

**AN ANALYSIS ON SIXTH SEMESTER STUDENTS' ERRORS
IN TRANSLATING BRITISH ROYAL SPEECH**

A THESIS

*Intended to Fulfill One of the Requirements for the Award of Bachelor Degree in
English Language Teaching and Education
Universitas Islam Riau*



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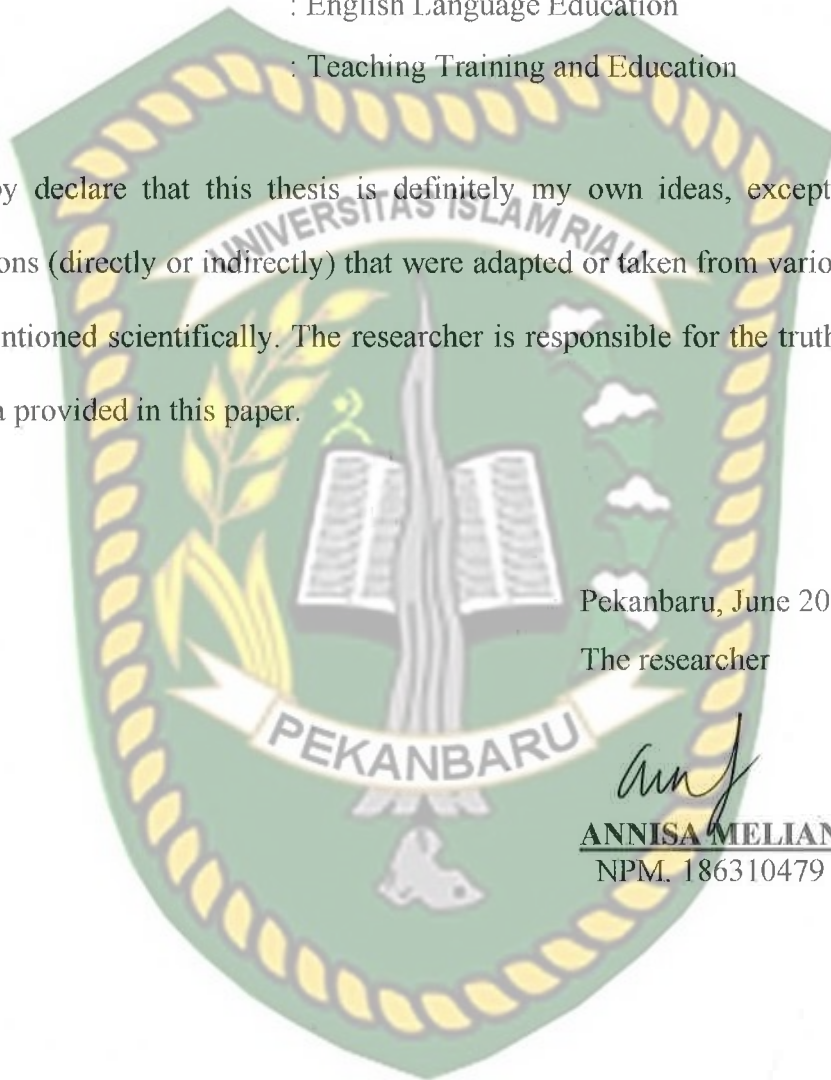
I hereby declare that this thesis is definitely my own ideas, except for some quotations (directly or indirectly) that were adapted or taken from various sources and mentioned scientifically. The researcher is responsible for the truthfulness of the data provided in this paper.

Pekanbaru, June 2022

The researcher



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Finally, through this research, the researcher hopes she can provide useful insight and information to the readers and the future researchers, especially the ones who study translation error. To achieve the perfection of this thesis, the researcher will be glad to accept suggestion, comments, and supportive feedback for this thesis.

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ABSTRACT

Name : Annisa Meliani Putri

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Title : **An Analysis on Sixth Semester Students' Errors in Translating British Royal Speech**

This thesis aims to find the most frequent translation error that the English Education students of Universitas Islam Riau Academic Year 2018/2019 in translating a speech from one of English royal family members on the death of her father from English to Indonesian.

To achieve the goal, the researcher used qualitative descriptive method as the research methodology to gather the data to respond to the research questions posed in the problem statement then present and describe the prevalent errors in students' translation. The population of this research is the students of the sixth semester in English Education Department, University of Islamic Riau while the participants of this research are 28 students of class A Academic Year 2021/2022. Because of that, the researcher decided to use purposive sampling. The instrument of the research is written test due to the nature of the research where the students received the speech text then translate it. The answer sheets were collected and analyzed to find the common translation errors in them.

The research showed that the students tend to make linguistic errors with 63 errors was found in the 28 students' translation while the second common error is rendition error. From the analysis, it can be inferred that the students faced difficulty in translating because the numbers of students misinterpreted the sentences in the source text which affected the quality of the translation. The students also are still struggle with equivalence as the case where words from source language that were translated into target language were not equivalent.

Table of Contents

THESIS APPROVAL	Error! Bookmark not defined.
EXAMINERS COMMITTEE	iError! Bookmark not defined.
LETTER OF NOTICE	Error! Bookmark not defined.
THESIS GUIDANCE AGENDA	Error! Bookmark not defined.
DECLARATION LETTER	Error! Bookmark not defined.
ACKNOWLEDGEMENT	vi
ABSTRACT	viii
TABLE OF CONTENTS	x
CHAPTER I INTRODUCTION	1
1.1 Background	1
1.2 Setting of the Problem.....	6
1.3 The Scope of the Research	7
1.4 Question of the Problem	7
1.5 Objective of the Research.....	8
1.6 Significance of the Problem	8
1.7 Definition of Key Terms.....	9
CHAPTER II LITERATURE REVIEW	10
2.1 The Concept of Translation	10
2.2 Translation Methods.....	11
2.3 Process of Translation.....	15
2.4 The Concept of Translation Errors	16
2.5 Previous Related Research Findings	18
CHAPTER III RESEARCH METHODOLOGY	20
3.1 Research Design	20
3.2 Population and Participants	20
3.3 Time and Place of The Research.....	21
3.4 Instrument of The Research.....	21
3.5 Technique of Data Collection.....	21
3.6 Technique of Data Analysing.....	21
CHAPTER IV FINDING AND DISCUSSION	23
4.1 Finding.....	23

4.2 Discussion.....	70
CHAPTER V CONCLUSION	73
5.1 Conclusions	73
5.2 Recommendation	73
BIBLIOGRAPHY	75
APPENDIXES	77



Dokumen ini adalah Arsip Miik :
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CHAPTER I

INTRODUCTION

1.1 Background

Language is a foundational component of human civilization. The civilization would not have stood if it was not for the invention of language. Since writing began, human have utilized language as the instrument to express an idea from one group to another, which establishes the irrefutable fact that language is one of the consequential steps toward civilization as we know it today. Language contributed to the changes in humankind's history inadvertently. Regardless of the multitude of arguments centered around language were invented or discovered, history showed that language accounted for countless technologies and philosophies. Language took a part in the advancement of numerous – if not all – disciplines and cognition regarding the core of humanity and everything surrounding them. Through language, humankind exchanged knowledge to each other, and their inventions were transmitted around the globe. This only could happen because of translation.

Translation practices were not uncommon throughout humankind society. The demands for translation services have been prevalent as each civilization trading and spreading ideas formulated by great thinkers. The first translation practice could be traced back to the Mesopotamian civilization when the infamous Sumerian poem, Gilgamesh, was translated into Asian languages in around second millennium BC. In the 5th century after the creation of Arabic script, the translation

of material into Arabic grew and it contributed to the rise of Islam and Islamic empires. The Arabic translation techniques not only brought glory to Islamic empires but also prompted the advancement in Western civilization, particularly after the Renaissance when Europeans intensively study Arabic and Persian translation of scientific and philosophical works. It established the importance of translation in one civilisation.

The definition of translation constantly changed due to the fact that translation is an open concept (Tymoczko, 1998). Shuttleworth, & & Cowie (1997:181) once mentioned its contentious nature within the translation theory and practice principles and application in the specialist *Dictionary of Translation Studies* :

Translation – An incredibly broad notion which can be understood in many different ways. For example, one may talk of translation as a process or a product, and identify such sub-types as literary translation, technical translation, subtitling and machine translation; moreover, while more typically it just refers to the transfer of written texts, the term sometimes also includes interpreting.

According to Newmark (1988), Translation is the craft of rendering the meaning of a text from the source language to into another language, also known as the target language, in the same way that the author intended. Larson (1984) supported this idea by pointing out that rendering the meaning of the source text into the target text can be done by using semantic structure to shift the first language's form to the second language's form. She implied only form that could

be altered yet the meaning of the text must be held constant. In short, translation is an activity of rendering meaning from a text in one language to another language without altering the meaning of the original text.

Even though translation took a crucial part in human's life throughout the history, the study of translation only begun to arise as a new academic field with a focus on the last thirty years during twentieth century, attested by the proliferation of translator training programs at undergraduate and post-graduate level around the world (Venuti, 2000). Students saw these programs promising due to the aim of the courses, which is preparing prospective commercial translators and interpreters into translating and interpreting career field (Munday, 2001). Currently, at the turn of the twenty-first century, translation activities progressively recognized were recognized as a science and accepted as a branch of applied (Nord, 2005).

Nowadays, English departments at many institutions offer students the opportunity to study translation as a topic. Students in the English department at the Islamic University of Riau are required to complete a translation course in the sixth semester. Most students struggle to translate in this circumstance due to a lack of grammatical knowledge, cultural knowledge, and a grasp of how to interpret words, phrases, and texts. Because it incorporates semantics and cultural understanding, the researcher feels translation is a tough subject for most of English department students.

It is known that translation is the process of combining two cultures, two perspectives, two languages, and other factors into a single solid written document

that the recipient can understand. To make a translation that can be received by target readers well without miscomprehension, (Pym, 2003) proposed translation competence that was defined as the ability to create a series of more than one valid term rapidly and confidently (TT1, TT2, ...TTn) for a relevant source text, as well as the ability to pick only one viable TT from the series. The translators are expected to understand a good amount of grammar, terminology, rhetoric, and computer skill, aware of world knowledge and internet culture, and own the ability to cooperate with teammate. After all, translation is a process of generation and selection, that includes a problem-solving process, with apparent automatism (Pym, 2003).

However, in reality, students have a greater risk of making errors when it comes to mastering translation competence due to the grammatical discrepancies between the source language and the target language, as well as the translator's competence to translate the content. This can be proven by observing large numbers of students use word-by-word translate, which only led them to confusion when they realize the fact that Indonesia and English have different grammar structure. One of the differences is modifying adjective is placed before the noun in English while Indonesian usually places it after noun. For example, majority of students would translate "I buy a new car" into "Saya membeli mobil baru" if they do not understand English and Indonesian grammar structure.

Besides the linguistic factors, it is also difficult to translate a text into another language that is precisely the same as the original since each translator interprets the target text differently. It is not uncommon for a translator to misinterpret the text and alter the original meaning once he or she put the translation

into the target language. Cultural gap could be the factor that creates the disconnection between the translator and the original author's idea. Lack of the source language's cultural understanding will leave the translator clueless in interpreting the meaning in the target text and it will cause misinterpreting that confuses the target reader.

Therefore, errors are expected as it is the unavoidable element of the learning and translating process. According to Dulay et al. (1982), whether in learning a language or translating, learners will make errors on a regular basis. Dulay et al. further said that understanding a student's fault provides important information to the instructor, which may be utilized to arrange items for teaching or create remedial lessons. Errors play an important role in the teaching and learning of languages, particularly in the teaching and learning of translation, because they "form part of the student's learning experience, suggesting that they are actively trying out and experimenting with linguistic structures in the foreign language."(Dodds, 1999)

Based on the previous statements, the researcher finds the need to conduct the research about the errors that the students have met in translating text, or speech in this case. The researcher sees this research can help the educators and learners because by dissecting the common errors, the educators will improve the teaching performances in translation class far more easily and consequentially the students can do their task successfully by acknowledging and avoiding the common errors. Seeing the potential benefit of this study, the researcher will conduct this research

entitled An Analysis on Errors Made by English Language Department Students in Translating a British Royal Speech.

