

STUDENTS' ERROR IN TRANSLATING A NARRATIVE TEXT: AN ANALYSIS

KESALAHAN MAHASISWA DALAM MENERJEMAHKAN TEKS NARATIVE: SEBUAH ANALISIS

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Abstrak

Teks narrative bahasa Inggris adalah salah satu sumber bahasa yang diterjemahkan ke bahasa Indonesia sebagai bahasa target dan kesalahan terjemahan tersebut adalah kalimat, frasa dan arti leksikal dalam teks bahasa Inggris dan penelitian ini menggunakan metode deskripsi kualitatif analisis isi dari teks bahasa Inggris ke bahasa Indonesia. Penelitian terjemahan tersebut terdapat beberapa kesalahan, dalam kalimat: terdapat kesalahan hilangnya semua konstituen kalimat, hilangnya sebagian konstituen kalimat, dan hilangnya konstruksi kalimat yang ditransfer ke bahasa Inggris; dalam frasa: hilangnya frase kata benda, frase kata kerja, frase kata sifat, dan frase kata depan; dan dalam arti secara leksikal: arti atau makna kata, frase, dan klausa. Kesalahan terbanyak adalah kesalahan dalam menterjemahkan makna leksikal sebanyak 154 kali, frase 76 kali dan paling sedikit adalah dalam kalimat sebanyak 65 kali sehingga total terjemahan tersebut sebanyak 295 kali kesalahan.

Kata kunci: kesalahan, menerjemahkan, teks narasi

Abstract

The English narrative text is a language source translated into a target language, Indonesian. There were kinds of errors in translating English sentences, phrases, and lexical meanings. It used a methodology of descriptive qualitative content analysis. There are sentence, phrase, and lexical meaning errors in translating the English text into Indonesian. The students made sentence errors by missing to substitute the constituent of sentences, omitting the sentence constituent, and missing to transfer English sentence construction. The students made phrase errors by missing to translate noun, verb, adjective, and prepositional phrases. The students also made lexical meaning errors of words, phrases, and clauses. The most frequent errors were 154 frequencies of lexical meaning errors. The second was 76 frequencies of phrase errors. And the last was 65 frequencies of sentence errors. So, the total frequency of errors was 295 frequencies.

Keywords: error, translating, narrative text

*) Naskah masuk: 7 Juni 2016. Penyunting: Evi Melila Sari, S.S.. Suntingan I: 1 Agustus 2016. Suntingan II: 4 Agustus 2016

INTRODUCTION

In this translation research, the researcher tries to searching in these phrase, sentence, and lexical meaning of identifications, in what kind of linguistic level of errors in translating text made by student in his/her phrase, sentence, and lexical meaning of his/her target narrative text.

This source text (English) translates into Indonesian (target text) would be applied by established technique. This technique uses the term or phrase that is commonly (based dictionary or use daily). This technique is similar to the literal translation. The main aim analyzed how far the errors in phrase and sentence, and its lexical meaning, then to analyze the student's ability in translating phrase and sentence in the native language and in particular, the reader's potential schemata refreshment upon the interaction of text and linguistics. In Behtash (2010), Venuti sees the aim of translation is: To bring back a cultural other as the same, the recognizable, even the familiar; and this aim always risks a wholesale domestication of the foreign text, often in highly self conscious projects, where translation serves an appropriation of foreign cultures for domestic agendas, cultural, economic, and political (Venuti, 1995: 18).

The text used to see the students' errors in translating English sentences into Indonesian in narrative was a text entitled: *A Kind Rabbit*. Translation material of an English narrative text took from the source: *Dongeng (Cerita Rakyat) Bahasa Inggris mahdi.blogspot.com*. The narrative text contained four paragraphs, and consisted from 316 words, and 24 sentences.

The instrument of this research is a translation of an English narrative text as a source text (ST) into Indonesian narrative text as function as a target/native text (TT). This instrument took from this blog because it contented the many fables and folktales

which were in Indonesian and translated stories into English and vice versa. As in Behtash (2010), a translating culture-specific items in literary translations seems to be one of the most challenging tasks to be performed by a translator.

