
ERROR ANALYSIS OF TRANSLATION IN THE ENGLISH EXAM AT PRIMARY SCHOOL

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ABSTRACT

Distribution network accounts for more than 90% of power service disruptions. This study present fault Error analysis is one of Applied Linguistics studies which deals with Foreign Language Teaching (FLT), especially English Language Teaching (ELT). As the scope of this research focused on error analysis, the answer scripts of 29 primary school students in Majalengka were selected as the data source. Generally, there were about 186 errors found. Furthermore, the investigation resulted in information that intralingual phonological errors together with errors of performance were the most common types of error, e.g. 59 errors. On the contrary, interlingual phonological error was rarely found that was only 1 error. Overall, those errors examined in this exploration were ranked as follow, interlingual morphosyntactic error (28 errors), interlingual lexical error (20 errors) category of selection of wrong word in the case of divergence between L1 and L2 (8 errors) and word innovation as a result of literal translation from L1 (12 errors), intralingual morphosyntactic error (11 errors) category of innovation as a result of overgeneralization (8 errors) and deviation in word order (3 errors), and intralingual lexical error category of selection of wrong word as a result of phonetic relatedness within L2 (8 errors). In addition, none of interlingual lexical errors category of selection of wrong word when words are phonetically related in L1 and L2 was identified.

Keywords: error analysis, translation, English

INTRODUCTION

This research is the further analysis on translation method used as learning and teaching method in Majalengka as an area separating two local languages in Indonesia. According to prior studies on

languages spoken in Majalengka, it was respectively stated that native people in Majalengka are categorized as bilingual native speakers, which are Sundanese- and Indonesian-speaker or Javanese- and Indonesian-speaker (Purwitasari, 2018). Majalengka is geographically located in West Java which separates two different local languages, e.g. Sundanese and Javanese. This condition gives influence on language use in education institutions, especially during foreign language learning and teaching process. The main role of Sundanese as the first language and Indonesian as the second language students accepted led English to be the third language and first foreign language students learned at school (Karnain & Purwitasari, 2019). Their fluency in Sundanese and Indonesian contributed on the way how they learned English. As the result, there were some mistakes on Indonesian translation into English to be found, due to the contrast of vocabulary and grammatical rule in English and Indonesian. This finding led the author to conduct this examination to solve that problem.

Those prior assumptions were encouraged by the previous studies on error analysis found in English exam at primary school as English took the role as foreign language. Khansir (2013) examined errors found among Iranian and Indian students in writing English article. The result showed that such errors found in term of writing a paragraph, conjunction, article, punctuation and pronunciation. Khanom (2014), Xia (2015), Seitova (2016) and Karim, et al. (2018) expressed the same thing that translation errors found in student's exam paper were including error on word order in English as L2, error on word class use, error on word selection and error on grammar rule. The most common of error on word class use referred to misuse of preposition, elimination of one element of word order in a sentence, misuse of article and misuse of Verb-ing form.

Other peculiar opinions were stated by Pescante-Malimas & Samson (2017) and Lukacova & Pevilova (2017). To begin with, Pescante-Malimas & Samson classified errors done by students during foreign language learning and teaching process were as follow, misuse of grammar rule and misuse of word order in a sentence. On the other hand, Lukacova & Pevilova (2017) used the term of capitalization error as the most common mistake found in translation.

Furthermore, error analysis was defined as studies on error done by students in foreign language learning and teaching, both in oral and written language, which was caused by students' misunderstanding of foreign language they were learning at that time as the influence of their mother tongue or first language (Richard & Schmidt, 2002; Crystal, 2003). There were several translation errors, which were interlingual error which was respectively influenced by native language or L1 and intralingual error (Khanom, 2014). Darus & Ching (as cited in Pescante-Malimas & Samson, 2017) categorized three types of translation error which were mostly found, e.g. (1) grammatical errors which were error on verb form conjugation, misuse of preposition and misuse of article, (2) error on syntax writing which was mistake in writing the word order and (3) mechanical errors which were mistake in writing a capital letter, punctuation and pronunciation.