1.2 Setting of the Problem

There are some problems that faced by the students in translating especially when they make some errors in translating speech from British Royal family. The main problems are the lack of student's linguistic understanding. The linguistic obstacles that the students have faced while translating are errors in use caused by the translator's lack of skill in writing effectively, incorrect use of terms, literal translation, and the translator's lack of common sense. Furthermore, these language issues might be caused by a lack of understanding of grammar, style, vocabulary terms, collocations, or idioms.

At the same time, the students have difficulties in recapturing the cultural aspects from the source language due to the limited knowledge in translation competency and the unfamiliarity with the target language's culture. The common problem is the students' inability to find the functional equivalence in a deep cultural expression in the source text and convey the meaning to the target audiences without confusion. Because of this, recommunicating a message full of cultural references from source language to target language without misinterpretation or worst, offending either culture can be hard for the students.

1.3 The Scope of the Research

Translation activity includes a lot of aspects that are worth to be discussed. However, the researcher will focus on the mistakes that the students tend to make during translating, translating a speech from the royal British family to be precise. This research will adopt the error taxonomy proposed by (Liao, 2010) who categorized errors of translation into three in general which are rendition errors, language errors, and miscellaneous errors. Rendition error happens when the translator has not rendered the meaning of the target text explicitly, language errors happen when the translator uses wrong word choice, grammar structure, and punctuation in translating, and miscellaneous errors happen when the translator deletes some parts of the target text.

Hence, the researcher will focus on the translation errors that the English students of FKIP UIR Pekanbaru have made in translating a speech from royal British family based on Liao's error taxonomy that includes rendition errors, language errors and miscellaneous errors.

1.4 Question of the Problem

Based on the theories of translation, the existed problems among the students and the error taxonomy adopted as the framework, the researcher will formulate the research question as follows :

1. What is the most common type of errors that the sixth semester English students of UIR made in translating a speech from royal British family, based on Liao's taxonomy?

1.5 Objective of the Research

The researcher aims to investigate the errors that the students made throughout the translating process and categorize it based on Liao's model of translation errors.

1.6 Significance of the Problem

By conducting the research about an analysis of errors that English students made in translating a speech from a British royal family, the researcher hopes the research can contribute to the followings :

1. Theoretical

The research is expected to give worthwhile contribution for new data about error analysis of students' translation for people who want to study translation error analysis and for next researchers who want to conduct research regarding error analysis and deep dive into the topic. Therefore, the result of this study can enrich the previous studies about error analysis in translation.

2. Practical

- a. For the pupils, they will know their mistakes in translating through the research finding. Hopefully it will push them to avoid the mistake and practice more than

they did previously. Furthermore, the researcher thinks that it will drive them to improve their English language skills by allowing them to improve their translation abilities.

b. For teachers: the findings of the study might be used as a basis for improving and developing their way of teaching students about translation in order to solve students' translation issues.

c. For other researchers : the findings of the study can provide a useful information regarding the topic and can be a useful source of their references.

1.7 Definition of Key Terms

1) Error

A noticeable deviation from the adult grammar of native speaker, reflecting the inter language competence of the learner (H. D. Brown, 1994)

2. Translation

Rendering the meaning of a text into another. language in the way that the author intended the text (Newmark, 1988)

3. Error Analysis

Error analysis is an activity to reveal errors found in writing and speaking (Richards, 1997)

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher will present related works of literature regarding the topics of this research.

2.1 The Concept of Translation

The term “translation” can denote to a discipline, the product of rendering a text from one language to another or the process of rendering the text (translating). To put it simply, translation can be a product or a process. The translation as a product focuses on the concrete product that is produced by a translation while the translation as a process centre on the role of the translator in taking the original or source text (ST) and turning it into a text in another language (the target text, TT). As Hatim & Munday (2004:6) stated, “translation is the process of transferring a written text from source language (SL) to target language (TL)”

Nida & Taber (1982) saw translation as the process of replicating the closest natural equivalent of the source language message in the receptor language, first in terms of meaning and then in terms of style. Catford (1965:20) also shared the similar definition of translation as he stated that translation is the process of replacing the textual material in a particular language (Source Language/SL) by equivalent textual material in another language (Target Language/TL).

Newmark (1988:5) stated one of the most well-known definitions of translation: "rendering the meaning of a book into another language in the manner

in which the author intended the text." However, Bassnett (1991) added that translating is not just rendering the explicit notion in the sentences but understanding the implicit purpose beyond the sentences or statements, so translators should do translating process carefully so they can avoid mistakes in transferring information by adding their own interpretation that is out of the original text or narrowing interpretation toward worth messages stated in the text that in the end, they end up producing a bias translation that is not matched between the source text and the target one.

Thus, it can be inferred that translation is a process of replacing or changing the form in another language literally and culturally that requires understanding the implicit meaning beyond the sentences and statements in order to meet the target audience's demands, whether in terms of acceptable structures or forms or in terms of the proper transfer of meaning from the source text to the target text.

2.2 Translation Methods

To transfer the message in appropriate way, good translator should adjust the message and the structure in the TT to the level which is most appropriate for the audience addressed. A translator knows what correct methods should be used in translating various texts. Newmark (1988) proposed eight translation methods that are divided into two groups, methods that are oriented to the source language and methods that are oriented to the target language. This method is described in V-diagram form by Newmark (1988:45-46) :

a. Word-by-word translation

This is often demonstrated as interlinear translation, as the text that is translated using this method follows the structure of the source language and each word is translated literally without regarding the cultural context. This method is used in pre-translation process to understand the mechanic of the source language as Newmark stated, “the main use of word-for-word translation is either to understand the mechanics of the source language or construe a difficult text as a pre translation process.”

b. Literal translation

The translator converts the SL grammatical constructions to their nearest TL equivalents. However, the lexical terms are translated one at a time, devoid of context. This translation technique is also in the pre-translation stage, indicating that it is being used to resolve an issue throughout the translation process. Newmark stated that “in literal translation, the SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context. It means that when the translator translates, the words are translated literally from SL into TL.”

c. Faithful translation

Within the constraints of the target language's grammatical structure, this translation method aims to accurately produce the original's contextual meaning. The structure of the sentences and the paragraph in the are still restricted by the structure of the sentences and the paragraphs of the ST. This method focuses on the

wholeness of the meaning and message from SL into the TL. However, it preserves the degree of grammatical and lexical ‘abnormality’ in the translation. Newmark said that “a faithful translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It means that in faithful translation, the translator translates the meaning from SL to convey the researcher's intention.”

d. Semantic translation

This method already considers the context of the target text and delivers a translation that is acceptable to the target audiences. It may substitute culturally neutral third or functional terms for less significant cultural terms, but not cultural equivalents. Because of its nature, translators use this method to translate academic texts because academic texts aim to deliver knowledge from SL. Newmark said that “semantic translation may translate less important cultural words by culturally neutral third or functional terms but not by cultural equivalents and it may make other small concessions to the readership.”

e. Communicative translation

Communicative translation aims to convey the original's accurate context in a way that the readership will find both the topic and the language acceptable and understandable. This method delivers the original message of the source text; however it also follows the message, the structure, and the culture background of the target language. This method can be applied in translating brochure, announcement, etc.

f. Free translation

Translator who uses this method creates the same meaning in the target language using alternative words and word order without following the form of the SL to make a more natural-sounding sentence for the translation. This method applies paraphrase that could make the text shorter or longer. Translator usually use this method in translating journalistic texts where the needs of the target audience is prioritized than the whole message in the ST. Newmark said that “free translation is part of in TL Emphasis which reproduces the matter without the manner, or the content without the form of the original.”

g. Idiomatic translation

Idiomatic translation reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original. It aims to make the target audience familiar with the translation as it uses the idioms that the audience grow up with. The kind of texts that use this method are poem, drama, story, novel, and many kinds of literature.

h. Adaptation translation

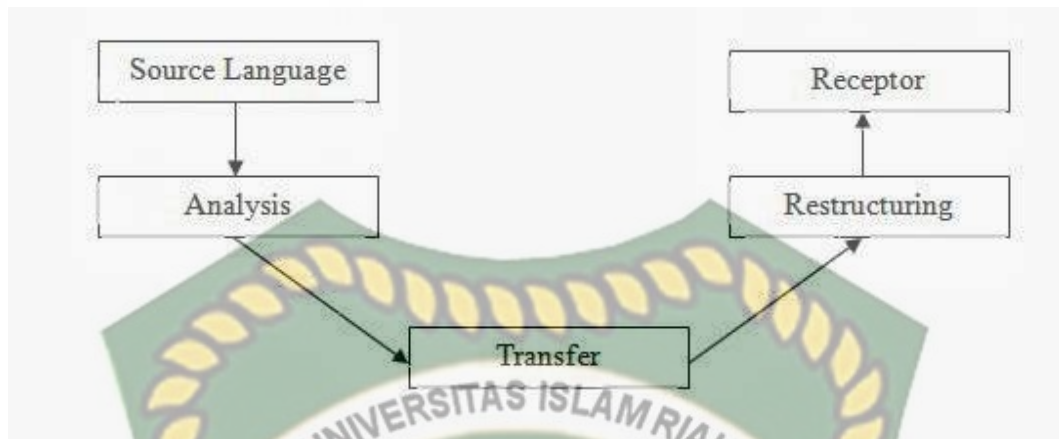
The adaptation translation is the freest translation where the translator transforms the source language culture in the original text into the target language culture. The elements of the content, such as the cultural reference, is customized to the target audience's culture and language.

2.3 Process of Translation

The translation process is a model of effort that intended to capture the internal thought process of a translator during translating. The decision on a strategy of approach, according to Newmark (1988), is the first step in the translation process. Nida and Taber (1982) proposed the steps of translating process that is divided into 3 steps :

1. Analysing the source text : the translator analyses the grammatical relationships and the meanings of the words and combination of words. With her excellent background in the source language, she will analyse the message of the source language into its simple form.
2. Transferring : the translator puts the outcomes of source language into target language.
3. Restructuring : the translator deals with kinds and styles of language and the possible applicable technique for an intended style in translation.

Larson stated the similar idea that during translation process, study of lexicon, grammatical structure, communication situation, and cultural context of the source text are involved and analyzed in order to determine its meaning. Then, the discovered meaning is reconstructed into the appropriate linguistic structure and cultural context according to the receptor language. Larson put it simple by presenting the diagram of translation process as follows :



2.4 The Concept of Translation Errors

A translation error is a grammatical or typographical error, or an erroneous word choice, based on the meaning of the original words or the intended audience of the document. Sigrid Kupsch-Losereit in Nord (1997: 73) described translation error as an offense against : 1. the function of the translation, 2. The coherence of the text, 3. The text type or text form, 4. linguistic conventions, 5. Culture- and situation-specific conventions and conditions, and 6. the language system.

According to Hansen (2010:385), a translation error comes from the existence of a relationship between two texts. Translation errors mostly result of the non-equivalence between the source language and the target language. Student's lack of experience and understanding in second language could add other factors in the occurrence of translation errors. Norrish (1983) supported this statement as he stated that there are three factors that cause errors : carelessness, first language interference, and translation.

Carelessness is closely related to lack of motivation due, perhaps, the materials and the style of presentation do not suit them. Next, Norrish believed that learning a language is a habit development. Thus, when someone learns a new language, the old one interferes with the new one. First linguistic interference is the source of the mistake. And lastly, almost all of inexperienced translators or students tend to apply word-by-word translation method during translating which led to errors because the method omits the whole context from the source language. These three factors could sum up what cause the students to make errors in translating.

Rendering faults are divided into three categories by Liao (2010). They are rendition, language, and miscellaneous :

1. Rendition Errors arise when the original text's meaning is not explicitly translated. These are due to source text misinterpretation, insufficient rendering that distinguishes the translation from the original text, excessive rendering that distinguishes the translation from the original text, subtle differences in meaning between the source and target texts, and misinterpretation due to a lack of terminology knowledge.
2. Language errors arise when the target text contains certain problematic phrases. Grammatical errors, awkward expressions with ambiguous meanings, mismatch, redundant words, and unnecessary repetition, inappropriate register, excessive literal translation, which leads to ambiguous translation, excessive free translation, which distinguishes the translation from the original text and incorrect character, improper

punctuation marks, or inconsistency in translation are just a few examples.

