words *penari-penari wayang* is "the wayang dancers".

In sentences number (15) to (17), the error occurs because of the incapability to translate Bahasa Indonesian sayings/proverbs into English. The correct translation of the saying/proverb is "Unity in Diversity".

In sentence number (18), there are two errors of diction use. First, is the use of "huge" to represent the Bahasa Indonesia word *luas*. The word "huge" is incorrect, the correct English word to represent *luas* is "wide/vast". Second, is the use of "cultural heritages" to represent the Bahasa Indonesia word *kebudayaan*. It is inappropriate because when it is translated into Bahasa Indonesia, it is *peninggalan budaya* not *kebudayaan*. The correct English word is "cultures". The same error is also found in sentence number (19).

In sentence number (20), the error is also in the diction "shapes". The source language (Bahasa Indonesia) phrase *bentuk* is translated incorrectly to the target language (English). The appropriate English phrase to represent *bentuk* is "forms"and not "shapes". This error is also found in sentence number (21).

In sentence number (22), the error is also in the diction "contained" to represent the Bahasa Indonesia word *terdapat*. The choice of diction is incorrect because it does not represent *terdapat* correctly. The correct English word to represent *terdapat* is "exists". So, the translation is "Actually, wayang exists in.....".

In sentence number (23), the error is in the diction "characters" to represent the Bahasa Indonesia word "lakon". Based on the context, in the utterance "...untuk mementaskan lakon pada saat itu.", lakon in this context refers to the drama/play not the characters. The correct representation of the Bahasa Indonesia word in English is "play". Thus, the correct translation is "....in performing the play".

After analyzing the errors in the contextual translation test, the researcher analyzed the errors that occur in the individual sentences translation test which is explained in the following table.

4.1.2.2 Analysis of Errors in Individual Sentences Translation Test

Table 4.6 Type of Errors (Individual Sentences Translation Test)

No	Code	Sentence that contain errors	Type of Errors	
			Interlingual	Intralingual
1.	S1 N1	Terrorist's attack **at** September 11th in United States **increases** anxiousness about United State citizen's safety **who stay in or travel** to Indonesia.	**V**	**V**

Table Continuation of Types of Errors (Individual Sentences Translation Test)

No	Code	Sentence that contain errors	Types of Errors	
			Interference	Intralingual
2.	S1 N2	The victory over South Korea's player Shon Seung-mo in this single's men final round **also put** the myth to an end, that Taufik could not be a champion in Europe.		V
3.	S1 N3	Tian Xueren, an ex-Vice Governor of Jilin Province in northeast China, **is given** a punishment for accepting bribe worth more than 19 million Yuan (IDR 34,5 billion).		V
4.	S1 N4	Slank officially **changes** their band logo from Slank letter in butterfly shape to Slank letter in bird's wing shape.		V
5.	S1 N5	Rough Edges, a charity organization in Sydney, Australia**, makes a foot-walk** tour program to some areas that are settled by vagrant to give new perspective **dealing with** that underprivileged group.		V
6	S1 N6	All this time, Israel **controls** all activities in the **whole** Arabian countries through **spies' network system and tapping** in those countries.		V
7.	S1 N7	Having being successfull in composing soundtrack for *Laskar Pelangi* and *Sang Pencerah* movie, *Nidji* Band once again **composes** the soundtrack for Tenggelamnya Kapal Van der Wijck movie.		V
8.	S1 N8	President Susilo Bambang Yudhoyono hopes that from now on, Indonesia's education **field** begins to form young generation that prepared in facing challenges in the future.		V
9.	S1 N9	**Begins** from his disappointment toward the quality of Indonesia's education, Syahrial Yusuf was motivated to establish *Lembaga Pendidikan dan Pengembangan Profesi Indonesia (LP3I)*.		V
10.	S2 N1	Terrorist attack on 11th of September in USA **increases** the worries of American's safety **who lives in Indonesia and who travels** to Indonesia.		V
11.	S2 N3	Tian Xueren, the former vice governor of Jilin Province in Northeast China, **is punished** because of getting bribe amount more than 19 million yuan.		V
12.	S2 N5	**During the time**, Israel has controlled all activities in **whole** Arabic nations through **spy and sound tracked system.**		V
13.	S2 N6	After successfully making the original soundtrack of Laskar Pelangi and Sang Pencerah, **band group Nidji makes** an original soundtrack for Tenggelamnya Kapal Van der Wijck movie.	V	V

Table Continuation of Types of Errors (Individual Sentences Translation Test)

No	Code	Sentence that contain errors	Types of Errors	
			Interference	Intralingual
14.	S2 N8	**Reasoning** by his dissapointment on Indonesia education quality, Syahrial Yusuf **is** motivated to make Lembaga Pendidikan dan Pengembangan Orifesi (LP3I).		V
15.	S3 N1	Launched from FIFA website, Indonesia **which ranked** 162 in FIFA may have something in common with two times World Cup champion, Argentina, related to Football.		V
16.	S3 N2	Tian Xueren, former deputy governor of Jilin province in northeast china, **convicted** because of accepting bribes worth more than 19 million Yuan (Rp 34,5 billion)		V
17.	S3 N4	Indonesian president Susilo Bambang Yudhoyono hopes that the education world **since this time began forming** youth who are ready to face the challenges of the future.		V
18.	S3 N7	Within a period of about five billion years, the sun will exhaust its nuclear fuel and swell into a "red giant". **A big star, old, and dazzling**, and maybe will swallow the earth.	V	
19.	S3 N8	A victory over South Korean playermoshonseung in the men's single final round, **ending** the myth that taufik can't be a champion in Europe.		V
20.	S3 N10	Successfully made the theme song for the movie *lascar pelangi* and *sang pencerah*, nidji **band back doing** the theme song for the movie *tenggelamnya kapal Van der Wijck.*		V
21.	S4 N4	Israel has been controlling all activities in Arabic countries through the **spies networking system and tapping** in those countries.		V
22.	S4 N1	The terrorist attack on 11th September in U.S increase the anxiety about the American safety **who settled in or travel** in Indonesia.	V	V
23.	S5 N2	Because the number of MPR is less than the number of voters so it is possible, to have political **trick** in the president election.		V
24.	S5 N3	The victory **upon** south Korea player Shon Seung-no in the single men final round also ended the myth that Taufik was no longer able to be the winner in Europe		V

4.1.2.2.1 Interference errors

There are three types of interference errors based on Lott (1983), namely overextension of analogy, transfer of structure, and interlingual errors. The researcher found 4 interference errors. Each of them is discussed in the following explanation.

a. Transfer of structure

Transfer of structure occurs when the learner utilizes some L1 feature (phonological, lexical, grammatical, or pragmatic) rather than of the target language. This is what is generally understood as transfer (Lott, 1983, cited in Ellis, 1994, p.59).

In this research, the researcher found two errors that belong to transfer of structure from the individual sentences translation test.

Table 4.7 Transfer of Structure

No	Code	Source Language	Sentence that contain errors	Correction
1.	S2 N6	Sukses membuat lagu tema untuk film Laskar Pelangi dan Sang Pencerah, band Nidji kembali mengerjakan lagu tema untuk film *Tenggelamnya Kapal Van der Wijck.*	After successfully making the original soundtrack of Laskar Pelangi and Sang Pencerah, **band group Nidji** makes an original soundtrack for Tenggelamnya Kapal Van der Wijck movie.	After successfully making theme songs for Laskar Pelangi and Sang Pencerah movies, **Nidji band group**, again, arranged a theme song for Tenggelamnya Kapal Van der Wijck movie.
2.	S3 N7	Dalam kurun waktu sekitar lima miliar tahun, Matahari akan menguras bahan bakar nuklirnya dan membengkak menjadi "raksasa merah"—sebuah bintang besar, tua, dan menyilaukan—dan mungkin akan menelan planet kita.	Within a period of about five billion years, the sun will exhaust its nuclear fuel and swell into a "red giant". **A big star, old, and dazzling** and maybe will swallow the earth.	During a period of about five billion years, the sun will drain its nuclear fuel and transform itself into "a red giant"--**an old big dazzling star** and perhaps will swallow our planet.

In sentence number (1), the phrase "band group Nidji" is incorrect because there is a transfer of structure in the head and modifier from L1. In English we know the concept head and modifier where the modifier is put before the head. While in Bahasa Indonesia is the opposite. The correct translation is "Nidji band group".