As the main focus in this fact-finding was limited on error analysis found in students' English exam paper,

the theories expressed by Kielhofer (1975) and Legenhausen (1975) were respectively used in analysing the data. There were, at least, seven error categories that were mostly found in foreign language learning and teaching and stated clearly by Kielhofer (1975) and Legenhausen (1975). Those were *interlingual phonological error*, *interlingual morphosyntactic error*, *interlingual lexical error*, *intralingual phonological error*, *intralingual morphosyntactic error*, *intralingual lexical error*, and *error of performance*. They were described as follow.

1. *Interlingual phonological error*, for example, *I have a **pensil***.. It should be written **pen/c/il** ‘pencil’.
2. *Interlingual morphosyntactic error*, for example, *I am so grateful **because that scholarship***. which should be *I am so grateful **because of that scholarship***. because the word *because* should be followed by the preposition of *of*, referring to **because of + noun**.
3. *Interlingual lexical error*, including *selection of wrong word when words are phonetically related in L1 and L2* as in *I have my **tofu** on.*, instead of *I have my **hat** on.* due to the similarity of pronunciation between **tofu** and **hat**, as **hat** means **topi** in Indonesian and it sounds similar as **tofu** for some students, *selection of wrong word in the case of divergence between L1 and L2* as in *You are **stranger***. which should be *You are **lunatic***. and *word innovation as a result of literal translation from L1* as in ***sick house*** to translate the phrase **rumah sakit**, instead of **hospital**.
4. *Intralingual phonological error*, for example, *employment* as **enployment**.
5. *Intralingual morphosyntactic error*, including *innovation as a result of overgeneralization* as in ***two mans*** which should be **two men** and *deviation in word order*.
6. *Intralingual lexical error*, e.g. *selection of wrong word as a result of phonetic relatedness within L2* as in this sentence *I have to talk to **to** of you*. It should be written *I have to talk to **two** of you*.
7. *Error performance*, including *repetition*, *addition*, *omission* and *error of translation*.

RESEARCH METHOD

The procedure was based on opinion stated by Ellis (as cited in Seitova, 2016). Several steps were taken in order to carry this examination out, e.g. collecting the data, identifying the data, describing each answer students wrote as the data and evaluating the data. The theories used to analyse the data were Kielhofer (1975) and Legenhausen (1975) (van Els, 1991).

As mentioned above, the respondents in this fact-finding were 29 students at primary school which was Sekolah Dasar Negeri Sidamukti II in Majalengka, West Java, Indonesia. The data source was English exam paper in academic year 2018/2019, whereas the research focus was translation in English Learning and Teaching at primary school.

FINDINGS

Based on research result, those translation errors were including *interlingual phonological error*, *interlingual morphosyntactic error*, *interlingual lexical error*, *intralingual phonological error*,

intralingual morphosyntactic error, intralingual lexical error, and error of performance. Generally, there were 186 mistakes found in the data during the academic year of 2018/2019. The explanation was briefly seen in this table below.

Table 1. Frequency of Error Translation Categories

No.	Error Translation Categories	Frequency
1	<i>Interlingual phonological error</i>	1 time
2	<i>Interlingual morphosyntactic error</i>	28 times
3	<i>Interlingual lexical error</i>	20 times
	<i>a. Selection of wrong word when words are phonetically related in L1 and L2</i>	none
	<i>b. Selection of wrong word in the case of divergence between L1 and L2</i>	8 times
	<i>c. Word innovation as a result of literal translation from L1</i>	12 times
4	<i>Intralingual phonological error</i>	59 times
5	<i>Intralingual morphosyntactic error</i>	11 times
	<i>a. Innovation as a result of overgeneralization</i>	8 times
	<i>b. Deviation in word order</i>	3 times
6	<i>Intralingual lexical error</i>	8 times
	<i>Selection of wrong word as a result of phonetic relatedness within L2</i>	8 times
7	<i>Error of performance</i>	59 times

The most common mistake found in the data were *intralingual phonological error* and *error of performance*, including *repetition, addition, omission* and *error of translation* which turned up 59 times. At the second place, it could be found the category of *interlingual morphosyntactic error* (28 times). However, only the category of *interlingual phonological error* was found 1 time.

It could be found the description of each data as follow.

1. Interlingual phonological error

1 Question:

28. *He has some pencils.*

Dia mempunyai . . . (**beberapa pensil**) ---> Translation in Indonesian as L2

Answer given by the students:

28. *He has some pencils.*

Dia mempunyai **pencils**. ---> Translation in Indonesian as L2 Explanation:
Translation error in this sentence referred to **pencils** as given answer and **beberapapensil** as expected and correct answer were out of sync.

