

AN ANALYSIS ON ENGLISH STUDENTS' ABILITY IN TRANSLATING FROM ENGLISH INTO INDONESIAN

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Abstract: This research aims to know the students' ability and the pronoun common errors made by the students' in translating from English into Indonesian in sixth semester students at English Education Study Program of Tanjungpura University in academic year 2014/2015 who has passed the translation subject. The method used in this research is the descriptive qualitative method which is to find deeper understanding toward the research purposes. The study sample are 23 students who produced 23 translation products, the data analysis applied is descriptive analysis which involves coding, analyzing and summarizing. The result of the study shows that the students' ability in translating from English into Indonesian generally is Excellent, with 15(65.2%) students achieved excellent level and 8(34.8%) students achieved good level. Furthermore, for the pronoun common errors made by the students in translating from English into Indonesian are the students did not mention or omitted the pronoun in the target text.

Key words : Translation, Pronouns, Students' Ability

Abstrak: Penelitian ini bertujuan untuk mengetahui kemampuan dan kesalahan umum kata ganti yang dibuat oleh mahasiswa dalam menerjemahkan dari bahasa Inggris ke bahasa Indonesia pada mahasiswa semester enam Program Studi Pendidikan Bahasa Inggris Universitas Tanjungpura di tahun akademik 2014/2015 yang telah lulus mata kuliah Translation. Metode yang digunakan dalam penelitian ini adalah metode deskriptif kualitatif yaitu untuk menemukan pemahaman yang lebih dalam terhadap tujuan penelitian tersebut. Sampel penelitian adalah 23 mahasiswa yang menghasilkan 23 produk terjemahan, analisis data yang digunakan adalah analisis deskriptif yang melibatkan menandai, menganalisis dan meringkas. Hasil penelitian menunjukkan bahwa kemampuan mahasiswa dalam menerjemahkan dari bahasa Inggris ke bahasa Indonesia umumnya sangat baik, dengan 15 (65,2%) mahasiswa mencapai tingkat yang sangat baik dan 8 (34,8%) mahasiswa mencapai tingkat yang baik. Selanjutnya, untuk kesalahan umum kata ganti yang dibuat oleh mahasiswa dalam menerjemahkan dari bahasa Inggris ke bahasa Indonesia adalah mahasiswa tidak menyebutkan atau menghilangkan kata ganti dalam teks sasaran.

Kata Kunci : Terjemahan, Kata Ganti, Kemampuan Siswa

A translation process is not as easy as we think. It is not an easy work. Nababan (2012: 44) states that a good translation has to fulfill some criterias such as accuracy, readability, and acceptability. To make a good translation, a translator has to exceed several processes. According to Larson (1984: 3) cited in Suwardi said that “there are many problems to face in translation, these remind us that many aspects are involved in it including communication situation, cultural context of source language text, lexicon and grammar. Whatever the problems of translation are, still they have some processes to transfer the meaning of the source language into the target language. In translation, the meaning which is being transferred must be constant. Only the forms change.”

The important thing in translation that we have to know is the fact that every language has its own system, structure, and rule. Every language has different way in arranging word by word to be phrases, sentences, paragraphs, or essay. Gill cited in Serhan (2011: 477) state that “translation is of great value in sensitising students to contrasts and comparisons between the grammars of their own language and the source language.”

Translation is an activity that raises students’ awareness toward similarities and differences between source and target language grammatical structure. The differences of grammatical structures between source and target language often result in some change in the meaning during the process of translation. A translator must comprehend both the structure of source and target language well because a translation is not simply a matter of different word choice, but of different grammatical structures as well.

There are many definitions about translation since many experts have their own idea from different point of view about the notion of translation. Newmark (1988: 5) states that, “translation is rendering the meaning of a text into another language in the way that the author intended the text.” In the other hand Newmark cited in Sudartini (2009: 3) states that “translation is the superordinate term for converting the meaning of any utterance of any source language to target language”.

Basnett (2002: 12) states that, “translation as a process that involves the delivering of a source language (SL) text into the target language (TL) so as to ensure that the surface meaning of the two will be approximately similar and the structures of the SL will be preserved as closely as possible but not so closely that the TL structures will be seriously distorted”.