The data in this research came from the student's translation of sentence, phrase, and lexical meaning in their target texts of Indonesia. In the one point, that sentence, phrase, and lexical meaning were written in the same or nearly same meaning from the same concept of Indonesian culture in its target text of each student. However, many cultural customs are described in ordinary language, where literal translation would distort the meaning and thus the translation "may include an appropriate descriptive-functional equivalent" (Newmark, 1988: 95).

The student's translated paper was a representation of a text equivalent of a language into other language, English into Indonesian, all of a text and a part of it. So, their texts in a different language could be equivalent in different degree, level of presentation, and rank of Indonesian structure.

The ranks of language levels which would be analyzed are the Indonesian text in relation to the context of phrase by phrase, sentence by sentence and both of their literal meanings.

THEORY

The method of analysis in this research was the student's translation product in Indonesian narrative texts, the researcher practiced a model of TQA (Translation Qualitative Assessment) from English into Indonesian which was applied from Nababan's theory (2012). She employed in this research in descriptive-qualitative approach. Its data was obtained through content based analysis. This theory, Translation Quality Assessment has three categories of instruments, Accuracy, Acceptance, and Readability Level of Translation.

Assessment Instruments of Accuracy Translation Level

Table 1: Table of Accuracy Translation Instrument Level

Translation Category	Score	Qualitative Parameters
Accurate	3	Meaning of the word, technical terms, phrases, clauses, sentences or text language source accurately transferred into the target language; altogether absolutely no distortion of meaning.
Less Accurate	2	Most of the meaning of words, technical terms, phrases, clauses, sentences or the source language text has been transferred accurately into English target. However, there is still a distortion of meaning or translation double meaning or no meaning is eliminated, which is disturbing the integrity of the message.
Inaccurate	1	The meaning of the word, technical terms, phrases, clauses, sentences or text language source inaccurately transferred into the target language or omitted (deleted).

The rater instrument accuracy of translation adheres to a scale of 1 to 3. The higher score given by assessors that is the more accurate translation produced. Conversely,

the lower of the score is given to the translation product, then the lower level accuracy of the translation.

Assessment Instruments of Acceptance Translation Level

Table 2: Table of Acceptance Translation Level

Translation Category	Score	Qualitative Parameters
Acceptance	3	Translation is scientific; technical terms commonly use and familiar to the reader; phrases, clauses and sentences using are in accordance with the rules of language Indonesia.
Less Acceptance	2	In general, the translation already feels natural; however there a little problem in the use of technical terms or occur slightly grammatical errors.
Inacceptance	1	Translation unnatural or feels like a work of translation; technical terms used are not commonly used and not familiar to readers; phrases, clauses and sentences used not in accordance with the rules of Indonesian.

The instrument of acceptance level translation is a guideline for assessors in determining the level of acceptance trans-

lation. The scale supplied range between 1 until 3. Each score is granted a reflection of the level of acceptance in translations.

Assessment Instruments of Readability Translation Level

Table 3: Table of Readability Translation Level

Translation Category	Score	Qualitative Parameters
High Readability	3	Words, technical terms, phrases, clauses, sentences or text translation can easily be understood by the reader.
Moderate Readability	2	In general, the translation can be understood by the reader; however there are certain parts that should be read more than one time to understand the translation.
Low Readability	1	It is difficult to understand by readers.

The third instrument used is instruments for determining the level translation legibility, which is also based on a scale of 1 to 3.

Value of Quality Assessed Aspect in Translation Level

The above has described that a quality of translation should be accurate (accurate), thank (acceptable) and easy understandable (readable) by the target of the audience. Each of the three aspects has a different weight value. This is the value of each level according to Nababan's theory (2012).

Table 4: Table of the Value of Quality Assessed Aspect

Number	Quality Assessed Aspect	Value
1	Accuracy	3
2	Acceptance	2
3	Readability	1

The aspect of the accuracy value is highest or 3. It was adapted to the basic concept of the translation process as the process of transfer of message (accuracy) from the source language text into English target. The aspect of acceptance of translation ranks second, namely 2. The determination is based on the premise that the aspect of acceptance is directly related to translation conformity with the rules, norms and the prevailing culture in the target language.