1. *Interlingual morphosyntactic error*

1 Question:

32. Saya ingin bermain dan berenang.

I want . . . and swim. (to play) ---> Translation in English as L2

Various answers given by the students:

(Variation I) 32. Saya ingin bermain dan berenang.

I want play and swim. ---> Translation in English as L2

(Variation II) 32 Saya ingin bermain dan berenang.

I want fun and swim. ---> Translation in English as L2

(Variation III) 32 Saya ingin bermain dan berenang.

I want pella and swim. ---> Translation in English as L2

(Variation IV) 32 Saya ingin bermain dan berenang.

I want fay and swim. ---> Translation in English as L2

(Variation V) 32 Saya ingin bermain dan berenang.

I want a'm play and swim. ---> Translation in English as L2

(Variation VI) 32 Saya ingin bermain dan berenang.

I want flay and swim. ---> Translation in English as L2

Explanation:

Translation errors in these sentences referred to *want play, want fun, want pella, want fay, want a'm play* and *want flay* as given answers and *want to play* as expected and correct answer were out of sync. It was morphosyntactic error. This error turned up 27 times.

2 Question:

26. *I always wear uniform every day.*

Saya selalu . . . setiap hari. (**memakai baju seragam**) ---> Translation in Indonesian as L2

Answer given by the students:

26. *I always wear uniform every day.*

Saya selalu **memakai baju** setiap hari. ---> Translation in Indonesian as L2

Explanation:

The phrase *wear uniform* consisted of words *wear* or **memakai** in Indonesian and *uniform* or **baju seragam** in Indonesian. This contrasting meaning influenced students' answer. It led students to

translate the word **uniform** into **baju**, instead of **baju seragam** as the correct answer.

2. *Interlingual lexical error category selection of wrong word in the case of divergence between L1 and L2*

1 Question:

30. *The cap is on the table.*

Topi itu disimpan . . . (**di atas meja**) ---> Translation in Indonesian as L2 Answer given by the students:

30. *The cap is on the table.*

Topi itu disimpan **di meja**. ---> Translation in Indonesian as L2 Explanation:

Translation error in this sentence referred to **di meja** as given answer and **di atas meja** as expected and correct answer were out of sync.

2 Question:

31. Ibu membeli seikat bayam.

Mother buys . . . of spinach. (a bunch) ---> Translation in English as L2

Answer given by the students:

31. Ibu membeli seikat bayam.

*Mother buys **bam** of spinach.* ---> Translation in English as L2

Explanation:

Translation error in this sentence referred to **bam** as given answer and **a bunch** as expected and correct answer were out of sync.

3 Question:

35. Dapatka[h] kamu menolongku?

Can you . . ., please? (help me) ---> Translation in English as L2 Various answers given by the students:

(Variation I) 35. Dapatka[h] kamu menolongku?

*Can you **my**, please?* ---> Translation in English as L2

(Variation II) 35. Dapatka[h] kamu menolongku?

*Can you **I am**, please?* ---> Translation in English as L2

(Variation III) 35. Dapatka[h] kamu menolongku?

*Can you **a'm mi**, please?* ---> Translation in English as L2

Explanation:

Translation errors in these sentences referred to *my*, *I am* and *a'm mi* as given answers and *me* as expected and correct answer were out of sync. Respondents probably mistranslated the object **ku** in Indonesian as L1.

3. *Interlingual lexical error kategori word innovation as a result of literal translation from L1*

1 Question:

28. *He has some pencils.*

Dia mempunyai . . . pensil. (**beberapa**) ---> Translation in Indonesian as L2 Various answers given by the students:

(Variation I) 28. *He has some pencils.*

Dia mempunyai **banyak** pensil. ---> Translation in Indonesian as L2

(Variation II) 28. *He has some pencils.*

Dia mempunyai pensil **yang banyak**. ---> Translation in Indonesian as L2

Explanation:

Translation errors in these sentences referred to **banyak** and **yang banyak** as given answers and **beberapa** as expected and correct answer were out of sync. Respondents probably mistranslated adverb *some* in English as L1.