In sentence number (1), the phrase "a big star, old and dazzling" is incorrect because of the transfer of structure of noun phrase from L1. In Bahasa Indonesia (L1), the structure of a noun phrase is S+Adj such as *Sebuah bintang besar*. While in English, the structure of a noun phrase is Adj+S such as "a big star". Thus, the phrase "a big star, old and dazzling" is incorrect because it still mantains the structure of L1. The correct translation is "an old big dazzling star".

b. Interlingual errors

Interlingual errors occur when a particular distinction does not exist in L1 (for example, the use of "make" instead of "do" by Italian learners because the "make/do" distinction does not exist in Italian (Lott, 1983, cited in Ellis, 1994, p.59).

In this research, the researcher found two errors that belong to interlingual errors from the individual sentences translation test

Table 4.8 Interlingual Errors

No	Code	Source Language	Sentence that contain errors	Correction
1.	S1 N1	Serangan teroris pada 11 September di Amerika Serikat menambah kekhawatiran tentang keselamatan warga Amerika yang bermukim di atau melakukan perjalanan ke Indonesia.	Terrorist's attack **at** September 11th in United States increases anxiousness about United State citizen's safety who stay in or travel to Indonesia.	Terrorist's attack **on** September 11th in the United States has increased the anxiety on United States citizens safety who are staying in, or travelling to Indonesia.

Table Continuation of Interlingual Errors

No	Code	Source Language	Sentence that contain errors	Correction
2.	S5 N1	Serangan teroris pada 11 September di Amerika Serikat menambah kekhawatiran tentang keselamatan warga Amerika yang bermukim di atau melakukan perjalanan ke Indonesia.	The terrorist attack on 11th September in U.S increase the anxiety **about** the American safety who settled in or travel in Indonesia.	Terrorist's attack **on** September 11th in the United States has increased the anxiety **on** United States citizens safety who are staying in, or travelling to Indonesia.

Sentence number (1) is considered an error because of using the wrong preposition. The correct preposition is "on" because when we refer to a certain day, we use "on". Even though both are preposition of time but there are certain limitations to the use of both prepositions. Preposition "at" is used when we refer to time (clock), for example "at 9 pm". While the preposition "on" is used to refer to time (date, day), for example "on Wednesday", "on September". Thus, the correct translation is "....on September 11th...". The same kind of error is found in sentence number two.

4.1.2.2.1 Intralingual Errors

The are four types of intralingual errors based on Richards (1971), namely overgeneralization, ignorance of the rule restriction, incomplete application of rules, and false concept hypothesized. The researcher have found 34 intralingual errors. Each of them is discussed in the following explanation.

a. Incomplete application of rules

It is typically related to analogy. It involves a failure to fully develop a structure. Thus learners of L2 English have been observed to use declarative word order in questions (for example, 'You like to sing?') in place of interrogative word

order (for example, 'Do you like to sing?'). This type of intralingual error corresponds to what is often referred to as an error of transitional competence.

In this research, the researcher found seventeen errors that belong to this classification. Further explanation is explained below.

Table 4.9 Incomplete Application of Rules

No	Code	Source Language	Sentence that contain errors	Correction
1.	S1 N1	Serangan teroris pada 11 September di Amerika Serikat menambah kekhawatiran tentang keselamatan warga Amerika yang bermukim di atau melakukan perjalanan ke Indonesia.	Terrorist's attack at September 11th in United States increases anxiousness about United State citizen's safety **who stay** in or travel to Indonesia.	Terrorist's attack on September 11th in the United States has increased the anxiety on United States citizens safety **who are staying** in, or travelling to Indonesia.
2.	S1 N2	Kemenangan atas pemain Korea Selatan Shon Seung-mo di babak final tunggal putra ini juga sekaligus mengakhiri mitos, bahwa Taufik tak bisa menjadi juara di Eropa.	The victory over South Korea's player ShonSeung-mo **in this single's men final round also** put the myth to an end, that Taufik could not be a champion in Europe.	The victory over South Korean player Shon Seung-mo **in the single's men final round has also** put the myth to an end, that Taufik could not be a champion in Europe.
3.	S1 N4	Slank resmi mengganti logo band mereka dari tulisan Slank yang membentuk kupu-kupu menjadi tulisan Slank yang membentuk sayap burung.	**Slank officially changes** their band logo from Slank letter in butterfly shape to Slank letter in bird's wing shape.	**Slank has officially changed** their band logo from Slank letter in butterfly shape to Slank letter in bird's wing shape.
4.	S1 N6	Israel selama ini mengontrol semua aktivitas di seluruh negara Arab melalui sistem jaringan mata-mata dan penyadapan di negara-negara tersebut.	All this time, **Israel controls** all activities in the whole Arabian countries through spies' network system and tapping in those countries.	All this time, **Israel has controlled** all activities of all Arabian countries through espionage network and tapping system in those countries.
5.	S1 N7	Sukses membuat lagu tema untuk film Laskar Pelangi dan Sang Pencerah, band Nidji kembali mengerjakan lagu tema untuk film *Tenggelamnya Kapal Van der Wijck.*	Having being successfull in composing soundtrack for *LaskarPelangi* and *Sang Pencerah* movie, *Nidji* **Band once again** composes the soundtrack for Tenggelamnya Kapal Van der Wijck movie.	Having being sucessfull in making theme songs for Laskar Pelangi and Sang Pencerah movies**, Nidji band group, again, arranged** a theme song for Tenggelamnya Kapal Van der Wijck movie.

Table Continuation of Incomplete Application of Rules

No	Code	Source Language	Sentence that contain errors	Correction
6.	S1 N8	Presiden Susilo Bambang Yudhoyono berharap agar dunia pendidikan Indonesia sejak saat ini mulai membentuk generasi muda yang siap menghadapi tantangan pada masa depan	President Susilo Bambang Yudhoyono hopes that from now on, Indonesia's education field begins to form young generation **that prepared** in facing challenges in the future.	President Susilo Bambang Yudhoyono hopes that from now on, Indonesia's education begins to form young generations **that are prepared** in facing challenges in the future.
7.	S3 N1	Dilansir dari situs FIFA, Indonesia yang saat ini menduduki peringkat ke-162 di FIFA mungkin memiliki sedikit kesamaan dengan juara dua kali Piala Dunia, Argentina, terkait sepak bola.	Launched from FIFA website, **Indonesia which ranked** 162 in FIFA may have something in common with two times World Cup champion, Argentina, related in Football.	Launched from FIFA's website, **Indonesia which is ranked** 162 in FIFA may have something in common with two times World Cup champion, Argentina, related to football.
8.	S3 N2	Tian Xueren, seorang mantan Wakil Gubernur Provinsi Jilin di China timur laut, dihukum karena menerima suap senilai lebih dari 19 juta yuan (Rp 34,5 miliar).	TianXueren, former deputy governor of Jilin province in northeast china, **convicted** because of accepting bribes worth more than 19 million Yuan (Rp 34,5 billion)	Tian Xueren, former ex-vice governor of Jilin province in northeast china, **was convicted** because of accepting bribes worth more than 19 million Yuan (Rp 34,5 billion)
9.	S1 N1	Serangan teroris pada 11 September di Amerika Serikat menambah kekhawatiran tentang keselamatan warga Amerika yang bermukim di atau melakukan perjalanan ke Indonesia.	Terrorist's attack at September 11th in United States increases anxiousness about United State citizen's safety **who stay in** or **travel to Indonesia.**	Terrorist's attack **on** September 11th in the United States has increased the anxiety **on** United States citizens safety **who are staying in, or travelling to Indonesia.**
10.	S1 N3	Tian Xueren, seorang mantan Wakil Gubernur Provinsi Jilin di China timur laut, dihukum karena menerima suap senilai lebih dari 19 juta yuan (Rp 34,5 miliar).	TianXueren, an ex-Vice Governor of Jilin Province in northeast China, **is given** a punishment for accepting bribe worth more than 19 million Yuan (IDR 34,5 billion).	Tian Xueren, an ex-Vice Governor of Jilin Province in northeast China, **was given** a conviction for accepting bribe worth more than 19 million Yuan (IDR 34,5 billion).
11.	S1 N4	Slank resmi mengganti logo band mereka dari tulisan Slank yang membentuk kupu-kupu menjadi tulisan Slank yang membentuk sayap burung	**Slank officially changes** their band logo from Slank letter in butterfly shape to Slank letter in bird's wing shape.	**Slank has officially** changed their band logo from Slank letter in butterfly shape to Slank letter in bird's wing shape.