In a certain cases, the aspect of acceptance makes an effect on the accuracy aspect of translation. In other words, in the particular case, that a translation is less than or unacceptable will also be less or not accurate. The aspect of readability has the lowest value or 1. Low value is given on this aspect that related to readability with the thought that the problem of translation does not relate directly with the issue of whether the translation is easier or not understood by the audience target. However, because the reader target, generally do not have access to the text of the source language, they are

expecting to the translations, so they can read and understand them easily (Paper: 2004: 20).

Indeed, the period and culture of the time have direct influence on the language, and any literary work is, no doubt, the production of its era. It is so significant that Bassnett states that "all these elements can be missed if the reading does not take into full account the overall structuring of the work and its relation to the time and place of its production" (Bassnet 1992: 79).

DISCUSSION

Features of Errors in Translating English Sentences into Indonesian in Narrative Text

The total frequency of errors in the aspect of accuracy, acceptance, and readability of student's errors in sentences of narrative text were 76 errors with 60 scores of errors in three categories, inaccurate, less acceptance, in-acceptance, and moderate readability. All of students got the errors in this category.

These errors consisted of the accuracy category in 3 frequencies with 3 scores and they all were in the level of inaccurate level, they were student number 14 and 15.

In the level of acceptance, there were 17 frequencies with the 31 scores and they all were in the 29 frequencies in the level of less acceptance and 3 frequencies in the in-acceptance level with 28 scores.

In the last category, readability level, they had 56 frequencies of errors with 26 scores in the level of moderate all (point of 26 scores), but 3 students (numbered 9, 11 and 13) did not get this errors level. Based on this clue above, it was found that the features of errors in translating English sentences into Indonesian in narrative text made by the students are: missing to substitute the constituent of sentences, omission of sentence constituent, and missing to transfer English sentence constructions. Variations

of the students' errors are: the students missed to substitute the word: "*menderita*" by the word: "*menyedihkan*" in the sentence: "She was miserable and lived alone" (*Dia menyedihkan dan tinggal sendiri*) that should be expressed: *Ia sangat menderita dan menjalani kehidupannya sendiri*.

The other errors in translating English sentences into Indonesian are the students omitted the constituents of sentences which are not relevant to source sentences. The sample of the student's translation sentence is for example: "*Pengembara itu awalnya merasa jijik dengan dia karena bau busuk dan kotorannya*". That should be expressed as: "*Sang pengembara awalnya merasa jijik terhadapnya karena tubuhnya yang berbau dan bulunya yang kotor*".

The students also made other forms of errors in translating English sentences, the students failed to choose equivalent words for English, so the idea of the sentence cannot be delivered as the source sentence, such as: "*Dia ditanya oleh pengembara, pengembara bertanya. "Permisi, kenapa... kasar dan kotor?"*" It should be translated: "*Ia kemudian ditanya oleh pengembara tentang kondisinya, sang pengembara berkata: "Maaf, kenapa rambutmu kasar dan kotor?"*"

In the brief analysis accounted that 3 (three) students had zero level and 13 students got moderate readability level (point 2) with various frequencies between 1 until 4 errors in making English sentences translation into Indonesian sentences. In their level positions, their translations sentences could be understood by the readers. However, there were certain parts that should be read more than one time to understand to their translations.

At last, the total frequency of errors in the aspect of accuracy, acceptance, and readability of student's errors in sentences of narrative text were 65 errors with 118

scores of errors in three categories in inaccurate (12 frequencies), less acceptance (18 frequencies), and moderate readability (32 frequencies), but the other sides, there were 3 students did not have this error. These errors consisted of the accuracy category in 12 frequencies with 12 scores and they all were in the level of inaccurate (point of 7 scores).