3. Miscellaneous Errors arise when sections of the original text are removed during translation.

2.5 Previous Related Research Findings

There are previous research and papers that touched on translation errors and they share similarities to this research.

The first one is Dina Merris Maya Sari (2019) with her thesis entitled An Error Analysis on Student's Translation Text. She found out there were two types of errors the students had made : lexical error and grammatical error. This research showed that the students mostly made lexical errors, with 75% of the total data, than grammatical errors. She said that this could be explained by the struggle that students faced in finding and choosing the right equivalent to the word in the Indonesia language according to the context of English language and culture.

The second one is Reza Kafipour (2015), his article was entitled Error Analysis of English Translation of Islamic Texts by Iranian Translators. He stated that translator should pay attention to three main perspectives in each translation which included : culture, syntax, and semantics. He believed incompetence in one or more than one of these categories would result a translation error. In that result, he analysed the type and frequency of the errors occurring in the English translation of Islamic texts by Iranian translators and analysed the cause of the errors. Then, he

categorized the errors based on Liao's classification of error type. Of three categories, the result showed that linguistic translation errors is the major errors that the translators made, with 69% of the total data, while miscellaneous errors only for 16.48% and rendition only for 13.92%.

The third one is Dedek Sugi Hariati with her thesis entitled *The Analysis Of Students Difficulties In Translating Argumentative Text From English To Indonesian At The Second Grade Students Of Man Tebing Tinggi Academic Year 2018/2019*. In order to analyse the phenomenon that happened among the second grade students of MAN Tebing Tinggi during translating argumentative text, she used qualitative descriptive as the research method then collected the data through observation, interview and giving test to 35 students. Once the data collected, the researcher applied the interactive model of Miles and Huberman in analyzing the collected data. The conducted research showed that 68% of 35 students found understanding the meaning of the source language difficult which consequently created obstacles in translating the meaning into the target language. This linguistic problem was rooted from the lack of knowledge in source language vocabularies and grammar.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The author of this study will see the errors made by English Education students at the University of Islamic Riau by conducting qualitative descriptive research. In qualitative research, the researcher will present the data in the form of words and pictures rather than numbers and statistic. According to Gay (1992), descriptive research entails gathering information to test hypotheses or answer questions about the current state of the research issue. In addition, the author will employ the descriptive technique, which entails gathering data in order to respond to the research questions posed in the problem statement. The author will concentrate on describing and analysing the many types, origins, and prevalent faults found in English to Indonesia translation texts produced by the students.

3.2 Population and Participants

The population of the research is the students of the sixth semester in English Education Department, University of Islamic Riau while the participants of this research are 28 students of class A Academic Year 2021/2022. The researcher will use purposive sampling.

3.3 Time and Place of The Research

The researcher will research from February until April 2022. It will be carried out at the English department FKIP UIR.

3.4 Instrument of The Research

This research will use a written test as the research instrument because producing translation requires writing activity. The researcher will take the source of the data from a British Royal family speech that is taken from the royal official website, royal.uk. It has 3 paragraphs, and the students will be asked to translate it in a week. Through the written test, the researcher can identify the errors that the students have made then collected data will be categorized and analyzed.

3.5 Technique of Data Collection

Written test is used to acquire the data (translation test).

- Students are instructed to translate an English text into Indonesian for this study in order to identify any errors in translation.
- After that, the translations that the students have made will be collected in PDF format. The goal of the test is to identify and assess the types and of translation faults in an English-Indonesian translation.

3.6 Technique of Data Analysing

The information gathered from the writing exam is assessed in two steps:

1. Recognize and correct student mistakes. Using the descriptive technique, the writer recognizes the kind of translation and the type of translation mistake in this phase.

2. Accumulate the errors to find the common errors that the students have made in translating. From the accumulation, the researcher can infer what was the cause of the errors.



CHAPTER IV

FINDING AND DISCUSSION

4.1 Finding

The researcher has collected the data through the test, and it has showed that most of the students made mistakes in language category. The prominent errors that the students are inappropriate register, mismatch, and excessive translating. For instance, those errors were showed in one of the cases:

Original Text

A statement from The Princess Royal following the death of her father, The Duke of Edinburgh:

A MESSAGE FROM HER ROYAL HIGHNESS THE PRINCESS ROYAL

You know it's going to happen, but you are never really ready. My father has been my teacher, my supporter, and my critic, but mostly it is his example of a life well lived and service freely given that I most wanted to emulate.

His ability to treat every person as an individual in their own right with their own skills comes through all the organisations with which he was involved. I regard it as an honour and a privilege to have been asked to follow in his footsteps and it has been a pleasure to have kept him in touch with their activities. I know how much he meant to them, in the UK, across the Commonwealth and in the wider world.

I would like to emphasise how much the family appreciate the messages and memories of so many people whose lives he also touched. We will miss him but he leaves a legacy which can inspire us all.

The translation of British Royal Family's speech from Student 1

semua orang tau itu akan terjadi, tapi tidak pernah siap. Ayahku yang telah menjadi menjadi guruku, Pendukung, dan Pengkritikku, tapi dari semua contoh baik yang telah dia lakukan dalam hidupnya, memberikan kehidupan yang baik dan bebas adalah hal yang paling saya tiru.

Kesiagapan dalam memperlakukan orang sebagaimana diri mereka sendiri berdasarkan hak dan kemampuan mereka terhadap setiap organisasi yang melibatkannya. saya merasa sangat terhormat karena diminta untuk mengikuti jejak beliau dan saya merasa sangat senang karena tetap dapat menghubungkan beliau dengan aktivitas anda sekalian. Saya tau seberapa berharganya beliau bagi mereka, di UK, Persemakmuran, dan dunia luas.

Saya ingin menekankan betapa keluarga kami menghargai pesan – pesan dan kenangan dari banyak orang yang berhubungan dengan beliau selama hidupnya. Kami akan merindukan sosok beliau, namun beliau pergi dengan meninggalkan warisan yang sangat menginspirasi kami semua.

The first spotted error in this translation is the incorrect punctuation and miscapitalizations. The student did not write capital letter in the beginning of the paragraph. Moreover, there are few words that were not spelled in the target language's spelling system, Indonesian Spelling System General Guideline, also

known as Pedoman Umum Ejaan Bahasa Indonesia. For instance, in the first paragraph, the student wrote “tau” even though the correct one is “tahu”. This error creates informal impression even though the source text’s style communication was formal.

Furthermore, in the first sentence of the first paragraph, the student translated the pronoun “you” into “semua orang” where it should be translated as “kalian”. The same error also happened in the first sentence of paragraph two as the student wrote “kegiatan anda sekalian” instead of “kegiatan mereka.”

Back to paragraph 1, the student also wrote “*tapi dari semua contoh baik yang telah dia lakukan dalam hidupnya, memberikan kehidupan yang baik dan bebas adalah hal yang paling saya tiru.*” as the translation of “*but mostly it is his example of a life well lived and service freely given that I most wanted to emulate.*”, which the meaning of the translation did not align with what the princess meant. The correct translation should be, “tetapi kebanyakan itu adalah teladannya tentang kehidupan yang dijalani dengan baik dan pelayanan yang diberikan secara cuma-cuma yang paling ingin saya tiru.” because it expresses the princess’ desire to emulate his father’s principle than the father’s action to people. It should be noted that the source text does not imply that her father gave a better life and free to anyone while the translation does it.

Related to the last point and sentence, it is also inappropriate to translate “free” as “bebas”, given to the context of the sentence. The similar error also was made in the first sentence of paragraph two as the student translated “ability” into

“kesiagapan” when this could be translated into “kemampuan” because “kemampuan” was much more acceptable as it is more used than “kesiagapan” in this context. In the same sentence, the student also made the sentence looked confusing as the student translated the sentence “*His ability to treat every person as an individual in their own right with their own skills comes through all the organisations with which he was involved.*” into “*Kesiagapan dalam memperlakukan orang sebagaimana diri mereka sendiri berdasarkan hak dan kemampuan mereka terhadap setiap organisasi yang melibatkannya*”. The mismatched usage of preposition, i.e “*terhadap*” could be the reason why the sentence was convoluting. The correct translation is “*Kemampuannya dalam memperlakukan setiap orang sebagai individu dalam hak mereka sendiri dengan keterampilan mereka sendiri datang melalui semua organisasi di mana beliau terlibat.*”.

The translation of British Royal Family’s speech from Student 2

Penyataan dari Princess Royal setelah kematian ayahnya, Duke of Edinburgh

Minggu, 11 April 2021

Kita tahu, kematian itu akan terjadi, tetapi kita tidak pernah benar-benar siap untuk itu. Ayah saya telah menjadi guru bagi saya, pendukung saya, dan kritikus saya, tetapi kebanyakan dari itu adalah teladannya tentang kehidupan yang dia jalani dengan baik dan pelayanan secara sukarela yang paling ingin saya contoh. Kemampuannya untuk memperlakukan setiap orang dengan sama rata dengan kelebihan masing masing melalui semua organisasi dimana dia terlibat.

Saya menganggap suatu kehormatan dan hak istimewa telah diminta untuk mengikuti jejaknya dan merupakan suatu kebanggaan untuk membuatnya tetap berhubungan dengan kegiatannya. Saya tahu, betapa berartinya beliau bagi kita, di Inggris terutama, dan diseluruh Persemakmuran, dan belahan dunia lainnya.

Saya ingin menekankan betapa keluarga saya menghargai peran dan kenangan dari semua orang. Kita tetap akan merindukannya, dan mengenangnya dengan peninggalan yang berisi inspirasi bagi kita semua.

Few of sentences in this translation seemed awkward because the student did not translate few words from the source text. The first example could be found in the last sentence of the first paragraph where the student translated “*His ability to treat every person as an individual in their own right with their own skills comes through all the organisations with which he was involved.*” into “*Kemampuannya untuk memperlakukan setiap orang dengan sama rata dengan kelebihan masing masing melalui semua organisasi dimana dia terlibat.*”. The student did not add “*datang*” between “*melalui*” dan “*semua*”. One omitted word can alter the meaning of sentence entirely. The source text suggests that Princess’ father got his ability to treat people fairly from all of the organizations he was involved while the translation suggests that he treated people fairly through the organizations. In addition, this sentence has another inaccuracy as the translation said that he treated people equally while the intended meaning is he treated each people as an individual.

In the first sentence of the second paragraph, the student did not add suffix “-nya” in the word “mengganggap”. This might be easily overlooked but omitting

the suffix “-nya” could affect a sentence’s meaning heavily. The suffix in the sentence acted as an object pronoun when the readers already know the object it is referring to, so omitting it can lead to ambiguity because the target reader do not know what the sentence refers to. Without the suffix “-nya” in the word “menganggap”, it only raises a question : what did she regard as an honour and privilege?

Still in the same paragraph, the student translated “*I know how much he meant to them, in the UK, across the Commonwealth and in the wider world.*” into “*Saya tahu, betapa berartinya beliau bagi kita, di Inggris terutama, dan diseluruh persemakmuran dan belahan dunia lainnya.*”. The student translated “them” into “kita” where it should be “mereka” instead. The student also added “terutama” even though it could be omitted and the last, it is inaccurate to translate “*in the wider world.*” into “*belahan dunia lainnya.*”. The correct translation should be, “*Saya tahu betapa berartinya beliau bagi mereka, di Inggris, di seluruh negara-negara Persemakmuran dan di dunia yang lebih luas.*”

In the last paragraph, the student translated “[...] *appreciate the messages and memories of so many people whose lives he also touched.*” into “*menghargai pesan dan kenangan dari semua orang.*” which is inaccurate since it should be “[...] *menghargai pesan dan kenangan dari begitu banyak orang yang hidupnya juga dia sentuh.*”. One more error was found at the last sentence of the text where the student translated “[...] *but he leaves a legacy which can inspire us all.*” into “*dan mengenangnya dengan peninggalan yang berisi inspirasi bagi kita semua.*”. This sentence was simply inaccurate because the student did not re-state the same

meaning from the source text into the target text. The correct translation should be, “[...] *namun begitu dia meninggalkan warisan yang dapat menginspirasi kita semua.*”

The translation of British Royal Family’s speech from Student 3

Penyataan dari The Princess Royal setelah kematian ayahnya, Duke of Edinburgh

Minggu, 11 April 2021

Pesan dari Yang Mulia The Princess Royal

Anda tahu ini akan terjadi tetapi anda tidak pernah benar-benar siap. Ayah saya telah menjadi guru saya, pendukung saya, dan kritikus saya, tetapi kebanyakan dari itu adalah teladanya tentang kehidupan yang dijalani dengan baik dan jasa tanpa pamrih yang paling ingin saya tiru.