Table Continuation of Incomplete Application of Rules

No	Code	Source Language	Sentence that contain errors	Correction
12.	S1 N7	Sukses membuat lagu tema untuk film Laskar Pelangi dan Sang Pencerah, band Nidji kembali mengerjakan lagu tema untuk film Tenggelamnya Kapal Van der Wijck	Having being successfull in composing soundtrack for Laskar Pelangi and Sang Pencerah movie, Nidji Band once again **composes** the soundtrack for Tenggelamnya Kapal Van der Wijck movie.	Having being successfull in composing soundtracks for Laskar Pelangi and Sang Pencerah movie, Nidji Band group,again, **composed** the soundtrack for Tenggelamnya Kapal Van der Wijck movie.
13.	S1 N9	Berawal dari kekecewaannya terhadap kualitas pendidikan di Indonesia, Syahrial Yusuf terdorong mendirikan Lembaga Pendidikan dan Pengembangan Profesi Indonesia (LP3I).	**Begins** from his disappointment toward the quality of Indonesia's education, Syahrial Yusuf was motivated to establish Lembaga Pendidikan dan Pengembangan Profesi Indonesia (LP3I).	**Beginning** from his disappointment towards the quality of Indonesia's education, Syahrial Yusuf was motivated to establish Lembaga Pendidikan dan Pengembangan Profesi Indonesia (LP3I).
14.	S2 N1	Serangan teroris pada 11 September di Amerika Serikat menambah kekhawatiran tentang keselamatan warga Amerika yang bermukim di atau melakukan perjalanan ke Indonesia.	Terrorist attack on 11th of September in USA **increases** the worries of American's safety who lives in Indonesia and who travels to Indonesia.	Terrorist's attack on September 11th in the United States **has increased** the anxiety on United States citizens safety who are staying in, or travelling to Indonesia.
15.	S2 N3	Tian Xueren, seorang mantan Wakil Gubernur Provinsi Jilin di China timur laut, dihukum karena menerima suap senilai lebih dari 19 juta yuan (Rp 34,5 miliar).	Tian Xueren, the former vice governor of Jilin Province in Northeast China, **is punished** because of getting bribe amount more than 19 million yuan.	Tian Xueren, the former vice governor of Jilin Province in Northeast China, **was convicted** because of getting bribe amount more than 19 million yuan.
16.	S5 N1	Serangan teroris pada 11 September di Amerika Serikat menambah kekhawatiran tentang keselamatan warga Amerika yang bermukim di atau melakukan perjalanan ke Indonesia.	The terrorist attack on 11th September in U.S **increase** the anxiety of the American's safety who settled in or travel in Indonesia.	Terrorist's attack on September 11th in the United **States has increased** the anxiety on United States citizens safety who are staying in, or travelling to Indonesia.
17.	S3 N8	Kemenangan atas pemain Korea Selatan Shon Seung-mo di babak final tunggal putra ini juga sekaligus mengakhiri mitos, bahwa Taufik tak bisa menjadi juara di Eropa	A victory over South Korean player mo shon seung in the men's single final round, **ending** the myth that taufik can't be a champion in Europe.	A victory over South Korean player mo shon seung in the men's single final round, **has ended** the myth that taufik cannot be a champion in Europe.

Sentences (1) to (8) have the same mistakes which are omitting *be* in the sentence. To make a sentence complete as a statement, *be* is needed and that is not seen the sentences above. In the first sentence, there is an omission of the *be* "are" in "who staying" which is "who are staying". In sentence two, there is an omission of *be* form "has"...in this single's men final round.." which should the *be* "has" has to be inserted becoming"...in the single's men final round...".

In sentence number (9), the error is in the verb "stay" and "travel". It is considered an error because in the source language, this sentence is describing an event that is still happening in the present while in the the target language uses present tense. As it is describing an event that is still happening in the present, the translation is in present continous tense (S+is/am/are+Ving). Thus, the verb "stay" and "travel is incorrect. The correct translation is "... who are staying in and travelling to...".

In sentence number (10), the error is in the verb "is given" because this sentence is describing a past event, so it is translated into past tense (S+V2). The correct translation is "...was given a punishment...". This error is also seen in sentence number (11), (12), (14), (15), (16).

In sentence number (13), the error is in the word "Begins". As "begins" is originally a verb, if it were to be used as a subject it has to be changed into "beginning" (Ving) functioning as a gerund. A gerund is a verb that is used as a subject.

In sentence number (17), the error is in the verb "ending". This error is similar with the error found in sentence (1) and (6). The difference is that in this

sentence, the error is in the use of Ving instead of V2. As it is describing a past

event, the verb form is "has ended" (V2). So, the correct translation for this

sentence is "...has ended the myth that...".

b. False Concept Hypothesized

False concept hypothesized errors, sometimes called semantic error, may

be derived from faulty comprehension in the target language. An example of this

error is in the choice of diction in the target language where some dictions have

the same meaning but cannot be subtituted by each other, such as "richness" and

"wealth".

In this research, the researcher found ten errors that belong to this

classification. Further explanation will be explained below.

Table 4.10 False Concept Hypothesized

No	Code	Source Language	Sentence that contain errors	Correction
1.	S1 N5	Sebuah organisasi amal Rough Edges di Sydney, Australia, membuat program tur jalan kaki ke daerah-daerah yang dihuni gelandangan untuk memberi perspektif baru tentang kaum tidak beruntung itu.	Rough Edges, a charity organization in Sydney, Australia, **makes** a **foot-walk** tour program to some areas that are settled by vagrant to give new perspective **dealing with** that underprivileged group.	Rough Edges, a charity organization in Sydney, Australia, **made** a **walking** tour program to some areas that are settled by vagrant to give new perspective **about** that underprivileged group.
2.	S1 N6	Israel selama ini mengontrol semua aktivitas di seluruh negara Arab melalui sistem jaringan mata-mata dan penyadapan di negara-negara tersebut	All this time, Israel controls all activities in the **whole** Arabian countries through **spies' network system and tapping** in those countries.	All this time, Israel **has controlled** all activities in **all** Arabian countries through **espionage network and tapping system** in those countries.

Table Continuation of False Concept Hypothesized

No	Code	Source Language	Sentence that contain errors	Correction
3.	S1 N8	Presiden Susilo Bambang Yudhoyono berharap agar dunia pendidikan Indonesia sejak saat ini mulai membentuk generasi muda yang siap menghadapi tantangan pada masa depan	President Susilo Bambang Yudhoyono hopes that from now on, Indonesia's **education field** begins to form young generation that prepared in facing challenges in the future.	President Susilo Bambang Yudhoyono hopes that from now on, Indonesia's **education** begins to form young generation that prepared in facing challenges in the future.
4.	S2 N5	Israel selama ini mengontrol semua aktivitas di seluruh negara Arab melalui sistem jaringan mata-mata dan penyadapan di negara-negara tersebut	**During the time**, Israel has controlled all activities in **whole** Arabic nations through **spy and sound tracked system.**	**All this time**, Israel has controlled all activities in **all** Arabian countries through **espionage network and tapping system** in those countries.
5.	S2 N8	Berawal dari kekecewaannya terhadap kualitas pendidikan di Indonesia, Syahrial Yusuf terdorong mendirikan Lembaga Pendidikan dan Pengembangan Profesi Indonesia (LP3I).	**Reasoning by** his dissapointment on Indonesia education quality, Syahrial Yusuf **is** motivated to make Lembaga Pendidikan dan Pengembangan Orifesi (LP3I).	**Beginning from** his dissapointment on Indonesia education quality, Syahrial Yusuf **was** motivated to make Lembaga Pendidikan dan Pengembangan Orifesi (LP3I).
6.	S3 N4	Presiden Susilo Bambang Yudhoyono berharap agar dunia pendidikan Indonesia sejak saat ini mulai membentuk generasi muda yang siap menghadapi tantangan pada masa depan.	Indonesian president Susilo Bambang Yudhoyono hopes that the education world **since this time began** forming youth who are ready to face the challenges of the future.	Indonesian president Susilo Bambang Yudhoyono hopes that the education in Indonesia **from now on begins** forming youth who are ready to face the challenges of the future.
7.	S3 N10	Sukses membuat lagu tema untuk film Laskar Pelangi dan Sang Pencerah, band Nidji kembali mengerjakan lagu tema untuk film *Tenggelamnya Kapal Van der Wijck.*	Successfully made the theme song for the movie *lascar pelangi* and *sang pencerah*, nidji band **back doing** the theme song for the movie*Tenggelamnya kapal Van der Wijck.*	Having sucessfully made the theme song for the movie *Laskar Pelangi* and *Sang Pencerah*, Nidji band group, **again, arranged** the theme song for the movie *Tenggelamnya Kapal Van der Wijck.*

