

SYNTACTIC INTERFERENCE IN TRANSLATING INDONESIAN NARATIVE TEXT INTO ENGLISH FOR THE STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT TENTENA CHRISTIAN UNIVERSITY

Yohanis Tarukallo, Ferry Rita and Sriati Usman

yohanistarukallo333@gmail.com

Abstrak

Mahasiswa Universitas Kristen Tentena program studi Pendidikan Bahasa Inggris mempelajari Bahasa Inggris sebagai Bahasa asing pertamanya dan menggunakannya untuk berkomunikasi sesama mahasiswa dan juga dosen. Penerjemahan merupakan salah satu mata kuliah yang diajarkan yang bertujuan untuk meningkatkan pemahaman mahasiswa dalam penerjemahan teks berbahasa Indonesia kedalam Bahasa Inggris. Diharapkan mahasiswa nantinya dapat menerjemahkan dengan benar. Penelitian ini bertujuan untuk mengetahui dan menggambarkan interferensi sintaktik yang terdapat dalam hasil terjemahan mahasiswa dan untuk mengetahui jenis error yang terdapat dalam hasil terjemahan mahasiswa. Penelitian ini dilaksanakan dengan metode penelitian qualitative dan mengambil lokasi di Universitas Kristen Tentena dengan melibatkan 16 orang mahasiswa. Data didapatkan dengan cara memberikan teks narasi bahasa Indonesia kepada mahasiswa untuk diterjemahkan ke Bahasa Inggris yang kemudian dianalisa secara deskriptif. Terdapat enam kategori interferensi sintaktik yang diteliti yaitu; Kata Kerja (Verb), Susunan Kata (word order), Preposisi (Preposition), Kata Sifat (Adjective), Kata Keterangan (Adverb) dan Aturan Persetujuan Kata (Agreement Rule). Hasil penelitian menunjukkan bahwa terdapat 252 error dalam hasil terjemahan mahasiswa dan yang tertinggi adalah kategori Kata Kerja (Verb) atau sebesar 114 error (45.14%).

Kata Kunci: *terjemahan, teks narasi, interferensi sintaktik*

One of the main problems encountered by most of Indonesian students who learn English is the influence of Bahasa Indonesia pattern as their first language. It has become an important issue since each of the language has different language patterns and grammars. We often find students try to speak English but the pattern of the language they use is Bahasa Indonesia making their English sound funny and ungrammatically. Another case is when students translate a text from Bahasa Indonesia into English, they tend to use Bahasa Indonesia's pattern instead of English, so they unintentionally make errors in their translation.

Translation skill is an important issue in professional and workplace context nowadays. Translation in general means an interpretation from one language into another

for example from Bahasa Indonesia to English or vise versa. The translation activity provides communications of two different languages intercultural among people. The activity increases in the recent years along with the increase of international trade, migration, and globalization and of course because of borderless of technology. However, translating a text from one language to another is not an easy task to do. Usually the translation process is affected by some aspects of the first language which create error in the translation or known as interference.

In general there are five types of interferences namely, Cultural interference deals with an interference caused by the cultural effect of source language or target language, semantic interference refers to

meaning, lexical interference is concerned with vocabularies, phonological interference deals with sounds of words and finally grammatical interference which consists of morphology, phraseology, and Syntactic interference. The syntactic interference is an error that happen when the students try to translate the Bahasa Indonesia narative text into English and to be able to see the errors, the error analysis is required. It is put in action to identify, describe and analyze errors in one language, therefore detail areas of problems can be found. This research tries to find out what category of syntactic interference occurs in translating the Indonesian narative text into English and what kind of errors the students make in the translation of Indonesian narative text into English?

There are many experts giving their opinions about translation. Bassnett-McGuire (1980:3) describes that translation involves the rendering of source language (SL) text into the target language (TL) so as to ensure that (1) the surface meaning of the two will be approximately similar and (2) the structure of the SL will be preserved as closely as possible but not so closely that the TL structure will be sriously distorted. There are two important points having to be considered about translation, first the surface meaning should be similar and the second is related to the structure.

Translation is an activity of reproducing a text in particular language either in oral or written form into target language. Nida and Taber (1982:12) state, “translating consists of reproducing in the receptor language the closest natural equivalence of a source language message, firstly in terms of meaning and secondly in terms of style”. Meanwhile, Newmark (1988:5) defines, “translation is rendering the meaning of a text into another language in the way that the author intended the text”.