Features of Errors in Translating English Phrases into Indonesian in Narrative Text

Variations of the students' errors are: the students missed to translate English noun phrases into Indonesian. These facts are indicated by the students' translations, such as: noun phrases of: *and her dirty* and *smooth hair* translated into: *dan kotorannya* and *rambutnya*. The same errors are found when the students translate English verb phrases into Indonesian, such as: *to say hello*, *make her*, *to take care him* are translated into *mengatakan helo*, *dengan dia* and *karena pengobatannya*. Furthermore, similar errors are made by the students, when they should translate English adjective phrase into Indonesian. Samples of errors that the students made are as follows: *very funny*, *so different*, and *very grateful* are translated into: *yang lucu*, *yang berbeda* and *sangat bersyukur*.

In addition, in translation English phrases, the students also made errors in translating prepositional phrases, samples of errors the students made are: the prepositional phrases of *near the river* and *with a* are translated into *di dekat sungai* and *dengan sebuah*.

The total frequency of errors in the aspect of accuracy, acceptance, and readability of student's errors in sentences of narrative text were 76 errors with 60 scores of errors in three categories, inaccurate, less acceptance, in-acceptance, and moderate readability. All of students got the errors in this category.

These errors consisted of the accuracy category in 3 frequencies with 3 scores and they all were in the level of inaccurate level, they were student number 14 and 15. In the level of acceptance, there were 17 frequencies with the 31 scores and they all were in the 29 frequencies in the level of less acceptance and 3 frequencies in the in-acceptance level with 28 scores. In the last category, readability level, they had 56 frequencies of errors with 26 scores in the level of moderate all (point of 26 scores), but 3 students (numbered 9, 11 and 13) did not get this errors level.

The features of errors in translating English phrases into Indonesian in narrative text made by the students were: missed to form noun phrases, missed to form verb phrases, missed to form adjective phrases, and missed to form prepositional phrase.

Features of Lexical Meaning Errors in Translating English Narrative Text into Indonesian Narrative Text

Based on the research, it could be described that the students made various errors of lexical meanings. The kinds of lexical meaning errors the students made are of three kinds, lexical meaning errors of words, lexical meaning errors of phrases, and lexical meaning errors of clauses. Furthermore, samples of lexical meaning errors of words, such as: the words *miserable*; *a wanderer*; *managed* are translated as: *miskin*; *seorang penjelajah*; *mengatur*.

The students also made lexical meaning errors of phrases. They missed to transfer the meaning of English phrases into Indonesia, so they translate English phrases, like: *to say hello*; *near the river*; and *a wanderer* into Indonesian as: *mengatakan helo*; *di dekat sungai*, and *seorang penjelajah*.

In addition, the lexical meaning errors of clauses are also made by the students. Samples of these types errors can be seen in

the table 14, such as: the students translate the English clauses: "...I have not found the right medication, yet; ...they managed to meet the physician; ... to a kingdom, there a doctor who could cure all ills" into Indonesian become: "...aku masih tidak menemukan pengobatan yang benar; ... mereka melaksanakannya untuk betemu si dokter; ...ke kerajaannya, ia akan menjadi dokter yang mengobati segala penyakitnya."

So, there were some features of lexical meaning errors in translating English narrative text into Indonesian made by the students are: lexical meaning errors of words, lexical meaning errors of phrases, and lexical meaning errors of clauses.

Next, we could see that the total frequency of errors in the aspect of accuracy, acceptance, and readability of student's errors in sentences of narrative text were 154 errors with 282 scores of errors in three categories (31 frequencies in accuracy, 120 frequencies in acceptance, and 126 in readability), and they were in position of inaccurate and less accurate, less acceptance, and moderate readability. All of students got the errors in this category.

In the accuracy errors consisted of the students got 31 frequencies of errors with 36 scores and they all were 25 frequencies in a less accurate, and 6 frequencies in inaccurate level. The students had in the both levels less accurate and inaccurate were 8 students numbered 1 until 8, the level of inaccurate were students numbered 9, 11, 12, 13, and 14. The students numbered 10, 15 and 16 had not errors in this category. In the level of acceptance, there were 60 frequencies with the 120 scores, and they all were in the 60 frequencies of less acceptance level with 120 scores of errors. In the last category, readability level, they had 63 frequencies of errors with 126 scores in the level of moderate all, but 2 students (numbered 11 and 13) did not get this error level.