Table Continuation of False Concept Hypothesized

No	Code	Source Language	Sentence that contain errors	Correction
8.	S4 N4	Israel selama ini mengontrol semua aktivitas di seluruh negara Arab melalui sistem jaringan mata-mata dan penyadapan di negara-negara tersebut.	Israel has been controlling all activities in Arabic countries through **the spies networking system and tapping** in those countries.	All this time, Israel has controlled all activities in all Arabian countries through **espionage network and tapping system** in those countries.
9.	S5 N2	Karena jumlah anggota MPR relatif sedikit dibanding jumlah pemilih pada umumnya, maka sangat dimungkinkan juga terjadinya permainan politik dalam pemilihan presiden.	Because the number of MPR is less than the number of voters so it is possible, to have political **trick** in the president election.	Because the number of MPR is less than the number of voters so it is possible, to have political **games** in the president election.
10.	S5 N3	Kemenangan atas pemain Korea Selatan Shon Seung-mo di babak final tunggal putra ini juga sekaligus mengakhiri mitos, bahwa Taufik tak bisa menjadi juara di Eropa.	The victory **upon** south Korea player Shon Seung-mo in the single men final round also ended the myth that Taufik was no longer able to be the winner in Europe	The victory **over** south Korea player Shon Seung-mo in the single's man final, has ended the myth that Taufik was no longer able to be the winner in Europe

In sentence number (1), the error is the diction. The source language (Bahasa Indonesia) word *jalan kaki* and *tentang* is translated into "foot-walk" and "dealing with" which is inappropriate in the target language (English). The appropriate English word to represent *jalan kaki* and *tentang* is "walking" and "about. So, the correct translation is "...made a walking tour program...about that underprivileged group.".

In sentence number (2), the error is also in the diction. The source language (Bahasa Indonesia) words *seluruh* and *sistem jaringan mata-mata* are translated into "whole" and "spies' network system" which are inappropriate in the target language (English). The appropriate English word to represent *whole* and *sistem jaringan mata-mata* is "all" and "espionage network and tapping

system". Thus, the correct translation is "...in all Arabian countries...through espionage network and tapping system....". The same error is also found in sentence number (4) and (8).

In sentence number (3), the error is in the addition of the word "field". This word is unnecessary, because "Indonesia's education" already represents *dunia pendidikan Indonesia*.

In sentence number (5), the error is the diction. The source language (Bahasa Indonesia) word *berawal dari* is translated into "reasoning by" which is inappropriate in the target language (English). The appropriate English word to represent *berawal dari* is "beginning from". So, the correct translation is "Beginning from his ...".

In sentence number (6), there are two errors. First is in the diction and second is the wrong use of verb form. First, the source language (Bahasa Indonesia) phrase *sejak saat ini* is translated into "since this time" which is inappropriate in the target language (English). The appropriate English word to represent *sejak saat ini* is "from now on". Second, the verb form of "began" is incorrect because in the source language it is describing a present event. The correct verb form is in present tense which is "begin". So, the correct translation is "...from now on begins...".

In sentence number (7), the error is also in the diction. The source language (Bahasa Indonesia) phrase *kembali mengerjakan* is translated word-for-word which leads to incorrect translation in the target language (English). The

appropriate English phrase to represent *kembali mengerjakan* is "again, arranged".
So, the correct translation is "...nidji band, again, arranged...".

In sentence number (9), the error is in the choosing of "trick" to represent the source language (Bahasa Indonesia) word *permainan*. The word "trick" is inappropriate and does not represent the source language. The appropriate English word to represent *permainan* is "games". So, the correct translation is "...have political games...".

In sentence number (10), the error is in the diction "upon" to represent the source language word *atas*. The word "upon" is inappropriate, the appropriate English word to represent *atas* is "over". So the correct translation is "the victory over...".

4.2 Discussion

The errors found in the translation of seventh semester students of Study Program of English Faculty of Cultural Studies Universitas Brawijaya are found in various kinds. Based on the classification of the sources of error proposed by Richards (1971) interference and intralingual errors appeared in the translations. The errors that appeared in the translations are cases, such as misuse of preposition, omission of plural marker, and misordering of words for interference errors. While for intralingual errors are in cases such as, omission of *be*, subject-verb agreement, misuse of verb forms, and diction. However, there are some kind of errors that were not found in the translations. An example for interference error is the wrong usage of diction because there is no distinctive difference in the

source language, e.g the use of month and moon because the "month/moon" distinction does not exist in Bahasa Indonesia. While examples for intralingual error are the error in subject-verb agreement, overgeneralizing the formation of English plurals by adding 's' or 'es' to the singular noun such as in mouses instead of mice, and double-marking errors such as "He doesn't knows my name." or "We didn't went there.".

The total number of errors is 92 errors. The errors that were found in the translations are interference with 11 errors (11.9%) and intralingual errors with 81 errors (88.1%). Interference and intralingual errors are further classified, the classificiations and its percentages are presented in Table 4.11.

4.11 Error Tabulation

Type of Errors	Frequency	Percentage (%)
Interference errors	**11**	**13.1%**
a.Transfer of structure errors	4	4.7%
b.Interlingual errors	7	8.4%
Intralingual Errors	**73**	**86.9%**
a.Incomplete application of rules	27	32.1%
b. False concept hypothesized	46	54.8%
Total	**84**	**100%**

From the total number of 11 interference errors, interference errors are further divided based on the classification of interference errors by Richards (1971). The classifications are transfer of structure errors with 4 errors (4.7%) and 7 interlingual errors (8.4%).

From the total of 71 intralingual errors, intralingual errors are further divided based on the classification of intralingual errors by Lott (1983). The

classifications are incomplete application of rules with 29 errors (32.1%) and false concept hypothesized with 42 errors (54.8%).

The errors that were most likely produced by the students were false concept hypothesized with 42 errors (54.8%), followed by incomplete application of rules with 29 errors (32.1%), followed by interlingual with 7 errors (8.4%), and the smallest number is transfer of structure with 4 errors (4.7%). Those errors are summarized in the chart below.
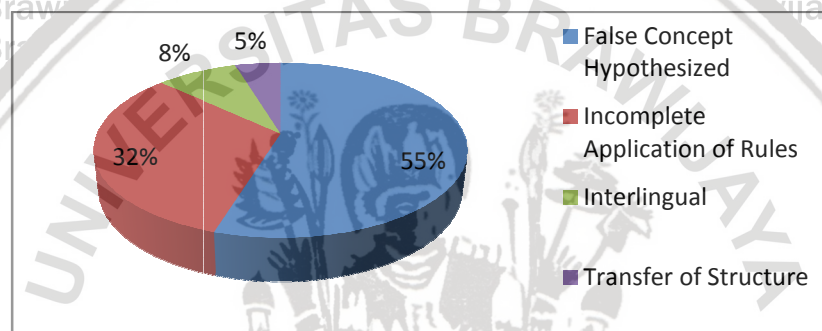

Figure 4.1 Percentages of Errors

The result of this research was different from the two previous research conducted by Fauziati (2010) and Kafipour and Khojasteh (2012) as it used different theories in analyzing the errors. However, there are some data that can be compared. In both the previous studies, the theories that are used is the theory of comparative taxonomy proposed by Dulay, Burt, Krashen (1982). While in this study the researcher analyzed the errors based on the theories of sources of errors by Richards (1971) and Lott (1983).

In Fauziati's research about the interlanguage errors in English textbooks for junior high school, she used the comparative taxonomy theory where it classifies the errors into interlingual, developmental and others errors. In her

research, the highest percentage of error is interlingual with 54.22% followed by developmental errors with 43.12% . In her research, interlingual errors are errors that are similar in structure to the learner's native language. While developmental errors are errors that are similar to the target language.

In Kafipour and Khojasteh's research about the errors made by Iranian undergraduates learners of English, she also used the comparative taxonomy. The highest perecentage of error in this research is developmental errors with 40%, followed by interlingual errors with 16.19%.