2 Question:

31. Ibu membeli seikat bayam.

Mother buys . . . spinach. (a bunch) ---> Translation in English as L2 Answer given by the students:

31. Ibu membeli seikat bayam.

Mother buys a of spinach. ---> Translation in English as L2

Explanation:

Translation error in this sentence referred to *a* as given answers and *a bunch* as expected and correct answer were out of sync. Respondents probably mistranslated article **seikat** in Indonesian as L1.

3 Question:

32. Saya ingin bermain dan berenang.

I want . . . and swim. (to play) ---> Translation in English as L2

Various answers given by the students:

(Variation I) 32. Saya ingin bermain dan berenang.

I want fun and swim. ---> Translation in English as L2 (Variation II)

32. Saya ingin bermain dan berenang.

*I want **pellay** and swim.* ---> Translation in English as L2

Explanation:

Translation errors in these sentences referred to *fun* and *pellay* as given answers and *play* as expected and correct answer were out of sync. Respondents probably mistranslated verb **bermain** in Indonesian as L1. Besides, respondents omitted the preposition *to* which led to be an error as modal verb *want* should be followed by the preposition *to*, according to English grammatical rule.

4 Question:

33. Kami bisa melihat pohon-pohon hijau dan bunga-bunga yang indah.

*We can see . . . and beautiful flowers. (**green trees**)* ---> Translation in English as L2

Various answers given by the students:

(Variation I) 33. Kami bisa melihat pohon-pohon hijau dan bunga-bunga yang indah.

*We can see **tree-tree green** and beautiful flowers.* ---> Translation in English as L2

(Variation II) 33. Kami bisa melihat pohon-pohon hijau dan bunga-bunga yang indah. *We can see **tree-tree** and beautiful flowers.* ---> Translation in English as L2

Explanation:

Translation errors in these sentences referred to lexical error, e.g. *tree-tree green* and *tree-tree* as given answers and *green trees* as expected and correct answer were out of sync.

4. *Intralingual phonological error*

1 Question:

31. Ibu membeli seikat bayam.

*Mother buys . . . of spinach. (**a bunch**)* ---> Translation in English as L2

Various answers given by the students:

(Variation I) 31. Ibu membeli seikat bayam.

*Mother buys **banch** of spinach.* ---> Translation in English as L2

(Variation II) 31. Ibu membeli seikat bayam.

*Mother buys **a bans** spinecs of spinach.* ---> Translation in English as L2

(Variation III) 31. Ibu membeli seikat bayam.

*Mother buys **a bunca** of spinach.* ---> Translation in English as L2

(Variation IV) 31. Ibu membeli seikat bayam.

*Mother buys **bam** of spinach.* ---> Translation in English as L2

(Variation V) 31. Ibu membeli seikat bayam.

*Mother buys **a banc** of spinach.* ---> Translation in English as L2

Explanation:

Translation errors in these sentences referred to *banch*, *a bans*, *a bunca*, *bam* and *a banc* as given answers and *a bunch* as expected and correct answer were out of sync. This error was closely linked to phonological issue.

2 Question:

32. Saya ingin bermain dan berenang.

I want . . . and swim. (to play) ---> Translation in English as L2 Various answers given by the students:

(Variation I) 32 Saya ingin bermain dan berenang.

I want fay and swim. ---> Translation in English as L2

(Variation II) 32 Saya ingin bermain dan berenang.

I want flay and swim. ---> Translation in English as L2

Explanation:

Translation errors in these sentences referred to lexical error in writing verb *play*.

3 Question:

33. Kami bisa melihat pohon-pohon hijau dan bunga-bunga yang indah.

We can see . . . and beautiful flowers. (green trees) ---> Translation in English as L2 Various answers given by the students:

(Variation I) 33. Kami bisa melihat pohon-pohon hijau dan bunga-bunga yang indah. *We can see tress green and beautiful flowers. ---> Translation in English as L2*

(Variation II) 33. Kami bisa melihat pohon-pohon hijau dan bunga-bunga yang indah.

We can see grenty threes and beautiful flowers. ---> Translation in English as L2

(Variation III) 33. Kami bisa melihat pohon-pohon hijau dan bunga-bunga yang indah.

We can see griend trees and beautiful flowers. ---> Translation in English as L2

(Variation IV) 33. Kami bisa melihat pohon-pohon hijau dan bunga-bunga yang indah. *We can see trie and beautiful flowers. ---> Translation in English as L2*

(Variation V) 33. Kami bisa melihat pohon-pohon hijau dan bunga-bunga yang indah.