Hatim & Munday (2004: 6) also proposes three notions on the word translation as,

1. Translation is the process of transferring a written text from source text (ST) to target text (TT), conducted by a translator, or translators, in a specific socio-cultural **context**.
2. The written **product**, or TT, which results from that process and which functions in the socio-cultural **context** of the TL.
3. The **cognitive**, linguistic, visual, cultural and ideological phenomena which are an integral part of 1 and 2.

Based on the definitions above, the writer concluded that translation involves two different languages. They are Source Language and Target

Language. From the definitions above, there are two key words about translation, that is meaning and equivalence. Meaning in the target text must be equal with the meaning in the source text, although it is in different form and structure. In conclusion, translation is a process of replacing message from one language into another language by finding the equivalence both in meaning and style without change the meaning of the text.

Suryawinita (1987) in Nababan's book explain the process of translation, those are (1) Analyzing the source text; (2) Transferring the meaning; (3) Reconstructing. There are three types of translation cited in Rushansah (2013) are (1) Word-forword translation; (2) Literal translation; (3) Free translation.

Equivalence as proposed by Baker (1992: 5) is divided into five categories, that is, equivalence at word level, equivalence above word level, grammatical equivalence, textual equivalence and pragmatic equivalence. However, the study will be restricted the discussion only on grammatical equivalence and pragmatic equivalence. Then, because of the writer life in Indonesia and the writer is studying in English department, so this research just focus on one direction, that is from English into Indonesian.

The use of pronouns is one of the problems that must be concerned by the students in doing translation, especially in translating from English into Indonesian. Catford cited in Baker (1992: 95) states that, "Bahasa Indonesia has a nine-term pronoun system where English has only seven". Thus, the students must be careful in choosing the pronouns that must be used. The pronouns must be appropriate with who is spoken, situation of the conversation, and intimacy between speakers based on the cultural term of the target language.

Purwo (1984) and Robson (2004) cited in Flannery (2010) the following table of the differences in the first and second person pronominal paradigms between English and Indonesian are presented:

Table 1				
Pronominal Paradigms Between English and Indonesia				
	English	Indonesian		
		Non- formal/Familiar	Neutral	Formal/Non- familiar
First Person				
Singular	I/me/my	Aku (?) Gua/gUE	Saya	Saya
Plural	We/us/our (inclusive)	Kita	Kita	Kita
	We/us/our	Kami (?)	Kami	Kami

(exclusive?)

Second Person				
Singular	You	Kamu		Saudara (?)
		Elu/elo	Anda	Anda
		Sampeyan		
		Engkau/kau		
Plural	You	Kalian	Kalian	Kalian (?)

Based on the explanation above, the writer want to know the ability of the Regular a Sixth Semester Students of English Education Study Program at Tanjungpura University Pontianak Academic Year 2014/2015 in translating from English into Indonesian. And to describe the pronoun common errors made by the students in translating from English into Indonesian.

METHOD

In conducting this research, the writer used descriptive qualitative method. Creswell (2012: 16) perceives “A qualitative research study is needed to explore this phenomenon from the perspective of distance education students”. So that, in describing students’ ability and common errors in translating from English into Indonesian, the writer gained qualitative research in which the writer collected the data, analyzed them and drew conclusion.

To carry out the research, the writer did some steps as follows:

- Selected one class of the Regular a Sixth Semester Students of English Education Study Program at Tanjungpura University Pontianak Academic Year 2014/2015.
- Distributed the test to the students.
- Checked the students’ answer.
- Analyzed students’ result.

The population of this research is the whole students of the Regular A Sixth Semester Students of English Education Study Program at Tanjungpura University Pontianak Academic Year 2014/2015 who has passed the translation subject. The total amount of population is around 85 students who are divided into 2 classes. In this research the writer used cluster sampling, while the writer selected one class of the cluster of population as the sample of this research. Cohen (2007: 112) states that “cluster samples are widely used in small-scale research. In a cluster sample the parameters of the wider population are often drawn very sharply”. When this technique is used, potential subsets are used to randomly select the sample of subjects to be used in the study. After applying these sampling technique procedures, one of class was selected as the sample of this research. By having that ways, the researcher applied the cluster sampling technique with 23 students of A class. The instrument of data collecting in this research is worksheet. The worksheet consists of a text. The text is the first scene

of the script with the title “The Village in the Snow”. Students had to translate that text into Indonesian.