The previous studies conducted by Fauziati and Kafipour and Khojasteh had the results in which the highest percentage of errors made were interlingual errors and developmental errors. While in this research, the result is that false concept hypothesized, categorized in intralingual errors as the highest percentage of errors made by the students. Intralingual errors are errors that are made because of the influence and lack of knowledge of the target language. Thus, the result of the result of this study is similar with Kafipour and Khojasteh's study, in which is that most errors are made because of the influence of the target language.

In this research, the researcher used the theory of sources of error by Richards (1971) where he classifies errors into interference, intralingual, and developmental errors. In this research, developmental errors are not analyzed because it needs long term research which the researcher is not provided . The researcher also used the further classification of interference errors by Richards (1971) where he divides interference errors into overextension of analogy, transfer of structure, and interlingual errors. Another theory used by the researcher is the

classification of intralingual errors based on Lott (1983), in which he divides intralingual erros into overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concept hypothesized.

In this research, the researcher found 84 errors consisting of 11 interference errors (4 transfer of structure and 7 interlingual errors) and 73 intralingual errors (27 incomplete application of rules and 46 false concept hypothesized). There are three types of error that were not find in this research, those are overextension of analogy, overgeneralization, and ignorance of rule restrictions.

The highest percentage of errors found is false concept categorized with 54.8%. Richards (1971) defines false concept categorized errors as semantic error, which may be derived from faulty comprehension in the target language. For example, in this research there isone kind of error that is classified into this classification, which is incorrect diction.

The next error is incomplete application of rules with 32.1%. Richards (1971) defines incomplete application of rules errors as typically related to analogy. It involves a failure to fully develop a structure. For example, the most common error in this research that is classified into this classification is the omission of *be* in which to make a sentence complete as a statement *be* is needed.

The next error is interlingual error with 8.4%. Lott (1983) defines interlingual errors as errors that occur when a particular distinction does not exist in L1. For example, in the sentence "This wide Indonesian archipelago is gifted wuth various cultures that broadly spread along Nanggroe Aceh Darussalam until Papua". The correct preposition is "to" instead of "until". In English, there is a

distinction between the use of preposition such as "until" and "to", while in Bahasa Indonesia there is no distinction.

The next error is transfer of structure error with 4.7%. Lott (1983) defines transfer of structures errors as errors that occur when the learner utilizes some L1 features (phonological, lexical, grammatical, or pragmatic) rather than of the target language. This is what is generally understood as transfer. For example, the participants still use the Indonesian head and modifier concept when translating into English.

Between the two test that were conducted, the most errors made by the students were in the contextual translation test with 51 errors (7 interference and 44 intralingual errors). While in the individual sentences translation test, there were 33 errors (4 interference errors and 29 intralingual errors).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research finding and the suggestion as well.

5.1 Conclusion

Translation is an English skill where a person needs to be able to transfer the source language to the target language, in this case *Bahasa Indonesia* to English. The object of this research was the translation made by the seventh semester students of Study Program of English, Faculty of Cultural Studies, Universitas Brawijaya that contain errors. The researcher categorized and analyzed the errors based on the source of errors theory proposed by Richards (1971) and Lott (1983).

The total number of errors found in the translations is 84 errors. This result showed that seventh semester students still make errors in their translation regardless of their high grades. This research was based on the theory of sources of error by Richards (1971) where he classifies errors into interference, intraligual, and developmental errors. In this research, developmental errors are not analyzed because to analyze it requires long term research. The researcher also used the further classification of interference errors by Richards (1971) where he divides interference errors into overextension of analogy, transfer of structure, and interlingual erros. Another theory used by the researcher was the classification of

intralingual errors based on Lott (1983) who divides intralingual errors into overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concept hypothesized.

Based on the theories used the researcher found that the highest percentage of errors in the translations was false concept hypothesized (54.8%), followed by incomplete application of rules (32.1%), interlingual errors (8.4%), and the smallest is transfer of structure (4.7%)

The errors that appeared in the translations were cases, such as misuse of preposition, omission of plural marker, and misordering of words for interference errors. While for intralingual errors were in cases such as, omission of *be*, subject-verb agreement, misuse of verb forms, and diction choice.

From this research, we can see that the students still have a lot of errors in their translations even though they got high grades in their translation class. Those errors showed that the students do not have a good mastery on English rules of grammar. The students must study more about English, especially vocabulary and tenses as there are many errors in that category.

5.2 Suggestion

The researcher suggests the next researcher who wants to conduct a similar research to use another theory to make his/her study more complete, or use the same subject with another theory. Another suggestion is to use the same theory and subject with different criteria. In this research, the researcher uses seventh semester students who have grades of A in their translation class, the next

researcher can use the same subjects with a different criteria like their TOEFL score.

Since the translations of seventh semester students still contain a lot of errors, it is expected that the English lecturers give more practice to improve the English proficiency of the students.

The researcher also suggests the students to improve their English skill especially in translation by doing more exercises so that the errors produced can be reduced.
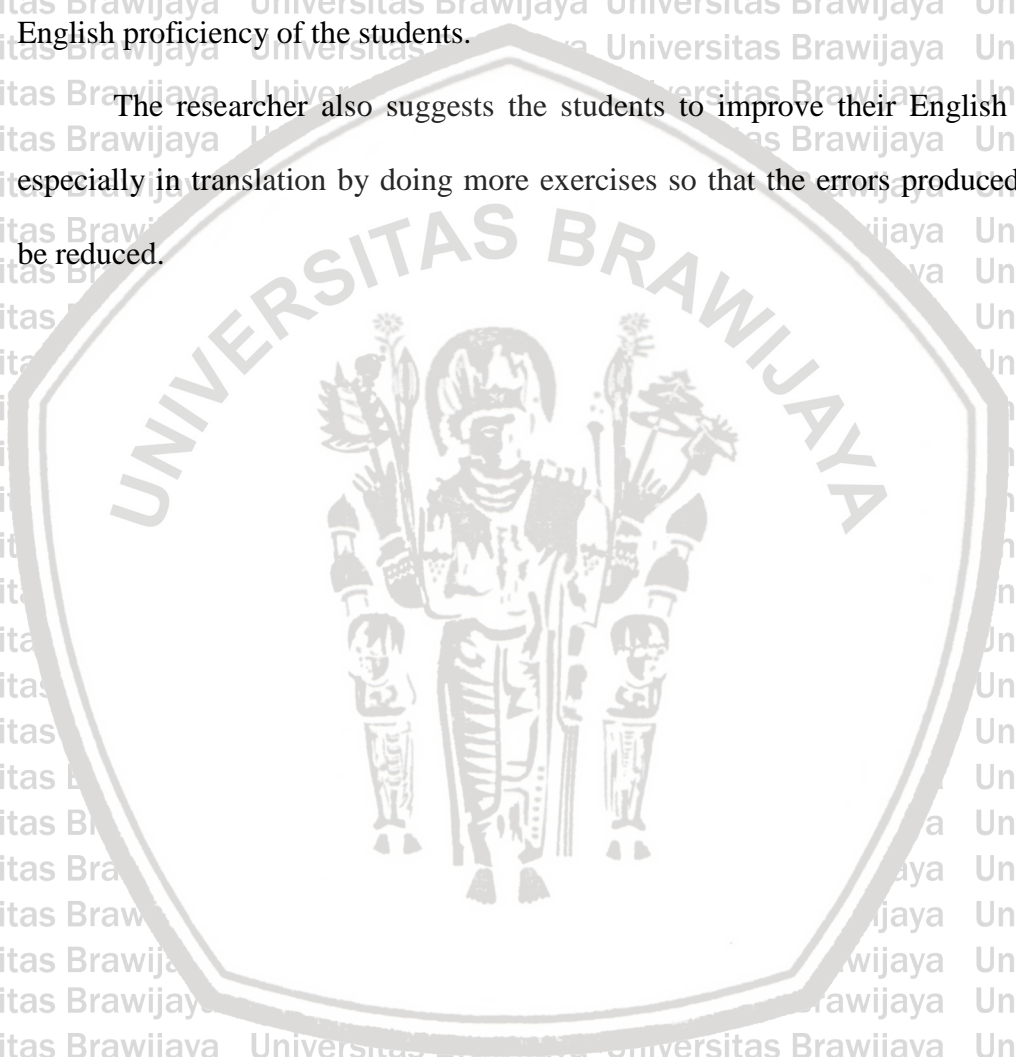
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APENDICES

APPENDICES

Appendix 1: Contextual Translation Test
Translate this text into English.