We can see grin tries and beautiful flowers. ---> Translation in English as L2

(Variation VI) 33. Kami bisa melihat pohon-pohon hijau dan bunga-bunga yang indah. *We can see tres and beautiful flowers. ---> Translation in English as L2*

(Variation VII) 33. Kami bisa melihat pohon-pohon hijau dan bunga-bunga yang indah.

*We can see **grin three** and beautiful flowers.* ---> Translation in English as L2

(Variation VIII) 33. Kami bisa melihat pohon-pohon hijau dan bunga-bunga yang indah.

*We can see **grenn three** and beautiful flowers.* ---> Translation in English as L2

(Variation IX) 33. Kami bisa melihat pohon-pohon hijau dan bunga-bunga yang indah. *We can see **a grand trees** and beautiful flowers.* ---> Translation in English as L2

(Variation X) 33. Kami bisa melihat pohon-pohon hijau dan bunga-bunga yang indah. *We can see **grins** and beautiful flowers.* ---> Translation in English as L2

(Variation XI) 33. Kami bisa melihat pohon-pohon hijau dan bunga-bunga yang indah.

*We can see **grin trees** and beautiful flowers.* ---> Translation in English as L2

Explanation:

Translation errors in these sentences referred to lexical error in writing phrase *tress green, grenty threes, griend trees, grin tries, grenn three, a grand trees* and *grin trees* which should be written as *green trees*.

4 Question:

34. Keluargaku sedang makan malam di rumah makan.

*My family is . . . at the restaurant. (**having dinner/dining out**)* ---> Translation in English as L2

Various answers given by the students:

(Variation I) 34. Keluargaku sedang makan malam di rumah makan.

*My family is **diner** at the restaurant.* ---> Translation in English as L2

(Variation II) 34. Keluargaku sedang makan malam di rumah makan.

*My family is **dinerr** at the restaurant.* ---> Translation in English as L2

(Variation III) 34. Keluargaku sedang makan malam di rumah makan.

*My family is **dyneer** at the restaurant.* ---> Translation in English as L2

Explanation:

Translation errors in these sentences referred to lexical error in writing nominal phrase

having dinner, e.g. *diner, dinerr* and *dyneer*.

5 Question:

35. Dapatka[h] kamu menolongku?

*Can you . . . , please? (**help me**)* ---> Translation in English as L2

answers given by the students:

(Variation I) 35. Dapatka[h] kamu menolongku?

*Can you **help mi**, please?* ---> Translation in English as L2

(Variation II) 35. Dapatka[h] kamu menolongku?

*Can you **ef mi**, please?* ---> Translation in English as L2

(Variation III) 35. Dapatka[h] kamu menolongku?

*Can you **mie**, please?* ---> Translation in English as L2

(Variation IV) 35. Dapatka[h] kamu menolongku?

*Can you **ken you help meyi**, please?* ---> Translation in English as L2

Explanation:

Translation errors in these sentences referred to lexical error in writing nominal phrase *help me* [help mi], e.g. *help mi*, *ef mi*, *mie* and *mey*. Respondents might seemingly misspell words *help* and *me* as the influence of Indonesian as L1 which is national language of respondents themselves.

6. Intralingual morphosyntactic error, e.g. Innovation as a result of overgeneralization

1 Question:

31. Ibu membeli seikat bayam.

*Mother buys . . . of spinach. (**a bunch**)* ---> Translation in English as L2

Various answers given by the students:

(Variation I) 31. Ibu membeli seikat bayam.

*Mother buys **bunch** of spinach.* ---> Translation in English as L2

(Variation II) 31. Ibu membeli seikat bayam.

*Mother buys **banch** of spinach.* ---> Translation in English as L2

(Variation III) 31. Ibu membeli seikat bayam.

*Mother buys **banc** of spinach.* ---> Translation in English as L2

Explanation:

It should be *a bunch*, followed by article “a” in English as L2.

7. Intralingual morphosyntactic error, e.g. Deviation in word order

1 Question:

33. Kami bisa melihat pohon-pohon hijau dan bunga-bunga yang indah.

*We can see . . . and beautiful flowers. (**green trees**)* ---> Translation in English as L2
Various answers given by the students:

(Variation I) 33. Kami bisa melihat pohon-pohon hijau dan bunga-bunga yang indah.