According to the definition above, translation is an activity or a process where

we re-tell, re-write or re-produce words or senetences of one language and say it or write it in another language. However it becomes more complicated in the second definition of the translation. It implies that when words are translated we actually have to find the meanings of the words in the target language. Another issue in translation is that the influence of our first language or mother tongue. Mistakes and error can happen because of the unconscius literal translation. Most of mistakes is the result of unconscious literal translation which occurs because of the influence of our mother tongue. Sometimes students give the meanings which do not make sense in the appropriate context. Since this

influence is mostly unconscious the first step and the most difficult task would be to make students aware of this interference.

Translation is a process of transferring messages from source language into target language, therefore it is necessary to look carefully some principles of translation in order to reach a good output. There are some general principles being relevant to translation according to Duff (1989:11), as follows:

- Meaning
- Form
- Register (levels of formality)
- Sentence
- Style and clarity
- Idiom

Indonesia is a large country consists of many islands with rich various cultures that contribute to different background of legends that happen in the past. Those legends become popular among Indonesian people especially children and students at different levels of studies. The legend is usually retold or rewritten in the narative text to entertain its readers and or to send a positive message of good behaviour of the characters in the legend.

The narative text is commonly an imaginative story but it can also be based on the fact or true story. The purpose of narative

text is to narrate events, to entertain and to engage readers in the imaginative experience. Other functions of narrative texts are to persuade or to inform readers about issues. Another part of the narrative text deal with characters, settings, actions, problems and ending. Characters, setting and actions are usually introduced in the beginning. The problem reaches its high point in the middle and the ending resolves the problem.

As mentioned above that the interference occurs when two languages come into contact. According to Chaer (1998:159), “The interference was used for the first time by Weinrich to state that there is a change of system of a language caused by the contact of the language with the aspects of other language done by bilingual speaker”.

Discussing some of the possible explanations of interference, Peter Newmark interprets this concept in “A Textbook of Translation”. Newmark (1988: 283) defines that interference is “literal translation from SL or third language that does not give the right or required sense”. This definition is disputable because it differs from what we imagine under the concept of interference. In fact, he reduces this phenomenon on the level of a word and considers the *sense* as the most important aspect. From his perspective, an expression whose meaning in the source text is understood correctly (and thus the *sense* is preserved in the target text) but whose formulation is unnatural and clumsy, is not considered as an interference. According to this Newmark’s claim, interference means the literal translation of a word and thus misunderstanding the sense. Newmark (1991: 78) argues, “The interference occurs even above the level of words and, in a broader sense, it can affect proper names, punctuation, cultural elements, etc”.