Kemampuannya untuk memperlakukan setiap orang dalam hak mereka sendiri dengan kemampuan mereka sendiri datang melalui semua organisasi dimana dia terlibat. Saya menganggap itu sebagai suatu kehormatan dan hak istimewa telah diminta untuk mengikuti jejaknya dan merupakan suatu kesenangan untuk untuk membuatnya tetap berhubungan dengan kegiatan mereka, Saya tahu betapa artinya dia bagi mereka, di Inggris, di seluruh Commowearth dan dunia yang lebih luas.

Saya ingin menegaskan betapa keluarga menghargai pesan dan kenangan dari banyaknya orang-orang yang hidupnya juga dia disentuh. Kami akan

merindukannya, tetapi dia meninggalkan warisan yang dapat menginspirasi kita semua

In the second paragraph, the first sentence is “*His ability to treat every person as an individual in their own right with their own skills comes through all the organisations with which he was involved.*” while the student translated it into “*Kemampuannya untuk memperlakukan setiap orang dalam hak mereka sendiri dengan kemampuan mereka sendiri datang melalui semua organisasi dimana dia terlibat.*” as it can be seen that the student missed something : the student did not translate “*as an individual*” and omitted it from translation. Another error is found in the same paragraph as the student kept the “*commonwealth*” term while it should had been translated into “*persemakmuran*” which the term is commonly accepted than “*commonwealth*”.

The translation of British Royal Family’s speech from Student 4

Penyataan dari Putri Kerajaan setelah kematian ayahnya, Duke Edinburgh

Minggu, 11 April 2021

Pesan dari Sang Mulia Putri Kerajaan

Kamu tau ini akan terjadi tetapi kamu tidak pernah benar-benar siap. Ayah saya telah menjadi guru saya, pendukung saya, dan kritikus saya, tetapi hampir semua itu adalah contoh kehidupannya yang dijalannya dengan baik dan jasa diberikan tanpa pamrih yang paling ingin saya tiru.

Kemampuannya untuk memperlakukan setiap orang dalam hak mereka sendiri dengan kemampuan mereka sendiri datang melalui semua organisasi dimana dia terlibat. Saya menganggap itu sebagai suatu kehormatan dan hak istimewanya yang diminta untuk mengikuti jejaknya dan merupakan suatu kegembiraan telah bersamanya dengan aktivitas – aktivitas mereka. Saya tau betapa dia sangat berarti bagi mereka di Inggris, di seluruh Commonwealth, dan di dunia yang lebih luas. Saya ingin menegaskan betapa keluarga menghargai pesan dan kenangan dari banyaknya orang yang hidupnya juga dia sentuh. Kami akan merindukannya tetapi dia meninggalkan warisan yang mana dapat menginspirasi kita semua.

Throughout the target text, the student kept writing “*tahu*” as “*tau*” which is incorrect spelling according to Indonesian Spelling System General Guideline. Besides that, the student made the same error that previous student also made in the second paragraph, first sentence. Both of them did not translate “*as an individual*” and the translation of that sentence was incomplete. Then, in the next sentence, the student’s word choice for “*pleasure*” is not quite suitable as she translated it into “*kegembiraan*”. It can not be denied that “*pleasure*” can be translated into “*kegembiraan*” but in this context, “*it has been a pleasure*” should have been translated into “*merupakan suatu kesenangan*” is more acceptable. Still in the same sentence, the meaning of translated sentence is quite different from the source text. The source text did not suggest that the princess accompanied her father with the activities, however the student did by writing “*kegembiraan telah bersamanya dengan aktivitas – aktivitas mereka*”.

The translation of British Royal Family's speech from Student 5

Sebuah pesan dari Putri Royal setelah kematian ayahnya, Adipati Edinburgh

Minggu, 11 April 2021

Pesan dari Yang Mulia, Putri Royal

Anda tahu itu akan terjadi tetapi anda tidak pernah benar-benar rela. Ayah saya telah menjadi guru saya, pendukung saya serta kritikus saya, namun sebagian besar dari itu adalah teladan kehidupan yang dijalani dengan baik dan layanan yang diberikan tanpa batas yang ingin saya tiru.

Kemampuannya dalam memperlakukan setiap orang sebagai individu dengan haknya sendiri serta kemampuan mereka datang melalui semua organisasi yang terlibat dengannya. Saya menganggap itu sebagai kehormatan dan hak istimewa diminta untuk mengikuti jejaknya dan itu merupakan kesenangan untuk tetap berhubungan dengan kegiatan mereka. Saya tahu betapa berartinya dia bagi mereka, di kerajaan Inggris, di seluruh Persemakmuran, dan diseluruh dunia.

Aku ingin menegaskan bahwa keluarga sangat menghargai setiap pesan serta kenangan dari banyak orang yang telah dia sentuh. Kami akan merindukan dia tetapi dia meninggalkan warisan yang dapat menginspirasi kita semua.

The student translated “ [...] *but mostly it is his example of a life well lived and service freely given that I most wanted to emulate.*” into “[...] *dan layanan yang diberikan tanpa batas yang ingin saya tiru.*” in the first paragraph. Not only the student used wrong preposition (using “*dan*’ instead “*tetapi*”), but the student’s

lexical choice in this particular sentence also is not compatible with the original sentence. For instance, “*service freely given*” does not have same meaning with “*layanan yang diberikan tanpa batas*” as “*layanan yang diberikan tanpa batas*” means an unlimited service given.

Move to next paragraph, “[...] *and it has been a pleasure to have kept him in touch with their activities.*” was translated into “[...] *dan itu merupakan kesenangan untuk tetap berhubungan dengan kegiatan mereka.*” which this can be count as an error because the translation makes the impression that it is the princess that kept in touch with their activities instead. Another error is the student translated “*in the wider world*” into “*diseluruh dunia*”. It also needs to be noted that the student did not follow Indonesian Spelling System General Guideline where it says that a space between preposition and noun is a must.

The translation of British Royal Family’s speech from Student 6

Pesan dari putri kerajaan setelah kematian ayahnya, the duke of Edinburgh

Pesan dari yang Mulia Putri

Minggu, 11 April 2021

Semua orang tahu itu akan terjadi, tapi tidak pernah siap. Ayahku telah menjadi guruku selama ini, pendukung dan pengkritikku, tapi dari semua contoh baik yang dia lakukan dalam hidupnya, memberikan kehidupan yang baik dan servis gratis adalah hal paling ingin saya tiru.

Kesiagapannya dalam memperlakukan orang sebagaimana diri mereka sendiri berdasarkan hak dan kemampuan mereka terhadap setiap organisasi yang melibatkannya. Saya merasa sangat terhormat karena diminta untuk mengikuti jejak beliau dan saya merasa sangat senang karena dapat tetap menghubungkan beliau dengan aktifitas anda sekalian. Saya tahu seberapa berharganya beliau bagi mereka, di UK, pada persemaimuran dan dunia luas.

Saya ingin menekankan betapa keluarga kami menghargai pesan-pesan dan kenangan dari banyak orang yang berhubungan dengan beliau selama hidupnya. Kami akan merindukan sosok beliau, namun beliau pergi dengan meninggalkan warisan yang sangat menginspirasi kami semua.

In the first sentence of the text, the student translated the noun “you” into “semua orang” where it should be translated into “anda” or “kalian”. Another error in the same paragraph is the student misinterpreted the second sentence that Duke of Edinburgh gave a good life and free service and translated “but mostly it is his example of a life well lived and service freely given that I most wanted to emulate.” into “tapi dari semua contoh baik yang dia lakukan dalam hidupnya, memberikan kehidupan yang baik dan servis gratis adalah hal paling ingin saya tiru.”

Next paragraph, in the first sentence, the student chose “kesiagapan” instead of “kemampuan” to translate “ability”. The problem is “kesiagapan” is barely equivalent to “ability”. Another error in the same sentence is the student translated “His ability to treat every person as an individual in their own right with their own skills comes through all the organisations with which he was involved.” into

“Kesiagapannya dalam memperlakukan orang sebagaimana diri mereka sendiri berdasarkan hak dan kemampuan mereka terhadap setiap organisasi yang melibatkannya.”. The translation did not fully express the intended meaning of the sentence as the student did not express the idea that the Duke of Edinburgh’s ability comes through the organizations he has participated in. The correct translation should be, *“Kemampuannya untuk memperlakukan setiap orang sebagai individu dalam hak mereka sendiri dengan keterampilan mereka sendiri datang melalui semua organisasi di mana dia terlibat.”*. After that, there are two errors, there are : 1) the student did not spell “aktivitas” correctly as she wrote “aktifitas” and 2) the student translated “their activities” into “aktifitas anda sekalian” where it should be “aktivitas/kegiatan mereka”.

The translation of British Royal Family’s speech from Student 7

Pernyataan dari putri kerajaan setelah kematian ayahnya, bangsawan Edinburgh

Minggu, 11 April 2021

Pesan dari Putri Kerajaan

Kamu tahu itu akan terjadi tetapi kamu tidak pernah siap. ayah saya telah menjadi guru saya, pendukung saya dan kritik saya, tetapi itu adalah contoh hidupnya yang dijalani dengan baik dan makmur , lalu saya ingin menirunya.

kemampuannya untuk memperlakukan setiap orang sebagai individu dalam hak mereka sendiri dengan keterampilan mereka sendiri menjadi kenyataan, semua

organisasi yang dia ikuti ,Saya menganggap itu adalah suatu kehormatan dan hak istimewa untuk diminta untuk mengikuti jejaknya dan senang telah membuatnya tetap berhubungan dengan kegiatan itu. saya tahu betapa berartinya dia bagi masyarakat Inggris, lintas persemakmuran dan di dunia yang lebih luas.

Saya ingin mengatakan betapa keluarga sangat menghargai pesan dan kenangan dari begitu banyak orang yang hidupnya juga dia sentuh. Kami merindukannya tapi dia meninggalkan warisan yang bisa menginspirasi kita semua

The student referred The Duke of Edinburgh as “*bangsawan*” and that needed to be corrected. Looking into European noble rank, especially in the UK, “*Bangsawan*” or “*noble*” in English is such a broad term or title that can be applied to a duke, queen/king, and prince/princess. That is why “*bangsawan*” is arguably not equivalent with “*Duke*” as “*Duke*” is always translated as “*Adipati*” instead.

There are few words that the student did not translate and at the same time the student added words that did not appear in the source text such as “*makmur*” and “*lalu*”. The student also translated “*His ability to treat every person as an individual in their own right with their own skills comes through all the organisations with which he was involved.*” into “*kemampuannya untuk memperlakukan setiap orang sebagai individu dalam hak mereka sendiri dengan keterampilan mereka sendiri menjadi kenyataan, semua organisasi yang dia ikuti*”.

The translation is incorrect and confusing due to 1) the student added a phrase like “*menjadi kenyataan*” even though the source text did not mention it, 2) she did not translate some word and, 3) the lack of preposition that could bridge the clause

“kemampuannya untuk memperlakukan setiap orang sebagai individu dalam hak mereka sendiri dengan keterampilan mereka sendiri menjadi kenyataan” and “semua organisasi yang dia ikuti” makes the main idea of the sentence jumpy and confusing. In the next paragraph, the student chose “mengatakan” as the translation of “emphasise” which is not equivalent. “Emphasise” should be translated into “menekankan” or “menegaskan”.

The translation of British Royal Family’s speech from Student 8

Pernyataan dari Putri Kerajaan setelah kematian ayahnya, Adipati Edinburgh

Minggu, 11 April 2021

PESAN DARI YANG MULIA PUTRI KERAJAAN

Anda tau itu akan terjadi tapi anda tidak pernah benar-benar siap. Ayah saya telah menjadi guru saya, pendukung saya, dan pengkritik saya, tetapi kebanyakan contoh dari kehidupan yang dijalani dengan baik dan mengabdikan dengan kebebasan yang diberikan paling ingin saya tiru.