Findings

The facts that students made errors in translating English sentences into Indonesian do not surprising. Where there is a contrast, native language interference will be a constant error, the student's native language habit will tempt him to follow the pattern of his own language and repetitive practice alone will not be sufficient to free him from this tendency when he is trying to express himself in communication.

To facilitate the students translate English sentence into Indonesian, the English teachers should attempt to find ways, reduce, minimize, even to overcome the students' barriers in translating English sentences of narrative text. Additionally, the students should follow the six principles presented by Hillaire Belloc (1931), as presenting in Farahman (2012), through these six principles, Belloc suggests the translator (student) to view the prose text as a structured whole; if the translator thinks in this manner, then it will be easier for him/her to translate and the translated text will be a good one. Besides, the students might not forget the stylistic and syntactical requirements of the TL.

In fact, the translator has the liberty to do it intentionally because, while translating, he/she had to keep the TL stylistic and idiomatic norms in mind. If he/she did so, then the TL readers will be able to enjoy the text more. Primarily, the students might be able to read, understand and cling to somebody else's thoughts, then translate them accurately, completely and without omission. If they were able to do so, the readers would get the original meaning.

Moreover, the students think that the best translations were produced by persons who were translating from their second language into their native language, because it was unusual for someone who has learned

a second language to have total fluency in that language. However, the students should not worry much about the 'loss of meaning', which might occur if the text describes a situation, which has elements that are unusual to the natural environment, institutions and culture of its language area, since the transference to the student's language can only be estimated.

Secondly, the findings of the research indicated that in translating English phrases in narrative text into Indonesian, the student made some errors. Variations of the students' errors were: the students missed to translate English noun phrases into Indonesian. These facts were indicated by the students' translation, such as: noun phrases of: *and her dirty* and *smooth hair* translated into: *dan kotorannya* and *bulunya*. The same errors were found when the students translate English verb phrases into Indonesian, such as: *to say hello*, *make her*, *to take care him* are translated into *mengatakan helo*, *dengan dia* and *karena pengobatannya* (2009: 33).

Furthermore, similar errors were made by the students, when they should translate English adjective phrase into Indonesian. Samples of errors that students made were as follow: *very funny*, *so different*, and *very grateful* were translated into: *yang lucu*, *yang berbeda* and *sangat bersyukur*. In addition, in translation English phrases, the students also made errors in translating prepositional phrases, samples of errors the students made were: the prepositional phrases of *near the river* and *with a* are translated into *di dekat sungai* and *dengan sebuah*.

The problems in translating literary or narrative prose could be solved much if the students was both bilingual (English and Indonesian) and bicultural (English as one of Western culture and Indonesian as an Eastern culture). In this case, students should keep in mind that the both sides of cultures were getting closer and closer and this was

something that the students need to take into account much more. In this translation tried to connect a wide cultural gap and it was not possible for the prose/narrative-students translators to remove all the marks of the foreign setting. According to researcher, it was normal that the source and receptor languages may possibly represent very different cultures that might include many basic themes and descriptions, which we could not naturalize by the process of this translating.

In translation, the study of equivalence demonstrates the way the translators correctly render the text in translation from SL into TL or vice versa. As the goal of translation is to establish a relationship of equivalence between the source and the target texts, a successful translation could be judged by two criteria: (1) Faithfulness or fidelity (accurate translation of the meaning of the source text, without adding to it or subtracting from it); and (2) Transparency (maintaining the grammatical in phrase, sentence and lexical meaning; syntactic and idiomatic conventions of the target language).