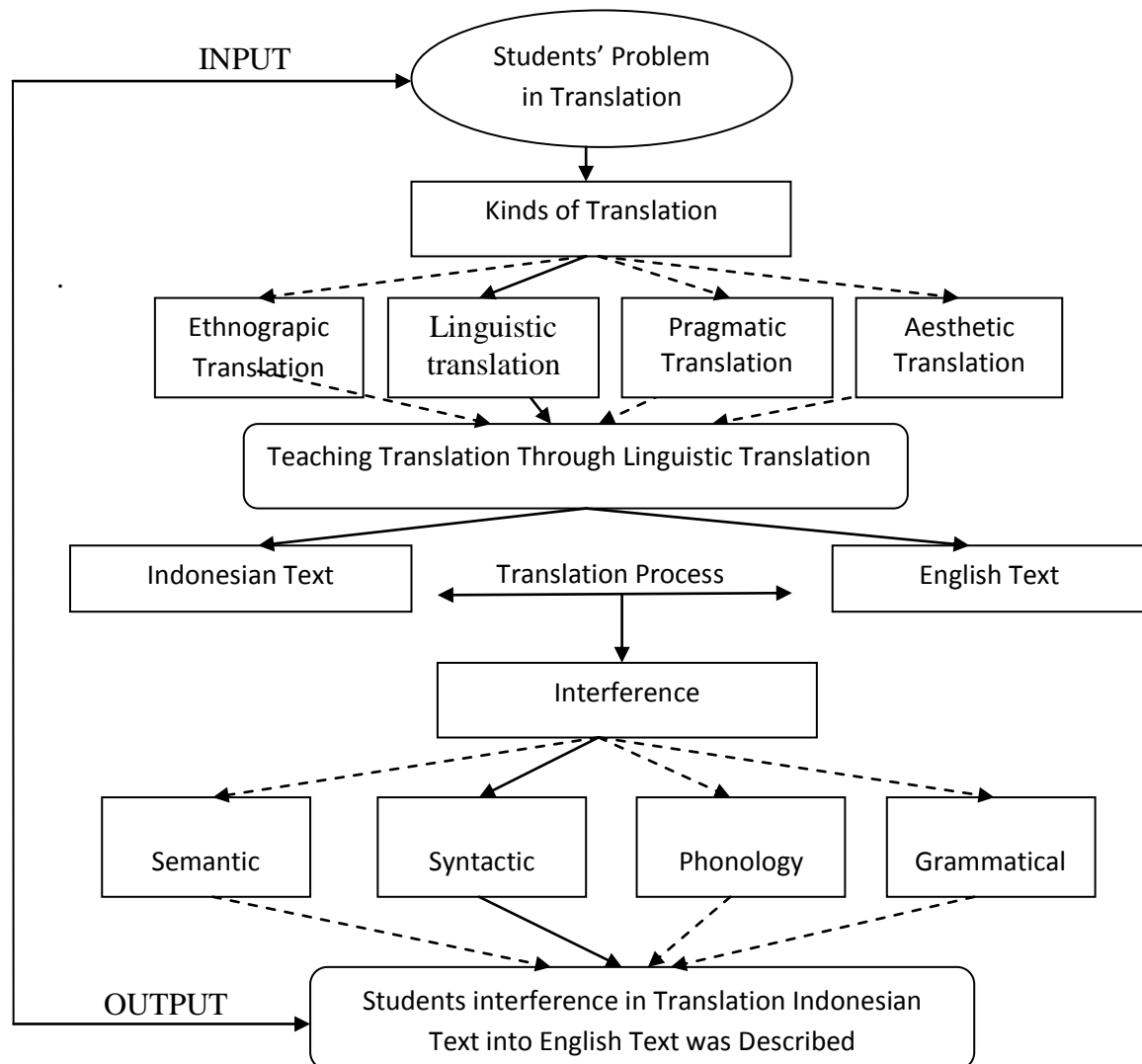
In the narrow definition, interference takes place when, apparently inappropriately,

any feature of the source or a third language – notably a syntactic structure, a lexical item, an idiom, a metaphor, or word-order – is carried over or literally translated as the case may be into the target language (TL) text.

The syntactic interference is related to grammatical errors that occur in the students translation. Interference occurs when the syntactic structure of a language is absorbed by the other language (Suwito, 1983:56). It includes the literal translation of a syntactic structure, either the whole sentence or a certain part of it. The sequence of words from the original text is preserved even in the target text in which the sentence is clumsy, sounds unnatural or weird. The subject translates the segment word for word, focuses on the translation of individual units rather than on the sentence as a whole, and fails to consider the sense of the given segment. The meaning of a text does not consist of only in the sense of its individual parts but in the sense of the structure as a whole; its composition participates in the meaning. As far as these two examples are concerned, in English, the word order is given and cannot be changed.

Syntactic interference is quite frequent in students’ translations and it is probably most difficult to avoid particularly this type. Students have to disengage from the wording of the original, to a certain extent, and to learn to reformulate the sentences fluently in English. It requires a lot of training and experience.

The conceptual framework below describes basic problems that students have in the translation. The research will focus on syntactic interference and application of Grammatical analysis in teaching translation and at the end it is expected that students can translate Bahasa Indonesia text into English in proper and appropriate ways. See the Figure 2.1.

Figure 2.1 The Conceptual Framework

The conceptual frameworks above can be described as follows:

1. Most of the students face a similar problem in translating Bahasa Indonesia text into English. They are influenced by their first language.
2. Grammatical analysis will be applied to determine errors that the students make during the translation class and exercises.

METHOD OF THE RESEARCH

Researcher applied a descriptive qualitative approach in this research. The researcher conducted a qualitative research and exposed activities and situations of English teaching and learning through the

implementation of grammatical analyses in the translation of students at Tentena Christian University. The aims of the study were to identify the interference made by students during their translation classes, and established the causes of interference

production in order to improve students' translation skills.