Kemampuannya untuk memperlakukan setiap orang sebagai individu dalam hak masing masing dengan keterampilan masing masing melalui semua organisasi yang telah dia libatkan. Saya menganggapnya sebagai suatu kehormatan dan hak istimewa untuk diminta mengikuti jejaknya dan sangat menyenangkan untuk tetapi berhubungan dengan kegiatan mereka. Saya tau betapa betapa berartinya dia bagi mereka, di Inggris, diseluruh persemakmuran dan didunia yang lebih luas.

Saya ingin menegaskan betapa keluarga sangat menghargai pesan dan kenangan jika begitu banyak orang yang hidupnya juga tersentuh. Kita akan merindukannya tapi dia meninggalkan warisan yang bisa menginspirasi kita semua.

The first error in this translation is misspelling ; the student spelled “*tau*” in the first sentence of target text while the correct spelling is “*tahu*”. Another similar error can be found in the end of the second paragraph where the student wrote “*diseluruh persemakmuran*” or “*didunia yang lebih luas*”. Those phrases are considered incorrect based on the standard target language writing rules. According to the standard Indonesian writing rules, the correct usage of preposition “*di*” is putting a space between “*di*” and a noun that refers to place, time, and location.

Going back to the first paragraph, the student mistook the intended meaning of the phrase “[...] *service freely given that I most wanted to emulate.*” and re-expressed it into the target text incorrectly by writing “*mengabdikan dengan kebebasan yang diberikan paling ingin saya tiru.*”. The translation makes impression that the duke served with the freedom that has been given to him while what the source text intends to say that the princess wanted to emulate the example of her father which is giving freely service without expecting in return in this case.

In the last paragraph, the student translated “*I would like to emphasise how much the family appreciate the messages and memories of so many people whose lives he also touched.*” into “*Saya ingin menegaskan betapa keluarga sangat menghargai pesan dan kenangan jika begitu banyak orang yang hidupnya juga tersentuh.*”. This translation is considered misleading due to the student added “*jika*”

as if she made an assumption that perhaps many people's lives were touched by him. Source text already confirmed it already.

The translation of British Royal Family's speech from Student 9

Sebuah Pernyataan dari Putri Kerajaan atas kematian ayahnya sebagai seorang

Duke of Edinburgh

Minggu, 11 April 2021

PESAN DARI YANG MULIA PUTRI KERAJAAN

Kalian tahu ini akan terjadi akan tetapi kalian tidak akan pernah benar-benar siap. Ayahku telah menjadi guruku, pendukungku, pengkritikku, namun sebenarnya dia adalah teladan tentang bagaimana menyakini kehidupan dengan baik sebagaimana dia lakukan yang ingin saya ikuti.

Kemampuannya dalam memperlakukan setiap orang sesuai dengan hak dan keterampilannya diseluruh organisasi yang telah diikutinya. Saya menganggap hal menyenangkan tersebut yang membuatnya terus ikut disetiap aktivitasnya. Saya tahu betapa inginnya dia melakukannya di uk, melintasi persemakmuran, dan dunia yang luas.

Saya ingin menekankan bahwa seluruh keluarga akan mengapresiasi pesan dan ingatan banyak orang tentang kebajikannya selama hidupnya. Kita akan merindukannya, namun dia meninggalkan warisan yang dapat menginspirasi kita semua.

In the first paragraph, the student translated “[...] *but mostly it is his example of a life well lived and service freely given that I most wanted to emulate.*” into “[...] *namun sebenarnya dia adalah teladan tentang bagaimana menyakini kehidupan dengan baik sebagaimana dia lakukan yang ingin saya ikuti.*”. She added words like “*sebenarnya*”, “*menyakini*”, and “*lakukan*” even though there are not any words with the same meaning in the sentence and at the same time, she did not translate “*service freely given*” into the target text. The student misinterpreted the sentence and translated it too freely that the meaning of the original sentence lost.

The sentence “*Kemampuannya dalam memperlakukan setiap orang sesuai dengan hak dan keterampilannya diseluruh organisasi yang telah diikutinya.*” in the second paragraph gave impression that the duke had the ability to treat people fairly in every organization he involved in, which is inaccurate based on the source text. Another same error was found in the next sentence as the student altered the meaning of the sentence by stating that his ability is the one that kept him involved in their activities. The third error is found in the last sentence of the second paragraph where she translated it into “*Saya tahu betapa inginnya dia melakukannya di uk, melintasi persemakmuran, dan dunia yang luas.*”. It stated that Prince Phillip wanted to do the activities even though the original sentence stated that the princess knew how precious her father in the UK, across the Commonwealth and to the wider world.

The translation of British Royal Family’s speech from Student 10

Sebuah Pesan dari Putri Royal setelah kematian ayahnya, Adipati Edinburgh

PESAN DARI YANG MULIA PUTRI

Semua orang tau itu akan terjadi tetapi tidak pernah siap. Ayah saya telah menjadi guruku selama ini, pendukung dan pengkritikku, tetapi dari semua contoh baik yang telah dia lakukan dalam hidupnya, memberikan kehidupan yang baik dan servis gratis adalah hal yang ingin paling saya tiru.

Kesigapannya dalam memperlakukan orang sebagaimana diri mereka sendiri berdasarkan hak dan kemampuan mereka terhadap setiap organisasi yang melibatkannya. Saya merasa sangat terhormat karena diminta utk mengikuti jejak beliau dan saya merasa sangat senang karena dapat mengikuti aktivitas beliau. Saya tahu betapa berartinya dia bagi mereka, di Inggris, pada persemakmuran, pada persemakmuran, dan didunia yang lebih luas.

Saya ingin menekankan betapa besarnya keluarga menghargai pesan dan kenangan dari begitu banyak orang yang hidupnya juga dia sentuh. Kami akan selalu merindukannya tetapi dia meninggalkan warisan yg dapat menginspirasi kita semua.

The first error is translating “you” into “*semua orang*” in the first sentence of the text. The similar error is also found in the next sentence where the student wrote “*dari semua (contoh baik)*” even though in the text, there is only “*but mostly (it is his example of a life well-lived)*”. There is an enormous difference between “*all (semua)*” and “*most*” and it cannot be interchanged. The student made the third

error in the same paragraph when she wrote “*memberikan kehidupan yang baik dan servis gratis*”. The phrase and the whole sentence do not align with the meaning of the original sentence as it did not state that Prince Phillip gave a good life and free service. In addition, the “*servis gratis*” phrase does not fit with the context of the text and the words are simply poorly chosen.

A lexical error also can be seen in the second paragraph. The student decided to use word “*kesiagapan*” to translate “*ability*” ; it is not acceptable as the word “*kemampuan*” is. The whole sentence can be hard to be understood due to the word addition “*terhadap*” before the phrase “*setiap organisasi yang melibatkannya.*”. Moreover, it is failed to re-express the meaning from the original sentence in the source language which is where the duke attained his ability : the organizations he involved in. In the next sentence, the student’s translation gave a false interpretation where it was stated that the princess felt pleased because she was able to follow her father’s activities.

The translation of British Royal Family’s speech from Student 11

Pernyataan dari Putri Kerajaan setelah kematian ayahnya, bangsawan

Edinburgh

Minggu, 11 April 2021

Pesan dari Putri Kerajaan

Kamu tau itu akan terjadi tetapi kamu tidak pernah siap. Ayah saya telah menjadi guru saya, pendukungku, dan pengeritikku, tetapi itu adalah contoh hidupnya yang dijalani dengan baik, dan saya ingin menirunya.

Kemampuannya untuk memperlakukan setiap orang sebagai individu dalam hak mereka sendiri menjadi kenyataan, semua organisasi yang dia ikuti. Saya menganggap itu adalah suatu kehormatan dan hak istimewa untuk diminta mengikuti jejaknya dan senang telah membuatnya tetap melakukan kegiatan itu. Saya tau betapa artinya dia bagi masyarakat Inggris, terhadap pesermakmuran, dan dunia yang lebih luas.

Saya ingin mengatakan betapa keluarga sangat menghargai pesan dan kenangan dari banyak yang hidupnya juga ia tolong. Kami merindukannya, tetapi dia meninggalkan warisan yang bisa menginspirasi kita semua.

Misspelling is still found in the translation, especially in the paragraph one. The correct spelling of “tau” is “tahu”. Another misspelling is “pengeritik”, that should be spelled as “pengkritik” according to Great Dictionary of the Indonesian Language. Not only misspelling, but it can also be seen that there are two phrases that the student did not translate into the target text : “*but mostly*” and “*service freely given*”

In the second paragraph, the student translated “*His ability to treat every person as an individual in their own right with their own skills comes through all the organisations with which he was involved.*” into “*Kemampuannya untuk memperlakukan setiap orang sebagai individu dalam hak mereka sendiri menjadi kenyataan, semua organisasi yang dia ikuti.*”. First, the meaning of the translation became different from the source text because the student added “*menjadi kenyataan*” or “*became real*” into the translation even though in the source text,

there is not any word that had similar meaning with it. Because of the addition, the translated sentence's meaning is the duke's ability in treating everyone fairly became a reality, which is invalid if it is compared to the source text. In addition, the student decided to make "*the organisations with which he was involved.*" or "*semua organisasi yang dia ikuti*" became a clause then did not put any preposition between "*semua organisasi yang dia ikuti*" and "*Kemampuannya untuk memperlakukan setiap orang sebagai individu dalam hak mereka sendiri menjadi kenyataan,*" which it made the "*semua organisasi yang dia ikuti*" clause seemed unrelated with the first clause.

The translation of British Royal Family's speech from Student 12

*Sebuah Pernyataan dari Princess Royal setelah kematian ayahnya, Duke of
Edinburgh*

Minggu, 11 April 2021

PESAN DARI YANG MULIA PRINCESS ROYAL :

Kita tahu itu akan terjadi, tetapi kita tidak pernah benar-benar siap. Ayah saya telah menjadi guru, pendukung dan kritikus saya, tetapi kebanyakan dari itu adalah teladannya tentang kehidupan yang dijalani dengan baik dan pelayanan yang diberikan secara gratis yang paling ingin saya tiru.

Kemampuannya dalam memperlakukan setiap orang dengan sama rata dengan kelebihan masing-masing melalui semua organisasi dimana dia terlibat langsung.

Saya menganggapnya sebagai suatu kehormatan dan hak istimewa telah diminta untuk mengikuti jejaknya dan merupakan suatu kebanggaan untuk membuatnya tetap berhubungan dengan kegiatan kita. Saya tahu betapa berartinya beliau di bagi kita, di Inggris, diseluruh persemakmuran dan di dunia.

Saya ingin menekankan betapa keluarga menghargai pesan dan kenangan dari semua orang. Kita akan merindukannya tetapi beliau meninggalkan warisan yang dapat menginspirasi kita semua.

In the paragraph one, the student wrote [...] *tetapi kebanyakan dari itu adalah teladannya tentang kehidupan yang dijalani dengan baik dan pelayanan yang diberikan secara gratis yang paling ingin saya tiru.*” and the error is found where the student used “secara gratis” as the equivalence of “freely”. The word choice is incorrect with the context in the text because “service freely given” means a service that is given without expecting a return. So, the correct word to express it into target language should be “tanpa pamrih” or “secara cuma-cuma”

The first sentence in the paragraph two had two errors. First, the student wrote “*Kemampuannya dalam memperlakukan setiap orang dengan sama rata*”. There is a subtle difference between treating people equally and treating people in their own right. Therefore, the meaning that the student tried to express into target language might not accurate. Second, the student did not translate one part of the sentence so the sentence in the target text is incomplete. Still in the paragraph two, the student translated “in the wider world.” into “di dunia”. It should be translated into “di dunia yang lebih luas”. In the paragraph three, a similar error is still found

in the first sentence where the student translated “*so many people whose lives he also touched.*” into “*semua orang*”, it is plainly wrong as both phrases have different meaning.