Negara kepulauan Indonesia yang luas ini diberkati dengan bermacam-macam kebudayaan yang tersebar luas mulain dari Nanggroe Aceh Darussalam sampai Papua. Keanekaragaman ini jelas sekali dicerminkan dalam pepatah Bhineka Tunggal Ika – "Berbeda-beda Tetapi Tetap Satu."

Salah satu bentuk kesenian yang merupakan bagian dari kekayaan ini adalah wayang. Kesenian ini adalah salah satu pengaruh dari agama Hindy, yang dapat kita telusuri keberadaannya di Indonesia pada abad ke sembilan.

Sebenarnya, wayang terdapat di Sumatra hingga Lombok dengan berbagai macam versi dan bentuk. Beberapa bentuk wayang yang terkenal adalah wayang, kulit, wayang topeng, dan yang paling terkenal, wayang wong atau wayang orang.

Wong adalah bahasa Jawa yang berarti orang, sehingga dapat diartikan bahwa "boneka" yang diapakai dalam kesenian ini adalah para penari-penari wayang.

Pada jaman dahulu, wayang wong hanya dipentaskan di Yogyakarta dan Surakarta. Akan tetapi, karena kesenian ini menjadi semakin populer, akhirnya wayang wong dipentaskan di depan umum. Dalam wayang wong, sang dalang (narator dan pemimpin kelompok) hanya bertugas memberikan suluk (prakata) tentang cerita yang akan dibawanya. Setelah itu barulah para penari akan menari, menyanyi, dan berbicara – biasanya dalam bahasa Jawa – untuk mementaskan lakon pada saat itu.

**Appendix 2: Correct Translation of the Contextual Translation Test**

The vast archipelagic nation of Indonesia is blessed with a wealth of indigenous cultures that stretch across from Nanggroe Aceh Darussalam to Papua. So diverse and various is Indonesian culture that the national slogan Bhinneka Tunggal Ika -- "Unity in Diversity" -- is an apt reflection of this plurality. This is one of the arts that is influenced by Hinduism, which its existence can be traced back to the 9th Century in Indonesia.

One art form that is part of this richness is wayang. Wayang exists from Sumatra to Lombok, but in various versions according to the local culture. There are many types of wayang, from wayang kulit (shadow puppet) to wayang topeng (masked puppet) to the famous wayang wong or wayang orang.

Wong in Javanese and orang in Bahasa Indonesia both mean person, and the "puppets" in this art form are human performers.

Wayang wong was historically staged only within the palaces of Yogyakarta and Surakarta, but its popularity rose and wayang wong came to be performed in public. In wayang wong, the dalang (narrator and troupe leader) only provides a suluk (prelude) to the story, and the performers dance, sing and speak -- usually in Javanese -- to act out the drama.
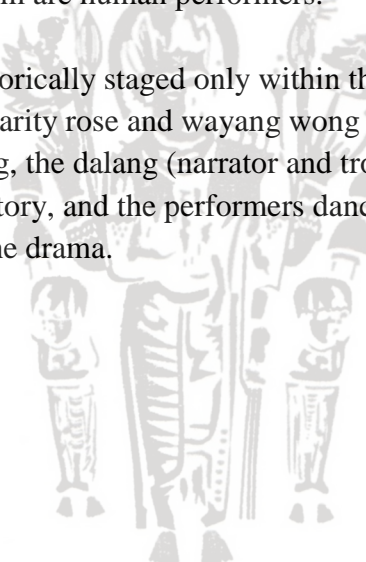
Appendix 3: Individual Translation Test
Translate these sentences into English

1. Serangan teroris pada 11 September di Amerika Serikat menambah kekhawatiran tentang keselamatan warga Amerika yang bermukim di atau melakukan perjalanan ke Indonesia. (http://www.seasite.niu.edu/)

2. Karena jumlah anggota MPR relatif sedikit dibanding jumlah pemilih pada umumnya, maka sangat dimungkinkan juga terjadinya permainan politik dalam pemilihan presiden. (http://www.seasite.niu.edu/)

3. Kemenangan atas pemain Korea Selatan Shon Seung-mo di babak final tunggal putra ini juga sekaligus mengakhiri mitos, bahwa Taufik tak bisa menjadi juara di Eropa. (http://www.seasite.niu.edu/)

4. Dilansir dari situs FIFA, Indonesia yang saat ini menduduki peringkat ke-162 di FIFA mungkin memiliki sedikit kesamaan dengan juara dua kali Piala Dunia, Argentina, terkait sepak bola.(Kompas.com)

5. Tian Xueren, seorang mantan Wakil Gubernur Provinsi Jilin di China timur laut, dihukum karena menerima suap senilai lebih dari 19 juta yuan (Rp 34,5 miliar). (detik.com)

6. Sebuah organisasi amal Rough Edges di Sydney, Australia, membuat program tur jalan kaki ke daerah-daerah yang dihuni gelandangan untuk memberi perspektif baru tentang kaum tidak beruntung itu. (detik.com)

7. Israel selama ini mengontrol semua aktivitas di seluruh negara Arab melalui sistem jaringan mata-mata dan penyadapan di negara-negara tersebut. (detik.com)

8. Sukses membuat lagu tema untuk film Laskar Pelangi dan Sang Pencerah, band Nidji kembali mengerjakan lagu tema untuk film *Tenggelamnya Kapal Van der Wijck. (detik.com)*

9. Slank resmi mengganti logo band mereka dari tulisan Slank yang membentuk kupu-kupu menjadi tulisan Slank yang membentuk sayap burung. (detik.com)

10. Berawal dari kekecewaannya terhadap kualitas pendidikan di Indonesia, Syahrial Yusuf terdorong mendirikan Lembaga Pendidikan dan Pengembangan Profesi Indonesia (LP3I). (detik.com)

11. Presiden Susilo Bambang Yudhoyono berharap agar dunia pendidikan Indonesia sejak saat ini mulai membentuk generasi muda yang siap menghadapi tantangan pada masa depan. (detik.com)

12. Pedangdut Rhoma Irama memberi sinyal kesediaannya untuk berduet dengan mantan Wakil Presiden RI Jusuf Kalla sebagai pasangan calon presiden dan calon wakil presiden pada Pemilu 2014. (detik.com)

13. Dalam kurun waktu sekitar lima miliar tahun, Matahari akan menguras bahan bakar nuklirnya dan membengkak menjadi "raksasa merah"—

sebuah bintang besar, tua, dan menyilaukan—dan mungkin akan menelan planet kita. (detik.com)

14. Hasil riset terbaru menunjukkan bahwa kewaspadaan saat menghadapi ular merupakan sifat yang dimiliki manusia, diturunkan bcdari sifat primata yang diperoleh lewat proses evolusi. (detik.com)

Appendix 4: Correct Translation of the Individual Translation Test

1. The 11th of September terrorist attack in the USA has increased worry on the safety of USA citizens who are staying in, or travelling to Indonesia.

2. Because the number of MPR members is relatively small compared to the number of general voters, then, there will be possibility of political games in the president election.

3. The victory over the South Korean player, Shon Seung-mo, in the single's man final, has put the myth that Taufik cannot be a champion in Europe.

4. It has been released in the FIFA website that Indonesia is now in the 162th FIFA rank, which may have a minor similarity to the two time world champion, Argentina, related in football.

5. Tian Xueren, a former vice governor of Jilin Province in the north eastern China, was convicted for accepting bribe of a value of 19 million yuan (Rp. 34,5 billion).

6. A charity organisation, Rough Edges, in Sydney, Australia, organised a walking tour to the areas where homeless people live, to give a new perspective to those unfortunate people.

7. All of this time, Israel has controlled all activities of all Arabian countries through espionage network and tapping system in those countries.

8. After successfully making theme songs for Laskar Pelangi and Sang Pencerah movies, Nidji band group, again, arranged a theme song for Tenggelamnya Kapal Van der Wijck movie.

9. Slank has officially changed their band logo from the written sign of Slank, which formed butterfly imagery, to written sign Slank which forms bird wing imagery.

10. Beginning from his disappointment towards the education quality in Indonesia, Syahrial Yusuf was motivated to establish Indonesia Education and Profession Development Institution (LP3I).

11. President Susilo Bambang Yudhoyono is expecting, that education in Indonesia, from now on, is ready to generate the Y-gen (young generation), who are ready to face the future challenges.