In this research, the subjects were the second semester students of Tentena Christian University from English Education Study Program. There were sixteen students taken as the subjects. In order to find answers to the research questions mentioned in previous chapter, researcher analyzed the written text of the students involved in the research. The purpose of data and information collection was to support the argument and evidence in answering the research question. The researcher conducted both library research and field research. The Library research aimed to get the related literature reviews and the field research are to get the primary data for the research results and discussion. The following were the steps to collect the primary data:

1. Students were given the Indonesia narrative Text and requested to translate the text into English.
2. The translated text then analyzed to classify the errors.
3. To identify the syntactic interference.

The data of the research were analyzed descriptively qualitatively. The qualitative data analysis were applied to the primary data of students' translation results. The researcher analyzed the data of this study, used the following procedures:

1. Collecting the data.
2. Identifying the interference from the students' translation result.
3. Classifying syntactic interference:
4. Analyzing the students' interference.

Data analyses were done by identifying and analyzing the syntactic interference that occurs in students' translation output. The syntactic interferences becoming the focus of this research were classified into categories below:

Category	Abbreviation
a. Verb	V
b. Word order	Wo

- | | |
|-------------------|-----|
| c. Agreement Rule | AR |
| d. Preposition | P |
| e. Adverb | Adv |
| f. Adjective | A |

The data of the students' translation result were examined to determine which category of syntactic category often occurs in the students translation.

RESEARCH FINDINGS AND DISCUSSIONS

Verb

In English Grammar, a good sentence should at least has one verb or one *be* verb. Verb has its own roles to be applied in sentences. The verb has five forms namely; the base, the -s form, the past, the - ING Participle and the - ed Participle. For example in the sentences;

They *study* hard for their exam next week (base form)
 They *studied* hard last week (past form)
 She *studies* hard every day (-s form)
 We are *studying* hard for the exam (-ing form)
 They *have studied* for their exam (-ed form)

Be verb takes form; *am* for 1st person singular, *is* for 3rd person singular and *are* for 1st, 2nd and 3rd person plural. For example; *I am* a lecturer, *She is* my sister, *they are* at home.

DL - One upon a time, there lived a young orphan farm in the northern part of the island of sumatra area mentioned it dry.

NS - Once period, live it a young man without parents. He live in north part Sumatra Island.

FM - In ancient times, there lived a farmhand were orphans in the north of the island Sumatra the local area is so dry.

The first sentence above, there is a subject *it* followed by adjective *dry*. Therefore it needs *be – is/was* to complete the sentence. The correct sentence should be "Once upon a time, there **was** a young orphan farmer **lived** in the Northern part of

Sumatra island. The area **was** very dry". Since the sentences above were translated from Indonesian Narrative text then it should take the past tense form including all the verbs and be's.

AHL - Syahdan, that youngster life from engage in farming and fishing.

NS - His name Syahdan, he lives of farmer and fishing

NKAW - Syahdan, the young man living from farming and fishing.

The sentences above also in form of past tense, therefore all related verbs should be in past form. The correct sentence is "Syahdan, the young man **made** living from fishing and farming"

CP - One day, his fishing and get a beautiful fish. The color is yellow & gold

DL - One something day he fising fish that exquisite collar yellow golden

The subject of the first sentence above should be *he* instead of *his and the verb should be accompanied by be*. The correct sentence is "One day he **was fishing and caught** a very beautiful fish, its color **was** golden yellow"

AHL - When he hold on it, that fish change become a princess.

IMM - When he hold on, that fish was change be a beautifull princess

The verb *hold* and *change* should be in past form which is *held* and *changed*. The correct sentence is "When he **held** the fish, it **turned** into a beautiful princess".

AT - The princess is the condemned woman because contravened a prohibition

SFD - The princess is women condemned, because violating a prohibition.

The sentences above have a subject *the Princess* as 1st person singular and has verb *be is*, the correct sentence should be "The princess **was a condemned** girl because she **broke a rule**".

The next sentences have two verbs which are *will change* and *touch*. The sentences also part of the same Narrative text which was

written in past form. Therefore the verbs in the sentences below should be changed.

AHL - She will change become a creature who the first touch her.