The translation of British Royal Family’s speech from Student 13

*Sebuah Pernyataan dari Putri Kerajaan setelah kematian ayahnya, Adipati
Edinburgh*

Minggu, 11 April 2021

PESAN DARI YANG MULIA PUTRI KERAJAAN

Anda tahu itu akan terjadi, tetapi Anda tidak pernah benar-benar siap. Ayah telah menjadi guru, pendukung dan kritikus saya, tetapi sebagian besar adalah keteladanan tentang kehidupan yang dijalani dengan baik dan pelayanan dengan bebas yang paling ingin aku tiru.

Kemampuannya dalam memperlakukan orang lain sebagai individu dalam hak dengan keterampilan mereka sendiri yang datang melalui organisasi yang melibatkan dia. Saya menganggapnya sebagai suatu kehormatan dan hak istimewa untuk diminta mengikuti jejaknya dan suatu kesenangan untuk membuatnya tetap berhubungan dengan kegiatan mereka. Saya tahu betapa berartinya dia bagi mereka, di UK, diseluruh persemakmuran, dan di dunia yang lebih luas.

Saya ingin menekankan betapa keluarga menghargai dan kenangan dari banyak orang yang hidupnya juga dia sentuh. Kami akan merindukannya tetapi dia pergi dengan meninggalkan warisan yang sangat menginspirasi kita semua.

The student made a lexical error in the paragraph one where she chose “bebas” in “pelayanan secara bebas” to render “service freely given” into the target language. “Bebas” does not align with the context of the source text as “service freely given” meant to be a service that does not expect something in return. Move to the next paragraph, in the last sentence, the student did not put a space between preposition “di” and “seluruh persemakmuran”. This is considered as an error according to linguistic rule of the target language. Then, in the last paragraph, the student did not translate “the messages” from the first sentence. This makes the sentence incomplete.

The translation of British Royal Family’s speech from Student 14

Sebuah Pernyataan dari Putri Kerajaan setelah kematian Ayahnya, Duke

Edinburgh

Minggu, 11 April 2021

PESAN DARI YANG MULIA PUTRI KERAJAAN

Kamu tahu itu akan terjadi, tetapi kami tidak benar-benar bersiap. Ayahku telah menjadi guruku, pendukungku, dan kritikisku, tapi itu semua adalah contoh

hidupnya yang baik dan jasa yang diberikan tanpa pamrih yang sangat saya ingin tiru.

Kemampuannya dalam memperlakukan orang secara individu dengan hak mereka sendiri datang melalui semua organisasi dimana beliau terlibat. Saya anggap itu semua sebagai kehormatan dan hak istimewa yang telah diminta untuk mengikuti jejaknya dan merupakan suatu kegembiraan telah bersamanya dengan aktivitas-aktivitas mereka. Saya tahu betapa dia berarti bagi mereka. Di Inggris, diseluruh commonwealth, dan di dunia yang lebih luas.

Saya ingin menegaskan betapa keluarga menghargai pesan dan kenangan dari banyaknya orang yang hidupnya juga dia sentuh. Kami akan merindukannya, tetapi dia meninggalkan warisan yang mana dapat menginspirasi kita semua.

In the paragraph two, the sentence “*Saya anggap itu semua sebagai kehormatan dan hak istimewa yang telah diminta untuk mengikuti jejaknya dan merupakan suatu kegembiraan telah bersamanya dengan aktivitas-aktivitas mereka.*” would seem less awkward if “*yang*” was omitted and another thing that made this translation problematic was the student misinterpreted it as if the princess accompanied her father throughout their activities. This simply does not align with the context of the source text. In the same paragraph, the student wrote “*diseluruh commonwealth*”. The first error is the student did not put space between preposition “*di*” and “*seluruh commonwealth*” and the second, “*commonwealth*” should be translated because there is one word from the target language that is acceptable to be the translation of “*commonwealth*”, which is “*persemakmuran*”

The translation of British Royal Family's speech from Student 15

Sebuah Pesan dari Putri Kerajaan setelah kematian ayahnya, Adipati Edinburgh

Minggu, 11 April 2021

PESAN DARI YANG MULIA PUTRI

Kamu tahu itu akan terjadi, tetapi kamu tidak pernah benar-benar siap. Ayahku telah menjadi seorang guru, pendukung, dan kritikus bagiku. Tetapi, dari semua itu contoh baik yang telah dia lakukan dalam hidupnya, memberikan kehidupan yang baik dan pelayanan yang tulus yang paling ingin aku tiru.

Kemampuannya untuk memperlakukan setiap orang sebagaimana diri mereka sendiri berdasarkan hak dan kemampuan mereka terhadap setiap organisasi yang melibatkannya. Saya merasa sangat terhormat karena diberikan hak istimewa untuk mengikuti jejak beliau dengan aktivitas anda sekalian. Saya tahu seberapa berharganya beliau bagi mereka. Di Inggris, diseluruh persemakmuran, dan dunia yang luas.

Saya ingin menekankan betapa keluarga kami menghargai pesan-pesan dan kenangan dari banyak orang yang berhubungan dengan beliau selama hidupnya. Kami akan merindukan sosok beliau, namun beliau pergi dengan meninggalkan warisan yang sangat menginspirasi kami semua.

“His example of a life well lived” in the first paragraph could not be translated into “contoh baik yang telah dia lakukan dalam hidupnya, memberikan

kehidupan yang baik” because the meaning of these phrases is not same. “*contoh baik yang telah dia lakukan dalam hidupnya, memberikan kehidupan yang baik*” means that the duke gave a well lived life to other people. This is simply not suitable with the context of the sentence. It should be translated as “*Teladannya tentang kehidupan yang dijalani dengan baik.*”

In the paragraph two, the first sentence “*Kemampuannya untuk memperlakukan setiap orang sebagaimana diri mereka sendiri berdasarkan hak dan kemampuan mereka terhadap setiap organisasi yang melibatkannya.*” sounds awkward and inaccurate from the source text. It sounds like the duke had the ability to treat everyone as an individual with their own right toward the organizations that involved them. In the next sentence, the student made the error by mistaking “*their activities*” or “*aktivitas mereka*” to “*your activities*” or “*aktivitas anda semua*”. Another small error is the student only translated “*in the wider world*” into “*di dunia yang luas*”, forgetting to translate “*the wider*”.

The translation of British Royal Family’s speech from Student 16

*Penyataan dari Putri Kerajaan mengenai kematian Ayahandanya, Duke
Edinburgh*

Minggu, 11 April 2021

Sepucuk surat dari Yang Mulia Putri Kerajaan

Kamu tahu hal itu pasti akan terjadi, tetapi kamu tidak akan pernah siap dengan hal itu. Ayahku telah menjadi sesosok guru bagiku, seseorang yang mendukungku, dan menjadi pelurus dalam kehidupanku. Tetapi yang paling penting adalah

keteladanannya dengan kehidupan yang dijalani dengan baik dan disiplin. Dan juga pelayanan tanpa ada rasa pamrih yang ingin saya ikuti dari beliau.

Kemampuannya yang memperlakukan semua orang berdasarkan individu mereka masing-masing sesuai dengan bakat dan kemampuan yang mereka miliki, yang berasal dari berbagai organisasi dan lembaga yang berkaitan dengan beliau. Saya menganggap sebagai suatu kehormatan dan suatu yang istimewa untuk mengikuti jejak beliau dan merupakan suatu kebanggaan tersendiri untuk tetap melanjutkan hubungan yang berkaitan dengan mereka. Saya tahu betapa artinya beliau bagi mereka semua, di Inggris, diseluruh persemakmuran, dan juga di dunia.

Saya ingin menekankan betapa keluarga menghargai pesan dan kenangan yang ia jalani dari begitu banyak orang yang hidupnya pernah ia sentuh. Kamu pasti akan merindukan beliau tetapi beliau meninggalkan warisan yang sangat berharga dan menginspirasi kita semua.

The student translated “my critic” into “pelurus dalam kehidupanku”. This is considered as an error because “critic” and “pelurus” are not equivalent. Still focus on the same sentence, the student did not translate “service freely given” and changed it into “disiplin” or “discipline” in English instead. In the second paragraph, the sentence “*Saya menganggap sebagai suatu kehormatan dan suatu yang istimewa untuk mengikuti jejak beliau dan merupakan suatu kebanggaan tersendiri untuk tetap melanjutkan hubungan yang berkaitan dengan mereka*” does not express the meaning of the original sentence because the translation tells that the

princess felt honoured to keep relationship with them. Not only this translation is inaccurate, but this is also ambiguous because it does not refer who are “them”. The student only translated “*in the wider world*” into “*di dunia*”. Then in the last paragraph, the student used the wrong pronoun, which is “*kamu*”, in the sentence “*Kamu pasti akan merindukan beliau tetapi beliau meninggalkan warisan yang sangat berharga dan menginspirasi kita semua*”. The correct one is “*kami*”.

The translation of British Royal Family’s speech from Student 17

Penyataan dari Putri Kerajaan mengenai kematian ayahnya, Adipati Edinburgh

Minggu, 11 April 2021

Dari yang mulia, Putri Kerajaan

Kamu tahu itu akan terjadi tapi kamu tidak pernah benar-benar siap. Ayahku telah menjadi guruku, pendukungku, dan kritikus, tetapi kebanyakan dari itu adalah contoh kehidupan yang dijalani dengan baik dan perjalanan dengan bebas yang paling ingin aku tiru.

Kemampuannya untuk memperlakukan orang lain untuk menjadi diri sendiri dengan kemampuan mereka sendiri yang datang melalui semua organisasi yang melibatkan mereka. Saya menganggapnya sebagai sebuah kehormatan dan hak yang telah diminta untuk mengikuti jejaknya dan suatu kesenangan untuk tetap berhubungan dengan kegiatan mereka. Saya tahu artinya dia bagi mereka, di Inggris, diseluruh persemakmuran, dan di dunia yang lebih luas.

Saya ingin menekankan betapa keluarga saya menghargai pesan dan kenangan dari banyak orang yang hidupnya juga dia sentuh. Kami akan merindukannya tetapi dia meninggalkan warisan yang dapat menginspirasi kita semua.

The student only translated “*From her royal highness the princess royal*” and left the phrase “*A message*” behind. This made the sentence incomplete. The student, in the first paragraph, mistranslated “*service freely given*” into “*perjalanan dengan bebas*”. “*Service*” can not be translated into “*perjalanan*” because “*perjalanan*” means “*journey*” instead. Furthermore, it seems like the student only considered to translate “*freely*” without considering “*given*” in “*freely given*”, which led to the student mistranslating it into “*dengan bebas*”, not “*tanpa pamrih*”.

In the second paragraph, the student translated the first sentence into “*Kemampuannya untuk memperlakukan orang lain untuk menjadi diri sendiri dengan kemampuan mereka sendiri yang datang melalui semua organisasi yang melibatkan mereka.*”. The error in the sentence is noticeable if it is compared to the original sentence from the source text. Originally, it stated that the duke had the ability to treat people as an individual with their own ability while in the translation, the duke was said treating people to be themselves with their own ability. Besides that error, the student made one more error in the sentence by writing “*semua organisasi yang melibatkan mereka*”, which it means that the duke’s ability came through all the organizations with which they were involved while in fact, it came through the organizations with which he was involved. The last error is the student

translating “*privilege*” into “*hak*”, which there is not any equivalence between these words. The equivalence of “*privilege*” is “*hak istimewa*”.

The translation of British Royal Family’s speech from Student 18

Sebuah Pernyataan dari Putri Kerajaan atas kematian ayahnya, Adipati

Edinburgh

Minggu, 11 April 2021

Dari yang mulia, Putri Kerajaan

Semua orang pasti tahu hal itu akan terjadi, tetapi kami tidak pernah siap. Ayah adalah seorang guru, pendukung, dan kritikus bagi saya selama ini, namun dari semua contoh baik yang telah beliau lakukan dalam hidupnya, menjadi telada dalam kehidupannya dan kebaikan tanpa pamrih yang sangat ingin saya tiru.

Kemampuannya untuk memperlakukan setiap orang sebagaimana diri mereka sendiri berdasarkan hak dan kemampuan mereka terhadap organisasi yang melibatkannya. Saya merasa sangat terhormat karena telah diminta untuk mengikuti jejak beliau dan suatu kesenangan untuk tetap berhubungan dengan kegiatan mereka. Saya tahu betapa berharganya beliau bagi mereka, di Inggris, di seluruh persemakmuran dan dunia luas.