In analysing the data, the writer followed the steps:

1. Collecting the students’ answer sheets and giving score by analysing the answer. Maximum score is 3. In scoring, the writer followed the criteria:

Table 2
Criteria of Accuracy

Criteria	Score
Accurate and clear meaning, without any omission and addition or changes meaning.	3 (Accurate)
Correct meaning with minimum omission, addition or changes meaning.	2 (Less-accurate)
Different meaning, unclear, ambiguous.	1 (Inaccurate)

Table 3
Criteria of Readability

Criteria	Score
Words, technical terms, phrases, clauses, sentences or text translation can be understood easily by the reader.	3 (Readable)
In general, the translation can be understood by the reader; however there are certain parts that should be read more than once to understand the translation.	2 (Less-readable)
Translation difficult to understand by the readers.	1 (Unreadable)

Table 4
Criteria of Acceptability

Criteria	Score
Natural form, appropriate word, none of grammatical errors, read naturally.	3 (Acceptable)
Minimum inappropriate word or unnatural word.	2 (Less-acceptable)
Unnatural form, any inappropriate word.	1 (Inacceptable)

2. Count the students’ ability in translating from English into Indonesia in percentage by used formula:

$$P = \frac{F}{N} \times 100\%$$

Where P : the percentage of students’ personal ability

F : total score

N : maximum score

In order to find the average level mastery of students, the next step must do is finding out the mean by applied the formula:

$$M = \frac{\sum x}{N}$$

Where M : mean

X : the raw score

N : number of students

The last step is determining the percentage score of the students' ability. To find out, the writer used the formula:

$$P = \frac{\sum M}{N}$$

Where P : the percentage score of students' ability

M : the mean

N : the maximum score

Rushansah (2013) clasified the level of students' ability in translation, she divided it into four level, namely:

Table 5
Level Mastery

Scale	Categories
80%-100%	Excellent
60%-79%	Good
50%-59%	Fair
0%-49%	Poor

Where the levels mean:

Excellent : Translation is accurate and acceptable.

Good : Translation is less-accurate with minimum omission, addition and minimum inappropriate words.

Fair : Different meaning, there are some inappropriate words.

Poor : Unclear meaning, ambiguous, a lot of grammatical errors and inappropriate words.

3. Analyzing the common errors made by the students in translating from English into Indonesian.

FINDINGS AND DISCUSSION

Findings

1. The Students' Ability in Translation

The research finding of the students' ability in translating from English into Indonesian are interpreted by the table below:

Table 6
Students' Score and Level Mastery

No.	Name	Score	Percentage	Level Mastery
1.	A. I	100	79.4 %	Good
2.	A. S. N	115	91.3 %	Excellent
3.	A. S	104	82.5 %	Excellent
4.	B. A. P	96	76.2 %	Good
5.	C. H	109	86.5 %	Excellent
6.	D. F. P	105	83.3 %	Excellent
7.	E. A. D. S	98	77.8 %	Good
8.	E. A	98	77.8 %	Good
9.	E. I	105	83.3 %	Excellent
10.	E. D. A	96	76.2 %	Good
11.	E. R	108	85.7 %	Excellent
12.	F. Y	102	80.9 %	Excellent
13.	F. M	92	73.0 %	Good
14.	J. L	101	80.1 %	Excellent
15.	J. M.B	101	80.1 %	Excellent
16.	K. A	108	85.7 %	Excellent
17.	M. R	111	88.1 %	Excellent
18.	N. E	114	90.5 %	Excellent
19.	N. S. S	102	80.9 %	Excellent
20.	R. V. T	99	78.6 %	Good
21.	S. F	113	89.7 %	Excellent
22.	S. F. F	107	84.9 %	Excellent
23.	S. M	94	74.6 %	Good
Total Score		2378	1887.1 %	Excellent
Average		103.39	82.05 %	

The table above presents the score of the students' ability in translating from English into Indonesian. The *score column* is the students' personal total score that calculated from accuracy, readability, and acceptability aspect. The *percentage column* is the percentage of the students' personal total score. The *level mastery column* is the students' level mastery in translation based on the students' personal total score.