From that criteria, the student's text production should did as a translation meeting the first criterion was called "faithful translation"; and a translation meeting the second principle is known as "idiomatic translation". The role of the student as a translator is to re-establish the author's purpose in another culture in such a way that facilitates the target culture (TC) readers to comprehend it clearly. The three main factors will guide the translator's decision and would make an equivalent production's text. These factors were the text type, the purpose of the translation, and the target audience. That it was not enough to quote the semantic equivalent of an expression in the SL text, and it did not ensure that the translation would be a successful one. In this case, student maintained using synonyms

to get the meaning of the ST. This indicates that the complete equivalence is absent between code units in interlingual translations.

Thirdly, from the data obtained on the research findings it can be described that the students made some lexical meaning errors. The errors on lexical meaning ranged from the errors on words, phrases and clauses. The result of analysis on lexical meaning errors indicated that the kinds of lexical meaning errors the students made were of three kinds, lexical meaning errors of words, lexical meaning errors of phrases, and lexical meaning errors of clauses.

Furthermore, samples of lexical meaning errors of words, such as: the words *miserable*; *a* (wanderer); *managed* are translated as: *miskin*; *seorang* (penjelajah); *mengatur*.

The students also made lexical meaning errors of phrases. They missed to transfer the meaning of English phrases into Indonesia, so they translated English phrases, like: *to say hello*; *near the river*; and *a wanderer* into Indonesian as: *mengatakan helo*; *di dekat sungai*, and *seorang penjelajah*.

In addition, the lexical meaning errors of clauses were also made by the students. Samples of these types errors can be seen in the table 14, such as: the students translate the English clauses: "...I have not found the right medication, yet; ...they managed to meet the physician; ... to a kindong, there a doctor who could cure all ills" into Indonesian become: "...aku masih tidak menemukan pengobatan yang benar; ... mereka melaksanakannya untuk bertemu si dokter; ...ke kerajaannya, ia akan menjadi dokter yang mengobati segala penyakitnya."

Based on the overall description, it could be implied interpreted that the student's competence in translating English narrative text into Indonesian was in low level. The specific analysis showed that student's comprehension in translation, especially in translation English phrases and

lexical meaning was very low. The most particular that the students faced including-illegible text, missing references, several constructions of grammar, dialect terms and neologisms, irrationally vague terminology, inexplicable acronyms and abbreviations, untranslatability, intentional misnaming, and particular cultural references.

In the translated text of the student, the researcher analyzed that, students presented three main reasons supporting their stances: (1) because a particular word in one language often contained meanings that involve several words in another language. For example, the English noun word "hair" might be rendered into Indonesian as "rambut/bulu". But in this case, this was a rabbit hair, in Indonesian meant "bulu kelinci", not "rambut kelinci"; (2) because grammatical particles (verb tenses, singular/dual/plural, case markers etc.) were not available in every language. For examples: in plural term in noun, "several days", in Indonesian meant "beberapa hari" not "beberapa hari-hari". "Beberapa" was a term in plural one, so in this case, the word "hari" without plural term, "beberapa" was presented in plural; (3) because idioms of one language and culture might be utterly perplexing to speakers (student) from another language and culture (Indonesian). For examples: English's idioms, "those humiliations", in Indonesian meant "segala cobaan tersebut" or "apparently" meant "ternyata".

Referring the detailed information above, we could be stated that the most serious error made by the students in translating English narrative text into Indonesian was lexical meaning errors in the frequency of error in were 154 and 282 scores. Second most error position was in the frequency of error in phrases were 76 frequencies with 60 scores. The least error was in the frequency of error in sentences were made 65 frequencies with 118 scores. So, the total frequency

of errors in the sentence, phrase, and lexical meaning in students' translation texts were 295 with the total scores of errors were 460 items.

In the problem of the category assessment in translation, there were accuracy, acceptance, and readability level, the most frequencies of errors in student's translation English into Indonesian text was in the readability of level or in 151 frequencies, the second position was in acceptance level or in 98 frequencies, and the least of errors was in the accuracy levels or in 46 frequencies. So, the total frequencies of errors were in 295 frequencies.