IMM - She will be change a kind of creature that touch her first.

The correct sentence for the sentences above is "She **will tranform** into the same kind of any creature that **touched** her first".

DL - Because the human touch her, so she change become a princess.

NS - Because the human his touch, so she is to change a beauty girl.

AAP - Because of touch of people, then she change a princess.

As we can see that, the students translated sentences on previous page each has verb *touch* and *change*. In these three sentences the verb *touch* should be in past participle form; *was touched*. The correct sentence should be written "she **became** princes because she **was touched** by human".

Word order

The basic underlying word order in an English sentence is well known as S-V-O or subject – verb – object, for example:

Subject	Verb	Object
He	eats	all food

Below are some sentences taken from the students translation output. The sentences are classified as to have word order errors.

AT - One day, he is fishing a fish so beautiful.

YS - so she is change become to princess lovely

AAP - a fish very beautiful

DL - Flow water that from mentioned increasingly big.

CP - Long time ago, life young man in the north of sumatra

The first sentence should be written "one day he is fishing a beautiful fish". The word *beautiful* (Adjective) should come first or before the word *fish* which function as

noun. Like wise, the second and the third sentence also has the same problem, the word *lovely* should be written before word *princess*, therefore the correct sentence is “*so she turned into a lovely princess*”.

The third sentence “Flow water that from mentioned increasingly big”. The water is the subject of the sentence and followed by the word flow as the verb. The rules states that subject should comes first or before the verb. Therefore, the sentence should be corrected into “*Water flows from the spring become bigger*”. The last sentence has the same problem with the fourth sentence where the subject and the verbs are not in the correct possition. The sentence “Long time ago, life young man in the north of Sumatra” should be corrected into “*long time ago, a young man lived in the North of Sumatra*”

Agreement Rules

Standard English Grammar rules state that subject and verb must agree one to another, they have to be both singular or both have to be plural. For example; “John goes to office every Monday”, in this sentence verb goes agree to the noun (subject) John. Lets take a look the translated sentence from the students.

NS - *Once period, live it a young man without parents. He live in north part Sumatra Island.*

In the sentence above, there is a subject with singular third person *He*. The verb of the sentence *live* should agree to the subject, therefore the verb must be added with suffix – s. Thus the correct sentence in present simple form is “*He lives in North part of Sumatra Island*”.

AT - *Syahdan, the young man are living from farming and fishing.*

Lets see the underlined sentence above, there is a subject with singular third person *the young man* and verb *are living*. The problem is that the verb *are* is not agree to the subject *the young man*. The correct verb should be *is*, therefore the correct sentence is

“*the young man is living...*”

IMM - One day he was fishing a beautiful fish. *The color are golden yellow*

The problem with the sentence above is that the verb *be are* does not agree with the subject *color* which is the third person singular. The correct verb *be* should be *is*. Therefore the correct sentence should be written is “*the color is golden yellow or the colors are golden yellow*”.

The following five sentences have the same problems of agreement between their subjects which are third person singular *he, the fish, the child and the boy* and the verbs *catch, become, turn and eat*.

LFD - One day he catch a fish that so beautiful. The color is so yellow like a gold

SYW - the fish become a beautiful princess.

NKAW - the fish turn into a beautiful princess

SYW, FM - the child eat all food from his parents

IMM - That boy eat all food

In the present simple tense rule the if the subject of the sentnce is third person singular, the verb form should be added suffix –s. Therefore, the verbs *catch, become, turn and eat* have to be added with suffix –s become *catches, becomes, turns and eats*. The correct sentences are:

LFD - One day **he catches** a fish that so beautiful. The color is so yellow like a gold

SYW - **the fish becomes** a beautiful princess.

NKAW - **the fish turns** into a beautiful princess

SYW, FM - **the child eats** all food from his parents

IMM - **That boy eats** all food

Preposition

Preposition plays important rules in English sentences. It is words that link following noun phrase to the rest of a clause.

It is always followed by nouns or pronouns. Preposition is also connective word that shows the relationship between the nouns following it and one of the basic sentence element; subject, object or complement. It usually indicates relationship such as; position, place, direction, time, manner, agent, possession, and condition between its object and other parts of the sentence.

RM - after a year, the partner a husband and wife in gift a son

NS - His wife and son to be lost a mysterious. In land food trace them exit the water.