2. The Pronoun Common Errors Made by The Students' in Translation

The research finding of the pronoun common errors made by the students in translating from English into Indonesian are interpreted by the table below:

Table 7
Finding The Students' Mistakes

No.	Dialogues (Source Text)	Dialogues (Target Text)	Pronouns	Description of Students' Answer
1	Oh dear, Christmas is almost here and nothing is ready! Every year <u>we</u> know <u>we</u> have the gathering of the Villages and every year <u>we</u> are not ready in time.	Oh sayang, Natal hampir tiba dan tidak ada apa pun yang siap! Setiap tahun <u>kita</u> tahu <u>kita</u> ada pertemuan Desa dan setiap tahun <u>kita</u> tidak siap pada waktunya.	-We -We -We	Kita = 12; didn't mention the pronoun = 11 Kita = 17; didn't mention the pronoun = 6 Kita = 21; didn't mention the pronoun = 2
2	Come on dear. <u>You</u> have to try to relax a little.	Ayolah sayang. <u>Kamu</u> harus mencoba sedikit tenang.	-You	Kamu = 8; didn't mention the pronoun = 15
3	<u>I</u> can't, there's just so much to do. <u>I</u> want everything to be perfect; no mistakes this year.	<u>Saya</u> tidak bisa, banyak yang harus dilakukan. <u>Saya</u> mau semuanya sempurna; tidak ada kesalahan tahun ini.	-I -I	Saya = 2; aku = 17; Ibu = 1; didn't mention the pronoun = 3 Saya = 2; aku = 20; Ibu = 1
4	Try not to think about <u>it</u> . At least <u>we</u> don't have to worry about the presents.	Cobalah untuk tidak memikirkannya. Setidaknya <u>kita</u> tidak harus khawatir tentang hadiah.	-It -We	Itu = 15; tersebut = 1; -nya = 2; didn't mention the pronoun = 5 Kita = 21; didn't mention the pronoun = 2
5	Hey, <u>Dad</u> , what was that <u>you</u> were saying about presents?	<u>Ayah</u> , apa yang <u>Ayah</u> katakan tentang hadiah?	-Dad -You	Ayah = 21; Bapak = 1; Papa = 1 Ayah = 11; Bapak = 1; Papa = 1; kamu = 4; kau = 4; engkau = 2
6	Oh, nothing. <u>We</u> were just saying how Santa won't	Oh, tidak. <u>Kami</u> hanya mengatakan	-We -He	Kami = 20; kita = 2; Ayah = 1 Dia = 14; ia = 2; didn't