12. The dangdut practitioner Rhoma Irama gives sign of his willingness to duet with the former Vice President of Republic of Indonesia, Jusuf Kalla, to become candidates for the president and vice president in the 2014 Election.

13. During a period of five billion years, the sun will drain its nuclear fuels, and transform itself into "a red giant" - an old big dazzling star- and, perhaps will swallow our planet.

14. The most recent research result indicates that human alert when encountering a snake is an instinct derived from the primate instinct through evolutionary process.

Appendix 5: Translations by Seventh Semester Students
Participant 1
Contextual Translation Test

This wide Indonesian archipelago is gifted by various cultures that broadly spread Nanggroe Aceh Darussalam until Papua. This diversity is obviously reflected in *Bhineka Tunggal Ika* aphorism – "Diverge but One".

One of many art forms that become the part of this wealth is *Wayang*(puppet). This art is an influence from Hindu's religion which can be observed its existence at ninth century in Indonesia.

Actually, *wayang* exists in Sumatra until Lombok with various versions and forms. Some well-known forms of *wayang* are *wayangkulit* (leather puppet), *wayang topeng* (mask puppet), and the most famous one is *wayang wong* or *wayang orang* (human puppet).

Wong comes from Javanese language which means man, so it can be defined that "the doll" which is used in this show is the puppet dancers.

A long ago, *wayangwong* was only performed in Yogyakarta and Surakarta. But, because this art became more famous, finally *wayangwong* was performed in public. In *wayangwong*, the *dalang* (the narrator and the chief of group) is only giving the *suluk* (foreword) that tells about the story which will be brought. After that, it is the time for the dancers to dance, sing, and talk –usually in Javanese—to perform the play at that moment.

Individual Translation Test

1. Terrorist's attack at September 11th in United States increases anxiousness about United State citizen's safety who stay in or travel to Indonesia.
2. The victory over South Korea's player ShonSeung-mo in this single's men final round also put the myth to an end, that Taufik could not be a champion in Europe.
3. TianXueren, an ex-Vice Governor of Jilin Province in northeast China, is given a punishment for accepting bribe worth more than 19 million Yuan (IDR 34,5 billion).
4. Slank officially changes their band logo from Slank letter in butterfly shape to Slank letter in bird's wing shape.
5. Rough Edges, a charity organization in Sydney, Australia, makes a foot-walk tour program to some areas that are settled by vagrant to give new perspective dealing with that underprivileged group.
6. All this time, Israel controls all activities in the whole Arabian countries through spies' network system and tapping in those countries.
7. Having being successfull in composing soundtrack for *LaskarPelangi* and *Sang Pencerah* movie, *Nidji* Bandonce again composes the soundtrack for TenggelamnyaKapal Van der Wijck movie.
8. President SusiloBambangYudhoyono hopes that from now on, Indonesia's education field begins to form young generation that prepared in facing challenges in the future.

9. Begins from his disappointment toward the quality of Indonesia's education, Syahrial Yusuf was motivated to establish *Lembaga Pendidikan dan Pengembangan Profesi Indonesia (LP3I)*.

10. The result of the new research shows that the vigilance when encountering a snake is an attitude owned by human, generated from primate's attitude that obtained through evolution process.

Participant 2
Contextual Translation Test

Indonesia Peninsula is blessed with various cultures which spread from Nangroe Aceh Darussalam till Papua. This diversity is clearly explained in Indonesia aphorism "Bhinneka Tunggal Ika"- Unity in Diversity.

One example of Indonesia wealth on art is Wayang. Wayang is one example of art which is influenced by Hinduism. Since Hinduism influence is dominant, we can trace the existence of Wayang by observing it in 9th century.

Actually, Wayang can be found in Sumatra till Lombok with its various versions and shapes. Some of the famous Wayang shapes are Wayang Kulit, Wayang Topeng, and the most popular is Wayang Wong or Wayang Orang.

In Javanese, wong means person. So here, the dolls that are performed in this art are the Wayang dancers.

Once, Wayang Wong was only performed in Yogyakarta and Surakarta. But, since Wayang becomes popular, Wayang is finally performed in public. In Wayang Wong, Dalang or narrator only gives suluk or prolog about the story. Then, after the narrator finished, the dancers will dance, sing, and speak usually in Javanese for performing their roles in the story.

Individual Sentences Translation Test

1. Terrorist attack on 11th of September in USA increases the worries of American's safety who lives in Indonesia and who travels to Indonesia.

2. Since the number of MPR members is less than the voters, so the tendency of political intrusion in President election may exist.

3. Tian Xueren, the former vice governor of Jilin Province in Northeast China, is punished because of getting bribe amount more than 19 million yuan.

4. A charity organization Rough Edges in Sydney, Australia, makes an on foot tour program to poor areas to give new perspective about those poor people.

5. During the time, Israel has controlled all activities in whole Arabic nations through spy and sound tracked system.

6. After successfully making the original soundtrack of Laskar Pelangi and Sang Pencerah, band group Nidji makes an original soundtrack for Tenggelamnya Kapal Van der Wijck movie.

7. Slank officially changed their group band logo from Slank transcription which looks like a butterfly into Slank transcription which looks like bird's wings.

8. Reasoning by his dissapointment on Indonesia education quality, Syahrial Yusuf is motivated to make Lembaga Pendidikan dan Pengembangan Orifesi (LP3I).

9. President Susilo Bambang Yudhoyono hopes that Indonesian education from now on starts to make young generations who are ready to face the future challenges.

10. Dangdut singer Rhoma Irama gave a sign that he is ready to be Jusuf Kalla's partner as President and Vice President Candidate in 2013 election.

Participant 3
Contextual Translation Test

Indonesian archipelago blessed with variety of culture which scattered from Nanggroe Aceh Darussalam to Papua. The diversity is clearly reflected in Bhineka Tunggal Ika – "Berbeda-beda Tetapi Tetap Satu."

One form of art which is part of this wealth is Wayang. This art is one of the art that influenced by Hindu, we can found the existence of Hindu in the 9th of century.

Actually, wayang contained in Sumatra to Lombok with the various of version and model. Some of the popular wayang is wayangkulit, wayangtopeng, and the most popular wayang is wayangwong or wayang orang.

Wong is the Javanese language which means people, so we can interpret that the "Dolls" which used in this art is puppet dancers.

In earlier times, wayangwong just staged in Yogyakarta and Surakarta. But, because of the popularity of this art, finally wayangwong staged in front of public. In wayangwong performances, the puppeteer (narrator and group leader) just be on duty giving suluk (foreword) about the story that will eb presented. After that the dancer will dance, sing, and talk – usually in Javanese language – to show lakon (play) on that time.

Individual Sentences Translation Test

1. Launched from FIFA website, Indonesia which ranked 162 in FIFA may have something in common with two times World Cup champion, Argentina, related in Football. (Kompas.com)

2. TianXueren, former deputy governor of Jilin province in northeast china, convicted because of accepting bribes worth more than 19 million Yuan (Rp 34,5 billion)

3. Slank officially changed their band logo which was butterfly-shaped with the words slank into wing–shaped with the word slank.

4. Indonesian president SusiloBambangYudhoyono hopes that the education world since this time began forming youth who are ready to face the challenges of the future.

5. The terrorist attack on 11 September in United States adds more concerns in the safety of American citizens living or traveling to Indonesia.

6. Dangdut singer Rhoma Irama agreed to be allies with the Indonesian former vice president Jussuf Kalla as candidates for president and vice president on election 2014.

7. Within a period of about five billion years, the sun will exhaust its nuclear fuel and swell into a "red giant". A big star, old, and dazzling, and maybe will swallow the earth.

8. A victory over South Korean playermoshonseung in the men's single final round, ending the myth that taufik can't be a champion in Europe.

9. Because the number of parliament member is relatively small compared to the number of voters, it is very possible to see the political game in the presidential election.

10. Successfully made the theme song for the movie *laskarpelangi* and *sang pencerah*, nidji band back doing the theme song for the movie*tenggelamnyakapal Van der Wijck.*

Participant 4
Contextual Translation Test

Indonesia as a huge archipelago country is gifted with numerous cultural heritages. This diversity of cultures is reflected in Bhinneka Tunggal Ika – "Harmony in Diversity".

In these cultural haritages, there is one work of art which is called as *wayang* or puppet. This art is one of the arts that is influenced by Hinduism which its existence can be traced in Indonesia since the 9th century.