Saya ingin menekankan betapa keluarga kami menghargai pesan-pesan dan kenangan dari banyak orang yang berhubungan dengan beliau selama hidupnya.

Kami akan merindukan sosok beliau, namun beliau pergi dengan meninggalkan warisan yang sangat menginspirasi kami semua.

The sentence “*Dari yang mulia, Putri Kerajaan*” is incomplete because student only translated “*From her royal highness the princess royal*” and left the phrase “*A message*” behind. In the first paragraph, the student translated “*you*” into “*semua orang*” and “*kami*” that are not equivalent to “*you*” as “*you*” means “*kamu*” or “*anda*” in Indonesian. Move forward to the second paragraph, the sentence “*Kemampuannya untuk memperlakukan setiap orang sebagaimana diri mereka sendiri berdasarkan hak dan kemampuan mereka terhadap organisasi yang melibatkannya.*” fails to inform the reader the duke’s ability to respect people’s individuality with their own right and skills came through the organizations with which he was involved in. This happens because the improper usage of preposition “*terhadap*” in the sentence. In the last sentence of the paragraph, the student did not translate “*the wider*” of “*in the wider world*”.

The translation of British Royal Family’s speech from Student 19

Penyataan dari Putri Kerajaan setelah kematian ayahnya, Duke Edinburgh

Minggu, 11 April 2021

Pesan dari yang mulia, Putri Kerajaan

Kamu tahu itu akan terjadi, tetapi kamu tidak pernah benar-benar siap. Ayah saya telah menjadi guru saya, pendukung dan kritikus saya, tetapi hampir semua itu

adalah contoh kehidupannya yang dijalani dengan baik dan jasa yang diberikan tanpa pamrih yang paling ingin saya tiru.

Kemampuannya untuk memperlakukan setiap orang dalam hak mereka sendiri dengan kemampuan mereka sendiri datang melalui semua organisasi dimana dia terlibat. Saya menganggap itu sebagai suatu kehormatan dan hak istimewa yang telah diminta untuk mengikuti jejaknya dan merupakan suatu kegembiraan telah bersamanya dengan aktivitas-aktivitas mereka. Saya tahu betapa dia sangat berarti bagi mereka, di Inggris, di seluruh Commonwealth, dan di dunia yang lebih luas.

Saya ingin menegaskan betapa keluarga menghargai pesan dan kenangan dari banyaknya orang yang hidupnya juga dia sentuh. Kami akan merindukannya tetapi dia meninggalkan warisan yang mana dapat menginspirasi kita semua.

Errors can be found in the second paragraph. First, the student did not translate “*as an individual*”, which made the translated sentence incomplete. In the next sentence, the student wrote “[...] *dan merupakan suatu kegembiraan telah bersamanya dengan aktivitas-aktivitas mereka.*” as the translation of “[...] *and it has been a pleasure to have kept him in touch with their activities.*”. The translation is misleading because it suggested that the princess had accompanied her father with their activities despite the source text did not state it. The student also wrote “*Saya tahu betapa dia sangat berarti bagi mereka, [...]*” and it sounds awkward. The correct translation should be “*Saya tahu betapa berartinya beliau bagi mereka, [...]*”. And the last, the student should translate “*commonwealth*” into the target

language because it has its own term that is equivalent to “*commonwealth*” which is “*persemakmuran*”.

The translation of British Royal Family’s speech from Student 20

Pernyataan dari Putri Kerajaan Setelah Wafatnya Sang Ayah, Adipati Edinburgh.

Minggu, 11 April 2021.

PESAN DARI YANG MULIA PUTRI KERAJAAN

Kita tahu ini akan terjadi tapi kita tidak akan pernah sangat siap untuk menghadapinya. Ayah saya merupakan guru bagi saya, penyemangat saya dan kritikus saya, dan itu merupakan contoh baik dari kehidupan beliau yang diberikan secara Cuma-Cuma yang paling ingin saya contoh dalam hidup saya.

Kemampuan Ayah dalam memperlakukan setiap orang sesuai dengan haknya berasal dari semua kegiatan dan organisasi tempat ia terlibat. Saya merasa ini suatu kehormatan dan hak istimewa untuk dapat mengikuti jejak beliau dan dengan senang hati akan menjalankan dan membuat beliau terhubung dengan aktivitas mereka. Saya tahu betapa berartinya Ayah bagi mereka, di UK, di seluruh persemakmuran dan dunia yang lebih luas.

Saya ingin menekankan bahwa betapa keluarga menghargai pesan dan kenangan dari banyak orang yang juga ikut berduka. Kita akan merindukannya tetapi beliau pergi dan meninggalkan peninggalan yang bisa menginspirasi kita semua.

The student translated “but mostly it is his example of a life well lived and service freely given that I most wanted to emulate” into “*dan itu merupakan contoh baik dari kehidupan beliau yang diberikan secara Cuma-Cuma yang paling ingin saya contoh dalam hidup saya.*”. Besides the fact that the student used the wrong preposition (using “dan”, instead of “tapi” that means “but” in English), the meaning of the translated sentence does not match with the source text because it basically tells that the thing that the princess wanted to emulate was duke giving good examples of his life freely. In the next paragraph, the student wrote “*Kemampuan Ayah dalam memperlakukan setiap orang sesuai dengan haknya berasal dari semua kegiatan dan organisasi tempat ia terlibat*”. It seems that the student did not translate “*as an individual*” and added “*semua kegiatan*”. Another unnecessary addition was made in the next sentence where the student added “*menjalankan*” even though there is not any word that referred to it. The student made another error in the usage of preposition in the last sentence of translation where the student used preposition “*dan*” to translate preposition “*but*”.

The translation of British Royal Family’s speech from Student 21

Pernyataan dari Putri kerajaan setelah kematian ayahnya, adipati Edinburgh

Minggu , 11 April 2021

Anda pasti tahu ini akan terjadi tetapi Anda tidak pernah benar-benar siap , Ayah saya telah menjadi guru untuk saya , yang pendukung dan kritikus saya , tetapi

semua itu adalah contoh dari kehidupan yang dijalani dengan baik dan layanan yang diberikan secara baik yang paling ingin saya tiru.

Kemampuannya untuk memperlakukan setiap orang sebagai seseorang dengan hak mereka sendiri dengan keterampilan mereka sendiri yang datang melalui semua organisasi di mana dia terlibat. Saya menganggapnya sebagai suatu kehormatan dan hak istimewa untuk diminta mengikuti jejaknya dan merupakan suatu kesenangan untuk membuatnya tetap berhubungan dengan kegiatan itu. Saya tahu betapa berartinya dia bagi masyarakat Inggris, di seluruh Persemakmuran dan di dunia yang lebih luas.

Saya ingin menekankan bahwa keluarga menghargai pesan dan kenangan dari begitu banyak orang yang hidupnya dia sentuh. Kami akan merindukannya tetapi dia juga meninggalkan warisan yang dapat menginspirasi kita semua.

First of all, the student did not translate “A message from her royal highness the princess royal.”. This is considered as an error because it makes the translation incomplete. Then, the student translated “mostly” in “My father has been my teacher, my supporter and my critic, but mostly it is his example of a life well lived and service freely given that I most wanted to emulate.” into “semua itu”. The fact is “semua” is not the equivalence of “mostly”.

The translation of British Royal Family’s speech from Student 22

Ungkapan dari Putri kerajaan setelah kematian ayahnya, Pangeran Edinburgh:

Pesan dari Yang Mulia Putri Kerajaan

Kamu tahu itu akan terjadi tetapi Kamu tidak pernah benar-benar siap. Ayahku telah menjadi guruku, pendukung saya dan kritikus saya, tetapi kebanyakan itu adalah teladan-nya tentang kehidupan yang dijalani dengan baik dan Pelayanan yang diberikan secara gratis yang paling ingin saya tiru.

Kemampuannya untuk memperlakukan setiap orang secara perorangan dalam hak dani dengan keterampilan mereka sendiri datang melalui semua organisasi di mana dia terlibat. Saya menganggapnya sebagai suatu kehormatan dan hak istimewa telah diminta untuk mengikuti jejaknya dan merupakan kegembiraan untuk tetap berhubungan dengannya pada kegiatan mereka. saya tahu betapa berartinya bagi mereka, di Inggris lintas persemakmuran dan di dunia yang lebih luas.

Saya ingin menekankan betapa keluarga menghargai pesan dan kenangan dari begitu banyak orang yang hidupnya juga dia sentuh. Kita akan merindukannya tapi dia meninggalkan warisan yang dapat menginspirasi kita semua.

“Duke” cannot be translated as “pangeran” since those words are not equivalent. In the paragraph one, the student translated “*service freely given*” into “*Pelayanan yang diberikan secara gratis*”. This is considered an error because “*gratis*” does not have the same nuance with “*tanpa pamrih*”

The translation of British Royal Family's speech from Student 23

Penyataan dari Putri Anne setelah kematian ayahnya, Adipati Edinburgh

Minggu, 11 April 2021

PESAN DARI KELUARGA KERAJAAN, PUTRI ANNE

Kamu tahu itu (meninggal) akan terjadi, tetapi kamu tidak pernah benar-benar siap. Ayah saya sudah sebagai guru, pendukung, dan kritikus saya. Tetapi, sebagian besar teladannya tentang kehidupan yang dijalani dengan baik dan melayani yang paling ingin saya tiru.

Kemampuan untuk memperlakukan setiap orang untuk menjadi dirinya sendiri dengan keterampilan mereka yang datang dari semua organisasi yang melibatkan beliau. Saya menganggapnya sebagai sebagai suatu kehormatan dan hak istimewa untuk mengikuti jejaknya, dan merupakan kesenangan untuk membuatnya tetap berhubungan dengan aktivitas mereka. Saya tahu betapa beliau sangat berarti bagi mereka, di Inggris, diseluruh persemakmuran, dan di dunia.

Saya ingin menekankan betapa keluarga kami menghargai pesan dan kenangan dari begitu banyak orang yang ada di hidupnya. Kami akan merindukannya meskipun begitu beliau meninggalkan warisan yang bisa menginspirasi kita semua

The excessive translating is apparent in the first sentence of the first paragraph where the student added “(meninggal)” to state what the princess referred in " *You know it's going to happen [...]*". However, there is not any

explanation regarding it in the source text. In the following sentence, the student translated “service freely given” into “*melayani*”. Even though class shift is common in translating, but “*melayani*” or “*serve*” alone in source language is not able to re-state the meaning “*service freely given*”.

In the second paragraph, the student translated “*His ability to treat every person as an individual in their own right with their own skills comes through all the organisations with which he was involved.*” into “*Kemampuan untuk memperlakukan setiap orang untuk menjadi dirinya sendiri dengan keterampilan mereka yang datang dari semua organisasi yang melibatkan beliau.*”. The translation gave the idea that the duke treated each person to be themselves while the source text told that the duke treated every person as an individual in their own right with their own skills. In the end of the paragraph, the student translated “*in the wider world*” into “*di dunia*” only.

The translation of British Royal Family’s speech from Student 24

*Penyataan Putri Kerajaan perihal Wafatnya Ayahanda Tercinta, Adipati
Edinburgh*

Minggu, 11 April 2021

PESAN DARI YANG MULIA PUTRI RAJA

*Hal itu pasti akan terjadi, tapi kamu tidak akan pernah merasa siap sepenuhnya.
Ayahku yang sudah mengajarkanku, menjadi pendukungku, dan penasehatku.*

Semua itu adalah bukti akan hidupnya yang baik dan berjasa hal yang ingin saya contoh.

Kemampuannya untuk memperlakukan orang lain sebagai individu yang mempunyai hak dan kepandaian mereka masing-masing yang didapatkannya dari keterlibatannya dengan banyak organisasi. Suatu kehormatan dan keistimewaan bagi saya untuk terus mengikuti jejaknya dan sebuah kesenangan bagi saya sudah selalu bersamanya dengan semua aktifitas rekan-rekannya. Saya tahu betapa berharganya ia bagi mereka, di United Kingdom, di seluruh asosiasi commonwealth di seluruh dunia.

Saya juga ingin menyampaikan betapa berharganya pesan dan kenangan kalian dengannya bagi kami sekeluarga. Kita pasti akan merindukannya, ia pergi dengan meninggalkan peninggalan yang bisa menginspirasi kita semua.