	be coming this year unless <u>he</u> sees that all the jobs have been done.	bahwa Santa tidak akan datang tahun ini kecuali <u>dia</u> melihat bahwa semua pekerjaan telah selesai.		mention the pronoun = 7
7	Yeah, <u>we</u> know. <u>You</u> 've been saying that since before <u>I</u> was born. Why not just blame <u>it</u> on that stupid case like everyone else does?	Iya, <u>kami</u> tahu. <u>Ayah</u> telah mengatakan itu sejak sebelum <u>saya</u> lahir. Kenapa tidak salahkan saja kasus bodoh <u>itu</u> seperti yang orang lain lakukan?	-We -You -I -It	Kami = 10; kita = 10; aku = 2; Olaf = 1 Ayah = 13; Papa = 1; kau = 3; kamu = 5; engkau = 1 Saya = 4; aku = 17; kami = 1; Olaf = 1 Itu = 8; ini = 3; didn't mention the pronoun = 12
8	<u>Olaf!</u> Now you watch <u>your</u> tongue, <u>I</u> don't want to have to.....	<u>Olaf!</u> Jaga lidah <u>mu</u> , <u>Ibu</u> tidak mau sampai harus.....	-Olaf -Your -I	Olaf = 23 -mu = 21; kamu = 1; tidak disebutkan = 1 Ibu = 6;; saya = 4; aku = 11; Mama = 1; Ayah = 1
9	<u>Mum</u> , <u>Dad</u> , <u>we</u> 've something to show <u>you</u> !	<u>Ibu</u> , <u>Ayah</u> , <u>kami</u> mempunyai sesuatu untuk diperlihatkan kepada <u>kalian</u> .	-Mum -Dad -We -You	Ibu = 18; Mama = 3; Mom = 1; Bunda = 1 Ayah = 19; Papa = 2; Dad = 1; Pak = 1 Kami = 21; aku = 1; Maya = 1 Kalian = 12; -mu = 3; Ayah and Ibu = 1; didn't mention the pronoun = 7
10	Not now <u>Maya</u> , <u>I</u> 'm far too busy.	Jangan sekarang, <u>Maya</u> , <u>Ibu</u> sedang sibuk.	-Maya -I	Maya = 23 Ibu = 8; saya = 2; Mama = 2; Bunda = 1; aku = 10
11	C'mon <u>Mum</u> !	Ayolah, <u>Bu</u> !	-Mum	Bu = 19; Bunda = 1; Ma = 3

12	Don't worry! Look, <u>we</u> 've finished everything! This year's Gathering of the Villages Festival will be the best ever!	Jangan khawatir! Lihatlah, <u>kita</u> telah menyelesaikan semuanya! Festival Pertemuan Desa tahun ini akan menjadi yang terbaik yang pernah ada.	-We	Kami = 16; kita = 7
13	<u>You</u> 've finished everything?	<u>Kalian</u> telah menyelesaikan semuanya?	-You	Kalian = 11; kamu = 5; kau = 7

The table above presents total the pronoun common errors made by the students in translating from English into Indonesian. The *dialogues column* is the dialogue that should be translated by the students. The *pronouns column* is the pronoun that exist in the dialogue. The *description of students' answer column* is the analysis of the students' answer in using the pronoun.

Discussion

1. The Students' Ability in Translation

In analyzing the students' ability in translation the writer measured it using three aspects, those are accuracy, readability, and acceptability. The students' score of accuracy, readability, and acceptability can be seen on the tables below:

Table 8
The Comparison of Accuracy, Readability and Acceptability Score

No.	Name	Accuracy Score	Readability Score	Acceptability Score	Total
1.	A. I	31	36	33	100
2.	A. S. N	35	40	40	115
3.	A. S	32	37	35	104
4.	B. A. P	29	35	32	96
5.	C. H	34	38	37	109
6.	D. F. P	32	38	35	105
7.	E. A. D. S	31	34	33	98
8.	E. A	30	36	32	98
9.	E. I	33	37	35	105
10.	E. D. A	29	32	35	96
11.	E. R	34	39	35	108

12.	F. Y	33	35	34	102
13.	F. M	29	32	31	92
14.	J. L	30	35	36	101
15.	J. M.B	30	34	37	101
16.	K. A	33	37	38	108
17.	M. R	33	39	39	111
18.	N. E	35	41	38	114
19.	N. S. S	32	37	33	102
20.	R. V. T	32	33	34	99
21.	S. F	36	37	40	113
22.	S. F. F	35	36	36	107
23.	S. M	30	32	32	94

Table 9
Students' Score and Level Mastery

No.	Name	Score	Percentage	Level Mastery
1.	A. I	100	79.4 %	Good
2.	A. S. N	115	91.3 %	Excellent
3.	A. S	104	82.5 %	Excellent
4.	B. A. P	96	76.2 %	Good
5.	C. H	109	86.5 %	Excellent
6.	D. F. P	105	83.3 %	Excellent
7.	E. A. D. S	98	77.8 %	Good
8.	E. A	98	77.8 %	Good
9.	E. I	105	83.3 %	Excellent
10.	E. D. A	96	76.2 %	Good
11.	E. R	108	85.7 %	Excellent
12.	F. Y	102	80.9 %	Excellent
13.	F. M	92	73.0 %	Good
14.	J. L	101	80.1 %	Excellent
15.	J. M.B	101	80.1 %	Excellent
16.	K. A	108	85.7 %	Excellent
17.	M. R	111	88.1 %	Excellent
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23.	S. M	94	74.6 %	Good
Total Score		2378	1887.1 %	Excellent
Average		103.39	82.05 %	

From the table above, the writer got the result that there are 15 students whose mastery level is **Excellent** and 8 students whose mastery level is **Good**.