Based on the discussion above, it was clear that was needed to the program of remedial for the lecturers to give students more practices and corrections. Since the most interferences came from mother tongue rules, it was necessary to contrast both rules as simple as possible as possible to make students conscious to translate English narrative text.

CONCLUSION

Based on the previous description and the data obtained, the writer comes to the conclusion as follows:

1. The kinds of errors the students of English Department of Kutai Kartanegara University made in translating English sentences into Indonesian in narrative text are: are: missing to substitute the constituent of sentences, omission of sentence constituent, missing to transfer English sentence constructions.
2. The kinds of errors the students made in translating English phrases into Indonesian in narrative text are among others: missed to translate noun phrases, missed to translate verb phrases, missed to translate adjective phrases, and missed to translate prepositional phrases.
3. The kinds of lexical meaning errors the students made are of three kinds, lexical meaning errors of words, lexical meaning errors of phrases, and lexical meaning errors of clauses. Samples of lexical meaning errors of words, such as: the words *miserable*; *a* (wanderer); *managed* are translated as: *miskin*; *seorang* (penjelajah); *mengatur*. Samples of lexical meaning errors of phrases like: *to say hello*; *near the river*; and *a wanderer* are translated into Indonesian as: *mengatakan helo*; *di dekat sungai*, and *seorang penjelajah*. Samples of lexical meaning errors of clauses such as: the students translate the English clauses: "...I have not found the right medication, yet; and ...they managed to meet the physician into Indonesian become: "...aku masih tidak menemukan pengobatan yang benar and ... mereka melaksanakannya untuk bertemu si dokter; ...ke kerajaannya, ia akan menjadi dokter yang mengobati segala penyakitnya."
4. The most serious error made by the 16 students in translating English narrative text into Indonesian was lexical meaning errors that had the frequency of error in were 154 and 282 scores. Second most error position was in the frequency of error in phrases were 76 frequencies with 60 scores. The least error was in the frequency of error in sentences were made 65 frequencies with 118 scores. So, the total frequency of errors in the sentence, phrase, and lexical meaning in students' translation texts were 295 with the total scores of errors were 460 items.
5. In the category assessment in translation, accuracy, acceptance, and readability level, the most frequencies of errors in student's translation English into Indonesian text was in the readability of level or in 151 frequencies, the second position was in the acceptance level or in 98 frequencies, and the least of errors

was in the accuracy levels or in 46 frequencies. So, the total frequencies of errors were in 295 frequencies.

Briefly, it could be concluded that to translate narrative text from English into Indonesian was a serious problem for these students.

For student of the researcher's school, it is a best work when they study in the translation subject conducting studying *Bahasa Indonesia* in order to complete study in translation subject. Beside study English, they should study Indonesian individually. Then, the university students apply their learning by doing both of the language out their classes.

The university should give the subject time of allocation of *Bahasa Indonesia* more than its regular now, they can give it two semesters first, in semester first and second one. So, they can increase their ability and capability in study and learning process of foreign language, English, and *Bahasa Indonesia*.

The next suggestion, the student should intensive learning in English and Indonesian vocabularies in their studies in class and out of class. By making varies strategy of learning in both vocabularies created by students.

In learning the items of phrase, sentence, and the lexical meaning in both English and Indonesian, students should try hard study in their many strategies of learning. By individual or in study group will make an effective learning in the language skill, grammar and structure both of them in many strategies learning and by using varies media.

In learning translation, the student has to decide on the choice of the appropriate phrase and sentence as an equivalent one and lexical meaning indeed. His/her decision is as to select a certain phrase and sentence

cannot be taken arbitrarily but on some logical backgrounds and relevant situational features (some features at least that are shared by the SL/English and TL/Indonesian dialects). The Indonesian as TL dialect should have an equivalent social function and status (cultural side) rather than an equivalent geographical distribution.

From the findings above, it appears that the application of student's techniques in the translation process is a necessity, due to differences in both language systems. In terms of vocabulary, Indonesian as the target language is not fully accommodates precisely some lexis in the source language. If translated literally, without variance technique translation, then the results will not give meaning equivalent in the target language (Indonesian).

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