SFD - Water of flow from springs, longer and longer

The use of preposition *in* in the first sentence should be omitted. The second sentence, the use of preposition *to* and *in* in the sentence is not correct. The preposition *to* should be omitted and the preposition *in* should be replaced with preposition *on* to locate position. Therefore, the correct sentence is “*his wife and son lost mysteriously. On their land came out water*”. The sentence number three has problem with preposition *of*, it should be used to state name of geographic location, time, fraction and possession. Thus, the use of preposition *of* is not correct, the sentence should be written as “the water flows from the spring....”.

Adverb

Adverb is defined as words that modify verb, adjective or another adverb. In general it is formed by adding *ly* to an adjective for example calmly, oddly, probably etc.

SFD - In once open, there lived a young orphan farm in the north of the island of sumatra. The area is very dry.

NS - She will be to change human, if the firstly touch she

SYW, YS - His wife and child disappear by mysterious.

In the first sentence, the phrase *in once*

open has no meaning and therefore, should be rewritten as “**once upon a time**,” to form a good and meaningful adverb. In the second sentence, adverb of *firstly* is in the wrong position, thus the word does not give any meaning to the sentence. The correct sentence is “*She will turn into human if she is touched by human*”. The last or the third sentence should be written “*His wife and child disappear mysteriously*” The adverb mysteriously should come after the verb disappear.

Adjective

Adjective is often called “describing words” because they provide information about the qualities of something described in a noun, noun phrase, or noun clause. A lot of adjectives are closely related to noun and verb for example:

Beautiful → Beauty (noun)

Dangerous → Danger (noun)

Drinkable → Drink (verb)

Talkative → Talk (verb)

NS - Just he handle the fish, and then to change do it a beauty girl

NS - Because the human his touch, so she is to change a beauty girl.

LFD - Once upon a time, there was lived a young farmer and orphan in the north of Sumatra island. That territory was so dried.

The first and the second sentence above have similar problem in adjective form. The word *beauty* is noun which has to be changed into adjective *beautiful*. Therefore, the sentences should be corrected as *a beautiful girl*. The third sentence also have problem with the word *dried* which is a verb (past participle). The verb should be changed into adjective *dry*. Therefore, the correct sentence should be “*the territory was so dry*”.

Other Findings

Apart from what become the focus of this research, there were also some aspects

found in the students' translation. There are some words and phrases that are confusing for the students to translate them into English. Below are some words and phrases that confusing for students

1. Melamar- Apply and Propose.
2. seorang pemuda tani yatim piatu
3. Mata air

The word melamar in the text translated by students refers to marriage, therefore, the correct word should *propose*. Most of the students translated the word incorrectly. Students use *apply* instead of *propose*. The second phrase should be translated *a young orphan farmer* and the third sentence should be translated as *source of water*.

There is also some errors in the use of subject and pronoun, for example in sentences:

<u>His</u> can eat all food	<u>He</u> can eat all food
When <u>his</u> touch	When <u>he</u> touches
So <u>they promise</u> have been violated	So <u>their</u> promise have been broken
<u>Her</u> will be change a species,	<u>She</u> will change into a species
<u>her</u> don't talking about where his come from	<u>She</u> does not talk about where he comes from
he fising a fish very beautiful, the <u>his</u> color is golden yellow,	He is fishing very beautiful fish, <u>its</u> color is golden yellow

Discussion

We have looked at the finding and analysis about the syntactic interference that occur in the students translation of Indonesia Narrative text. Most of the students make errors in their translation text which leads to the syntactic interference that is related to grammatical error. There were six categories of The syntactic interference that become the focus of this research; Verb (V), Word order (Wo), Agreement Rule (AR), Preposition (P), Adverb (Adv), Adjective (A). We can look the number of errors that occur in the

students translation that related to syntactic interference.

Table. Number of Errors Related to Syntactic Interference

V	W O	A R	P	Ad v	Ad j	Tot al
114	37	2 7	4 4	13	17	252

From the data analysis it can be seen that more errors occur related to verb category. There are 114 errors occur related to verb. The interference occur because most of the students failed to use appropriate verb and to be according to the tenses form (for example past tense). Another error is related to Preposition. There are 44 interference related to preposition. They occur because the different language system in using preposition in a sentence. English has more various and complex preposition than in Bahasa Indonesia. Word Order also contribute some errors in students translation. There are 37 error occur in the students translation. Reseracher found that the errors related to Word order occur because students have low understanding of class of words and the students tend to apply the language pattern of Bahasa Indonesia.