In finding the mean and the percentage score of students' ability in translation, the writer followed the steps:

1. The Mean of Students' Ability

$$M = \frac{\sum X}{N}$$

$$M = \frac{2378}{23}$$

$$= 103.39$$

From the calculation, writer found that mean of student's ability is 103.39.

2. The percentage Score of Students Ability

$$P = \frac{\sum M}{N} \times 100\%$$

$$P = \frac{103.39}{126} \times 100\%$$

$$= 82.05 \%$$

From the calculation above, the writer gained the percentage of student's ability is 82.05 %. In the conclusion, in general, the ability of the regular A sixth semester students of English education study program at Tanjungpura University Pontianak academic year 2014/2015 in translating from English into Indonesian is **Excellent**.

2. Analyzing The Pronoun Common Errors

The analysis of the pronoun common errors made by the students in translating from English into Indonesian are already showed by table 7 on page 7-9.

In analyzing the pronoun common errors made by the students in translating from English into Indonesian, the writer divided it into two tables. The first is table of students' individual pronoun common errors and the second is table of pronoun common errors in each dialogue. The two tables can be seen in appendices.

From the table of students' individual pronoun common errors, the writer got two students 64.3% true, one student 71.4% true, two students 75% true, three students 78.6% true, five students 82.1% true, six students 85.7% true, one student 89.3% true, and three students 92.9% true.

From the table of pronoun common errors in each dialogue, the writer got dialogue one with 72.5% true and 27.5% false where in the first pronoun "we" there are 12 students who answer "kita" and 11 students didn't mention the pronoun, the second pronoun "we" there are 17 students who answer "kita" and 6 students didn't mention the pronoun, and the third pronoun "we" there are 21 students who answer "kita" and 2 students didn't mention the pronoun.

Dialogue two with 34.8% true and 65.2% false where the pronoun "you" there are 8 students who answer "kamu" and 15 students didn't mention the pronoun.

Dialogue three with 93.5% true and 6.5% false where in the first pronoun "I" there are 2 students who answer "saya", 17 students who answer "aku", 1

student who answer “Ibu”, and 3 students didn’t mention the pronoun, and the second pronoun “I” there are 2 students who answer “saya”, 20 students who answer “aku”, and 1 student who answer “Ibu”.

Dialogue four with 80.4% true and 19.6% false where in the first pronoun “it” there are 15 students who answer “itu”, 1 student who answer “tersebut”, 2 students who answer “-nya”, and 5 students didn’t mention the pronoun, and the second pronoun “we” there are 21 students who answer “kita” and 2 students didn’t mention the pronoun.

Dialogue five with 100% true and 0% false where in the first pronoun “Dad” there are 21 students who answer “Ayah”, 1 student who answer “Bapak”, and 1 student who answer “Papa”, and the second pronoun “you” there are 11 students who answer “Ayah”, 1 student who answer “Bapak”, 1 student who answer “Papa”, 4 students who answer “kamu”, 4 students who answer “kau”, and 2 students who answer “engkau”.

Dialogue six with 78.3% true and 21.7% false where in the first pronoun “we” there are 20 students who answer “kami”, 2 students who answer “kita”, and 1 student who answer “Ayah”, and the second pronoun “he” there are 14 students who answer “dia”, 2 students who answer “ia”, and 7 students didn’t mention the pronoun.

Dialogue seven with 68.5% true and 31.5% false where in the first pronoun “we” there are 10 students who answer “kami”, 10 students who answer “kita”, 2 students who answer “aku”, and 1 student who answer “Olaf”, the second pronoun “you” there are 13 students who answer “Ayah”, 1 student who answer “Papa”, 3 students who answer “kau”, 5 students who answer “kamu”, and 1 student who answer “engkau”, the third pronoun “I” there are 4 students who answer “saya”, 17 students who answer “aku”, 1 student who answer “kami”, and 1 student who answer “Olaf”, and the fourth pronoun “it” there are 8 students who answer “itu”, 3 students who answer “ini”, and 12 students didn’t mention the pronoun.