The student wrote “*Semua itu adalah bukti akan hidupnya yang baik dan berjasa hal yang ingin saya contoh.*” in the paragraph one. However, “*semua*” can not be the equivalence of “mostly” because “*semua*” means “all” in the source language. Still in the same sentence, he altered the noun “service freely given” into an adjective “*berjasa*”. A translator can shift the word class in translating, but they must consider the accurateness of the translation if they shift. “*Berjasa*” is simply inaccurate to be the translation of “*service freely given*” and it is not inadequate to re-express the meaning of the phrase as “*pelayanan yang diberi tanpa pamrih*”.

Move to the next paragraph, the student translated “and it has been a pleasure to have kept him in touch with their activities.” into “*dan sebuah kesenangan bagi saya sudah selalu bersamanya dengan semua aktifitas rekan-rekannya.*” as the translation suggested that the princess accompanied her father with his father’s colleagues’ activities. Yet, the source text does not mention it. Also, “*aktifitas*” should be spelled as “*aktivitas*” instead. Then, in the end of the paragraph, the student fused “*in the wider world*” with “*across the Commonwealth.*”, resulted in a new phrase “*di seluruh asosiasi commonwealth di seluruh dunia.*”. However, this still considered as an error because the student ended up not translating the phrase “*in the wider world*”, which left the translation incomplete.

The translation of British Royal Family’s speech from Student 25

Sebuah Pernyataan Princess Royal setelah kematian ayahnya, The Duke of Edinburgh

Minggu, 11 April 2021

Pesan dari yang mulia princess royal

Anda tahu itu akan terjadi, tetapi anda belum benar-benar siap. Ayah saya sudah telah menjadi guru saya, pendukung saya, dan kritikus saya, tetapi kebanyakan itu adalah teladannya tentang kehidupan yang dijalani dengan baik dan jasa yang diberikan dengan gratis yang paling ingin saya tiru. Kemampuannya untuk memperlakukan setiap orang sebagai individu dalam hak mereka sendiri dengan keterampilan mereka sendiri datang dari semua organisasi dimana dia terlibat.

Saya menganggapnya sebagai suatu kehormatan dan hak istimewa telah diminta untuk mengikuti jejaknya dan sebuah kesenangan untuk membuatnya berhubungan dengan kegiatan mereka. Saya tahu betapa berartinya dia bagi mereka, di Inggris, di seluruh persemakmuran, and diduni yang lebih luas lagi. Saya ingin menekankan betapa keluarga menghargai pesan dan kenangan dari begitu banyak orang yang hidupnya juga dia sentuh. Kami akan merindukannya tetapi dia meninggalkan warisan yang dapat menginspirasi kita semua.

The student translated “*service freely given*” into “*jasa yang diberikan secara gratis*”. “*Gratis*” does not same nuance with “*tanpa pamrih*” that much more acceptable based on the context of the source text. Then, the student made misspellings, for example she misspelt “*dan*” and “*dunia*” in the phrase “*and diduni yang lebih luas lagi.*”

The translation of British Royal Family’s speech from Student 26

Penyataan dari Putri Anne atas kematian Ayahnya, Adipati Edinburgh

Minggu, 11 April 2021

PESAN DARI KELUARGA KERAJAAN, PUTRI ANNE

Anda tahu itu akan terjadi, tetapi anda tidak pernah benar-benar siap. Ayah saya telah menjadi guru, pendukung, dan kritikus saya. Tetapi, kebanyakan itu adalah teladannya tentang kehidupan yang dijalani dan dedikasinya yang paling ingin saya tiru.

Kemampuan untuk memperlakukan setiap orang untuk menjadi dirinya sendiri dengan keterampilan mereka yang datang dari semua organisasi yang melibatkan dia. Saya menganggapnya sebagai sebagai suatu kehormatan dan hak istimewa telah diminta untuk mengikuti jejaknya, dan merupakan suatu kesenangan untuk membuatnya tetap terhubung dengan aktivitas mereka. Saya tahu betapa beliau sangat berarti bagi mereka, di Inggris, diseluruh persemakmuran, dan didunia.

Saya ingin menekankan betapa keluarga kami menghargai pesan dan kenangan dari begitu banyak orang yang ada dihidupnya. Kami akan merindukannya tapi dia meninggalkan warisan sosok yang bisa menginspirasi kita semua

In the second sentence of first paragraph, the student translated “service freely given” into “dedikasi”. This is an error simply because “dedikasi” does not share the same meaning with “service freely given”. In the next paragraph, the translated sentence “*Kemampuan untuk memperlakukan setiap orang untuk menjadi dirinya sendiri dengan keterampilan mereka yang datang dari semua organisasi yang melibatkan dia.*” claimed that the duke was said treating people to be themselves with their own ability while in the source text, it was stated that the duke had the ability to treat people as an individual with their own ability. In the last sentence of that paragraph, the student only translated “*in the wider world*” into “*di dunia*” only. Then, in the last sentence of target text, which is “*Kami akan merindukannya tapi dia meninggalkan warisan sosok yang bisa menginspirasi kita semua.*”, would sound better and not awkward if the student omitted the word “*sosok*”.

The translation of British Royal Family's speech from Student 27

Sebuah Pesan dari putri kerajaan setelah kematian ayahnya, Adipati Edinburgh

Minggu, 11 April 2021

Pesan dari yang Mulia Putri

Semua orang tahu itu akan terjadi, tapi kami tidak pernah siap. Ayahku telah menjadi guruku selama ini, pendukung dan kritikusku, tapi dari semua contoh baik yang dia lakukan dalam hidupnya, memberikan kehidupan yang baik dan servis gratis adalah hal paling ingin saya tiru.

Kemampuannya untuk memperlakukan setiap orang sebagaimana diri mereka sendiri berdasarkan hak dan kemampuan mereka terhadap setiap organisasi yang melibatkannya. Saya merasa sangat terhormat karena diminta untuk mengikuti jejak beliau dengan aktifitas anda sekalian. Saya tahu seberapa berharganya beliau bagi mereka, di UK, pada persemakmuran dan dunia yang luas.

Saya ingin menekankan betapa keluarga kami menghargai pesan-pesan dan kenangan dari banyak orang yang berhubungan dengan beliau selama hidupnya. Kami akan merindukan sosok beliau, namun beliau pergi dengan meninggalkan warisan yang sangat menginspirasi kami semua.

In the first sentence of the first paragraph, the student translated the pronoun “you” into “*semua orang*” and “*kami*” where it should be translated as “*kalian*” or “*anda*”. Then, the student translated ““*but mostly it is his example of a life well*

lived and service freely given that I most wanted to emulate.” into “tapi dari semua contoh baik yang telah dia lakukan dalam hidupnya, memberikan kehidupan yang baik dan bebas adalah hal yang paling saya tiru.”. This translation is inaccurate because the source text does not imply that her father gave a better life and free to anyone.

An improper usage of preposition can be found in the first sentence of paragraph two. Due to the preposition “*terhadap*”, the sentence “*Kemampuannya untuk memperlakukan setiap orang sebagaimana diri mereka sendiri berdasarkan hak dan kemampuan mereka terhadap setiap organisasi yang melibatkannya.*” fails in informing where the duke’s ability came through. Next, the student also omitted a sentence, which is “*it has been a pleasure to have kept him in touch with their activities.*”, then changed it into “[...] *dengan aktifitas anda sekalian*”. This alteration simply makes the target text incomplete and inaccurate because it fails to deliver the complete message of the source text.

The translation of British Royal Family’s speech from Student 28

Ungkapan dari princess royal tentang kematian ayahnya, Adipati Edinburh:

PESAN DARI YANG MULIA, PRINCESS ROYAL

Ayah saya berkata bahwa Anda mengetahui hal yang sebenarnya terjadi tetapi anda tidak pernah berani untuk mengatakannya. Ayah saya merupakan panutan, penyemangat dan pemberi saran bagi saya, namun banyak teladan yang ingin saya

tiru tentang kehidupan yang dilewati dengan baik dan bantuan yang diberikan tanpa imbalan.

Kemampuannya untuk memberikan hak kepada setiap individu dengan keahlian yang didapat melalui organisasi dimana dia terlibat. Saya menganggap ini sebagai suatu kehormatan dan hak yang istimewa karena telah mengikuti jejaknya dan menjadi suatu kesenangan untuk mewujudkan kegiatan yang bersangkutan di Inggris. Saya paham betapa pentingnya dia bagi orang, di Inggris, diseluruh persemakmuran dunia yang luas.

Saya akan menegaskan betapa keluarga menghargai pesan dan sejarah dari orang yang dapat menginspirasi hidup banyak orang.

The student used free translation method, however the student ended up translate the source text too freely. The first example can be found in the first paragraph where she translated “You know it’s going to happen but you are never really ready.” into “*Ayah saya berkata bahwa Anda mengetahui hal yang sebenarnya terjadi tetapi anda tidak pernah berani untuk mengatakannya.*”. The student added “Ayah saya berkata bahwa” or “my father said that” then translated “but you are never really ready.” into “*tetapi anda tidak pernah berani untuk mengatakannya*”. Overall, the translation said that the princess’ father told that you know the truth, but you are never really brave to say it. The meaning of the sentence does not match with the meaning of the original sentence, which it shows that the translation fails to re-express the meaning from the source language to target language.

This kind of errors happened twice in the second paragraph. The first sentence “*Kemampuannya untuk memberikan hak kepada setiap individu dengan keahlian yang didapat melalui organisasi dimana dia terlibat.*” is simply incorrect because of the phrase “kemampuannya untuk memberikan hak kepada setiap individu”. This sentence mislead reader by saying that the duke’s ability is giving right to each individual while the source text stated that the duke’s ability is treating each individual in their own right with their own skills. Furthermore, the student translated “it has been a pleasure to have kept him in touch with their activities.” into “*menjadi suatu kesenangan untuk mewujudkan kegiatan yang bersangkutan di Inggris.*”. The translation stated that it had been a pleasure for the princess to actualize the related activities in England. On top of that, in the last paragraph, the student translated “so many people whose lives he also touched.” into “*orang yang dapat menginspirasi hidup banyak orang*” or “person who is able to inspire many people”. It should also be noted that a part of the last paragraph is missing, resulted in incomplete translation.

4.2 Discussion

Based on the above analysis, the researcher is able to draw a table to illustrate the number of errors that students made as follows :

Student	Rendition Error	Language Error	Miscellaneous Error
Student 1	2	5	1

Student 2	2	3	2
Student 3	0	1	1
Student 4	1	3	1
Student 5	1	4	1
Student 6	2	4	0
Student 7	4	1	0
Student 8	1	2	0
Student 9	4	2	0
Student 10	3	5	0
Student 11	2	3	0
Student 12	12	4	1
Student 13	0	2	1
Student 14	1	2	0
Student 15	2	2	0
Student 16	2	4	0
Student 17	2	1	1
Student 18	1	2	1

Student 19	2	1	1
Student 20	2	2	0
Student 21	0	1	1
Student 22	1	1	0
Student 23	3	2	0
Student 24	3	4	1
Student 25	0	2	0
Student 26	2	2	0
Student 27	2	1	1
Student 28	3	0	1
	59	63	15

CHAPTER V

CONCLUSION

5.1 Conclusions

From the conducted research and data analysis, the researcher can draw a conclusion : the students made linguistic errors frequently than the other errors. The researcher inferred from the analysis that the cause of these errors can be rooted from the inadequate deep understanding of source language and possibly target language as well. It is true that the students know the meaning of each word, however, to find the intended meaning from sentences in source language then re-tell it into coherent sentences in target language become challenges for students due to their limited experience and language understanding. This leads the student to lot of errors, like excessive free translating, inequivalent, unnecessary addition and omission, inappropriate register, problematic phrases, and many examples.

5.2 Recommendation

1. The researchers can continue the research about error analysis in translating the other text and focus on language errors more because there are lot of mistakes have been done by the student in the usage of language.
2. The lectures should always give exercises, so the students have chance to practice and broaden their experience and skills that are required to be a good translator, for example linguistic understanding and technical strategies of translating.

3. The students should deepen their skills, like linguistic skill then translating skill. The obtained knowledge should be applied in experience by frequently translating texts as practice makes perfect.



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