Errors related to Agreement Rule (AR) also contributes to the syntactic interference in the students translation. It occurred because students do not posses a good knowledge of agreement rules. For example the subject and verb agreement, the rule of singular and plural. At last, the syntactic interference are also contributed by the errors that related to Adverb and Adjective. Students make errors related to Adverb and adjective function in the sentence. The percentage of the each category of Errors related to syntactic Interference can be seen on the table below.

Table. The Percentage of Each Category of Syntactic Interference

No.	Category	Number of occurrence	(%)
1.	Verb	11	45.24
2.	Word Order (Wo)	37	14.68
3.	Agreement Rule (AR)	27	10.71
4.	Preposition (P)	44	17.46
5.	Adverb (Adv)	13	5.16
6.	Adjective (Adj)	17	6.75
T		252	100

The table above shows that Verb category has the highest percentage (45.25%). Then it is followed by Preposition category (17.46%), Word Order category (14.68%), Agreement Rule category, Adjective (6.75%) and the last is Adverb category (5.16%).

CONCLUSION AND SUGGESTIONS

Conclusion

Learning a foreign language especially English is totally different from the way we learn our mother tongue. People who learn English can not avoid of making mistakes as well as errors in the learning process. The errors that occur in the English learning process are caused by the difference language system between English and Bahasa Indonesia. Some learners tends to apply their mother tongue system into English. As a result, the interference occur in their language for example in writing or speaking form.

The result of this research indicates that there were a number of syntactic interferences occurring in the translation of Indonesia narative text into English done by the students of English Education Study Program of Tentena Christian University. After classifying and categorizing the type of syntactic interference, the researcher finds 252 errors that lead to syntactic intereferece, occur in the students' translation. There are six syntactic interference categories occurring

in the students' translation namely; Verb category, Preposition category, Word order category, Aggrement Rules category, Adjective, and the last is Adverb category. The percentage of the occurenace as follows; Verb category has the highest percentage (45.25%), then it is followed by Preposition category (17.46%), Word Order category (14.68%), Agreement Rule category (10.71%) , Adjective (6.75%) and the last is Adverb category (5.16%).

In translating the text it is found that there are also strong Cultural interferences occuring in the students' translation which might be not noticed by the students. It occurs mainly because the students are unable to deal with the cultural difference between the source language culture and the target language culture.. For example' the students translation of sentence number eight of the source language "*meminta sang putri untuk menjadi isterinya*". The problem here consists in misunderstanding the cultural specific word of "meminta". Most of the students translated the word "meminta" into "to ask", In English the word should be translated "propose" since it is related to marriage.

Students in translating the narative text are still trap in the practice where they translating the complete sentence word per word, as the result the translation becomes incorrect or not proper. For example sentence number three of the source language "*Pada suatu hari ia memancing seekor ikan yang sangat indah. Warnanya kuning keemasan*". Most students translated the sentence word per word, resulting in many errors related to syntactic interference. Therefore students need a lot of training and practicing, good knowledage of class of words and also culture to be able to conduct a good translation.

The researcher concludes that the students of English Education Study Program of Tentena Christian University have lack of knowledge of word classifications and also

they are influenced by the L1 when they translate a text. Other points, is that the students translate the text word by word individually, therefore the translation results become meaningless or inappropriate.

Suggestion

The reseracher finds that there are some syntactic interferences occur in students translation of Indonesia narrative text into English. Therefore, he wants to give suggestions as follows:

1. To the lecturers

After knowing the category of syntactic interference, the lecturer should pay more attention to it and also stresses on the material which is difficult for students. Lecturers may use a new teaching technique to get a better result of the teaching and learning process.

2. To the students

The students should not worry about making errors, instead they have to use the errors as the starting point to have much better result in the future, especially related to Tenses, Word organisation, Aggrement rules, noun, verb, Adjective,

Preposition, Adverb and Determiner.

3. To the other researcher

Since research is far from being perfect, it is expected that the other researcher can discuss and analyzed the learners' errors deeply and gives suggestions.

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