Dialogue eight with 97.1% true and 2.9% false where in the first pronoun “Olaf” there are 23 students who answer “Olaf”, the second pronoun “your” there are 21 students who answer “-mu”, 1 student who answer “kamu”, and 1 student didn’t mention the pronoun, and the third pronoun “I” there are 6 students who answer “Ibu”, 4 students who answer “saya”, 11 students who answer “aku”, 1 student who answer “Mama”, and 1 student who answer “Ayah”.

Dialogue nine with 87% true and 13% false where in the first pronoun “Mum” there are 18 students who answer “Ibu”, 3 students who answer “Mama”, 1 student who answer “Mom”, and 1 student who answer “Bunda”, the second pronoun “Dad” there are 19 students who answer “Ayah”, 2 students who answer “Papa”, 1 student who answer “Dad”, and 1 student who answer “Pak”, the third pronoun “we” there are 21 students who answer “kami”, 1 student who answer “aku”, and 1 student who answer “Maya”, and the fourth pronoun “you” there are 12 students who answer “kalian”, 3 students who answer “-mu”, 1 student who answer “Ayah dan Ibu”, and 7 students didn’t mention the pronoun.

Dialogue ten with 100% true and 0% false where in the first pronoun “Maya” there are 23 students answer “Maya”, and the second pronoun “I” there are 8 students who answer “Ibu”, 2 students who answer “saya”, 2 students who

answer “Mama”, 1 student who answer “Bunda”, and 10 students who answer “aku”.

Dialogue eleven with 100% true and 0% false where the pronoun “Mum” there are 19 students who answer “Bu”, 1 student who answer “Bunda”, and 3 students who answer “Ma”.

Dialogue twelve with 69.6% true and 30.4% false where the pronoun “we” there are 16 students who answer “kami”, and 7 students who answer “kita”.

Dialogue thirteen with 47.8% true and 52.2% false where the pronoun “you” there are 11 students who answer “kalian”, 5 students who answer “kau”, and 7 students who answer “kamu”.

Based on the explanation above, the writer calculated the pronoun common errors made by the students who didn’t mention the pronoun. In first is pronoun “we” there are eleven students, the second is pronoun “we” there are six students, the third is pronoun “we” there are two students, the fourth is pronoun “you” there are fifteen students, the fifth is pronoun “I” there are three students, the sixth is pronoun “it” there are five students, the seventh is pronoun “we” there are two students, the eighth is pronoun “he” there are seven students, the ninth is pronoun “it” there are twelve students, the tenth is pronoun “your” there are one student, and the last is pronoun “you” there are seven students.

CONCLUSION AND SUGGESTION

Conclusion

From the analysis of the students’ ability in translating from English into Indonesian, the writer got the result that the 8 students achieved good level and 15 students achieved excellent level. In general, the writer concluded that the ability of the regular A sixth semester students of English education study program at Tanjungpura University Pontianak academic year 2014/2015 in translating from English into Indonesian is **Excellent**. And from The pronoun common errors made by the students in translating from English into Indonesian, the writer got the result that the pronoun common errors made by the students are the students did not mention or omitted the pronoun in the target text.

Suggestion

According to the the result of the research findings in chapter four, there are some suggestions that the writer wants to share that might be taken as consideration for students and Lecturers. (1) Towards the research findings that described about the quality of the students’ ability and the pronoun common errors made by the students in translation, this study can be reference for students to: increase their knowledge about translation (theory, type, and process of translation), and encouraging self-assessment so that the students are aware of kinds of errors that they made, the causes and how to avoid it. (2) The finding of this research is to fine-tune the syllabus of translation. It can be used for the lecturers to evaluate their way in teaching translation. Then, the writer hope that this research also can be used as reference to create a new method in teaching translation and to make their teaching effective.

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