In fact, *wayang* can be found in Sumatera, Java and Lombok, with the various versions and kinds. There are several kinds of well-known *wayang*, they are *wayang kulit*, *wayang topeng* and, the most famous one is, *wayang wong* or *wayang orang.*

Wong is a Javanese word for *orang* or human. So, we can say that "the puppets" used in this art are human beings who act as the dancers.

Long time ago, *wayang wong* was only performed in the royal palace of Yogyakarta and Surakarta. However, as this art becoming popular, it began to be performed in front of public. In *wayang wong*, a man called *dalang* (i.e. the narrator and group leader) is only giving the narration of the story. After that, the dancers will dance, sing and converse – usually in Javanese – in performing the characters.

Individual Sentences Translation Test

1. The 9/11 terrorist attack in United States worries the Americans who is living in or travelling to Indonesia.

2. According to FIFA.com, Indonesia have some similarities with Argentina in case of football.

3. Tian Xueren, the former Vice Governor of Jilin in North East of China, was punished for accepting bribery of more than 19 million Yuan.

4. Israel has been controlling all activities in Arabic countries through the spies networking system and tapping in those countries.

5. After successfully creating the theme songs for *Laskar Pelangi* and *Sang Pencerah*, Nidji creates a theme song for a film entitled *Tenggelamnya Kapal Van Der Wijck.*

6. Slank has changed their butterfly-like band symbol into a bird's wings shaped.

7. Because of his disappointment towards the quality of Indonesian education, Syahrial Yusuf is motivated to establish an educational and professional training institution called Lembaga Pendidikan dan Pengembangan Profesi Indonesia (LP3I).

8. Susilo Bambang Yudhoyono hopes that, from now on, the Indonesian education can make the youths be prepared to face the challenges of their future.

9. Rhoma Irama informally declared his willingness to invite Jusuf Kalla as his partner to be the next President and Vice President in 2014 election.

10. The newest research shows that the humans' awareness when they see a snake is generated from the primates' through the evolution process.

Participant 5
Contextual Translation Test

The broad archipelago of Indonesia is blessed with the various culture which is spread from Nangroe Aceh Darussalam until Papua. This variety is definitely reflected in the aphorism "Bhineka Tunggal Ika". "Although contains some differences, however still unified"

One of the art which is become a part from this wealth is puppet. This kind of art affected from Hindu religion which we can trace its existence in 9th century.

Actually, puppet can be found in Sumatra to Lombok with the variety of version and form. Some of the puppet which is well-known are leather puppet, mask puppet, and the most famous one is "wayangwong" or puppet which is performed by man and woman.

Wong in Javanese language has the meaning of "people", therefore it can be translated that the "doll" which used in this art is "the dancer of puppet"

A long time ago, "wayang wong" only perfomed in Jogja and Solo. However because this art becomes so famous, finally "wayang wong" performed in front of the public. In "wayangwong" dalang (the pupetters) or Narrator or head of the group only has a duty to give "suluk" (prologue) / Prakata in Indonesia about the story that they want to tell. After that, the dancers start dancing, singing, and talking –usually in Javanese language in order to perform "lakon" or the story at that time.

Individual Sentences Translation Test

1. The terrorist attack on 11th September in U.S increase the anxiety of the American's safety who settled in or travel in Indonesia.

2. Because the number of MPR is less than the number of voters so it is possible, to have political trick in the president election.

3. The victory upon south Korea player ShonSeung-no in the single men final round also ended the myth that Taufik was no longer able to be the winner in Europe.

4. Succeeding in making the theme songs for LaskarPelangi and Sang Pencerah, Nidji band compose the theme song for the movie entitled "TenggelamnyaKapal Van der Wijck" movie.

5. Slank officially changed their band logo from "Slank" which is form of a butterfly to be "Slank" which is in form of wings.

6. Starting from the disappointment towards the educational quality in Indonesia Syahrial Yusuf is encouraged to build LP3I.

7. President Susilo Bambang Yudhoyono, expects that Indonesia's Education starts to form young generation who are ready to face the challenge in the future.

8. Dangdut singer RhomaIrama shows his readiness to form a duet with the ex- vice President of Indonesia Yusuf Kalla as his partner in the general election in 2014.

9. Around five millions years, the sun will exploit its nuclear energy, and swell into an old big dazzling star maybe will swallow our planet.

10. The newest research, shows that the awareness when facing the snake belongs to human characteristics, inherited from primate characteristic gained from evolution process.

Appendix 6: Berita Acara Bimbingan Skripsi

KEMENTERIAN PENDIDIKAN NASIONAL
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA
Jalan Veteran Malang 65145
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BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Muhammad Aminullah Hakiki
2. NIM :105110103111012
3. Program Studi : Sastra Inggris
4. Topik Skripsi : Second Language Acquisition
5. Judul Skripsi : Interlanguage in The Translation of
   Seventh Semester Students of study
   Program of English Universitas Brawijaya
6. Tanggal Mengajukan : 10 Oktober 2013
7. Tanggal Selesai Revisi : 22 Januari 2013
8. Nama Pembimbing : I. Fatimah, M.Appl.Ling.
   II. Yana Shanti Manipuspika, M.App.Ling.

9. Keterangan Konsultasi

No	Tanggal	Materi	Pembimbing	Paraf
1.	10-10-2013	Konsultasi Bab 1-3 (Consulting The Theory)	Fatimah, M.Appl.Ling	
2.	16-10-2013	Konsultasi Bab 1-3 (Change Subject)	Fatimah, M.Appl.Ling	
3.	23-10-2013	Konsultasi Bab 1-3 (Consulting the Data Collection)	Fatimah, M.Appl.Ling	
4.	25-10-2013	ACC Bab 1-3	Fatimah, M.Appl.Ling	
5.	28-10-2013	Konsultasi Bab 1	Yana Shanti Manipuspika, M.App.Ling.	
6.	30-10-2013	Konsultasi Bab 1	Yana Shanti Manipuspika, M.App.Ling.	
7.	1-10-2013	Konsultasi Bab 2	Yana Shanti Manipuspika, M.App.Ling.	
8.	8-11-2013	Konsultasi Bab 2	Yana Shanti Manipuspika, M.App.Ling.	

No.	Tanggal	Keterangan	Dosen Pembimbing
9.	11-11-2013	Konsultasi Bab 3	Yana Shanti Manipuspika, M.App.Ling.
10.	14-11-2013	Konsultasi Bab 3	Yana Shanti Manipuspika, M.App.Ling.
11.	20-11-2013	ACC Sempro	Fatimah, M.Appl.Ling
12.	20-11-2013	ACC Sempro	Yana Shanti Manipuspika, M.App.Ling.
13.	27-11-2013	Konsultasi hasil revisi sempro	Fatimah, M.Appl.Ling
14.	4-12-2013	Konsultasi Bab 4	Fatimah, M.Appl.Ling
15.	9-12-2013	Konsultasi Bab 4	Fatimah, M.Appl.Ling
16.	12-12-2013	Konsultasi Bab 4-5	Fatimah, M.Appl.Ling
17.	13-12-2013	Konsultasi Bab 4	Yana Shanti Manipuspika, M.App.Ling.
18.	18-12-2013	Konsultasi Bab 4	Yana Shanti Manipuspika, M.App.Ling.
19.	20-12-2013	Konsultasi Bab 5	Yana Shanti Manipuspika, M.App.Ling.
20.	23-12-2013	Konsultasi Bab 5	Yana Shanti Manipuspika, M.App.Ling.
21.	23-12-2013	ACC Semhas	Fatimah, M.Appl.Ling
22.	23-12-2013	ACC Semhas	Yana Shanti Manipuspika, M.App.Ling.
23.	8-01-2014	Konsultasi hasil revisi semhas	Fatimah, M.Appl.Ling
24.	13-01-2014	Konsultasi hasil revisi semhas	Yana Shanti Manipuspika, M.App.Ling.
25.	14-01-2014	ACC Ujian Skripsi	Fatimah, M.Appl.Ling
26.	14-01-2014	ACC Ujian Skripsi	Yana Shanti Manipuspika, M.App.Ling.
27.	22-01-2014	Konsultasi hasil revisi Ujian Skripsi	Fatimah, M.Appl.Ling

Telah dievaluasi dan diuji dengan nilai:

Malang 22 Januari 2014

Dosen Pembimbing I

Dosen Pembimbing II

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Mengetahui,
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