*We can see **tress green** and beautiful flowers.* ---> Translation in English as L2

(Variation II) 33. Kami bisa melihat pohon-pohon hijau dan bunga-bunga yang indah. *We can see **tree-tree green** and beautiful flowers.* ---> Translation in English as L2

(Variation III) 33. Kami bisa melihat pohon-pohon hijau dan bunga-bunga yang indah.

*We can see **trees green** and beautiful flowers.* ---> Translation in English as L2

Explanation:

It should be **green trees** 'pohon-pohon hijau', instead of **tree-tree green**, **tress green** and **trees green**. Respondents might presumably do mistake due to the great influence of Indonesian as L1 on translation.

8. Intralingual lexical error, e.g. selection of wrong word as a result of phonetic relatedness within L2

1 Question:

32. Ibu membeli seikat bayam.

*Mother buys . . . of spinach. (**a bunch**)* ---> Translation in English as L2
Answer given by the students:

31. Ibu membeli seikat bayam.

*Mother buys **a back** of spinach.* ---> Translation in English as L2

Explanation:

This error referred to **a back** which should be **bunch** in English (L2). It might be occurring due to the similarity of those two words. **Back** and **bunch** seemingly sounded similar for some students. This assumption could be respectively traced back, as this mistake was mostly found.

2 Question:

33. Kami bisa melihat pohon-pohon hijau dan bunga-bunga yang indah.

*We can see . . . and beautiful flowers. (**green threes**)* ---> Translation in English as L2
Various answers given by the students:

(Variation I) 33. Kami bisa melihat pohon-pohon hijau dan bunga-bunga yang indah. *We can see **green threes** and beautiful flowers.* ---> Translation in English as L2

(Variation II) 33. Kami bisa melihat pohon-pohon hijau dan bunga-bunga yang indah. *We can see **a grand trees** and beautiful flowers.* ---> Translation in English as L2

Explanation:

These errors referred **green threes** and **a grand tree** which should be written **green** and **trees**.

3 Question:

34. Keluargaku sedang makan malam di rumah makan.

My family is . . . at the restaurant. (having dinner/dining out) ---> Translation in English as L2

Answer given by the students:

34. Keluargaku sedang makan malam di rumah makan.

*My family is **dinner** at the restaurant. ---> Translation in English as L2*

Explanation:

Error translation in this sentence referred to **verb to dine** which should be written in the form of **present continuous tense**. Respondents changed that **verb to dine** into **noun dinner** due to lack of knowledge that **to be is** does **always** expect **verb** in the form of **present continuous tense**, e.g. **to be + Verb-ing** and students' struggling in dividing **verb dine out** and **noun dinner** which sounded similar. It should be *My family is **diningout** at the restaurant* or *My family is **having dinner** at the restaurant*.

4 Question:

35. Dapatka[h] kamu menolongku?

Can you . . ., please? (help me) ---> Translation in English as L2 Various answers given by the students:

(Variation I) 35. Dapatka[h] kamu menolongku?

*Can you **have me**, please? ---> Translation in English as L2*

(Variation II) 35. Dapatka[h] kamu menolongku?

*Can you **have**, please? ---> Translation in English as L2*

Explanation:

This error referred to writing error of **verbs help** and **have** due to their sound similarity.

5. Error of performance

1 Error of performance, e.g. error of translation

Error 1:

Question:

27. *Where were you yesterday?*

Di [] manakah kamu . . . ? (**kemarin**) ---> Translation in Indonesian as L2

Various answers given by the students:

(Variation I) 27. *Where were you yesterday?*

Di[]manakah kamu **hari ini**? ---> Translation in Indonesian as L2(Variation II) 27. *Where were you yesterday?*

Di[]manakah kamu **ya**? ---> Translation in Indonesian as L2

Explanation:

Respondents mistranslated adverb *yesterday* which should be **kemarin** in Indonesian as L2.

Error 2:

Question:

28. *He has some pencils.*

Dia mempunyai (**beberapa pensil**) ---> Translation in Indonesian as L2

Answer given by the students:

28. *He has some pencils.*

Dia mempunyai **sebuah pensil**. ---> Translation in Indonesian as L2

Explanation:
Respondents mistranslated adverb *some* which should be **beberapa** in Indonesian as L2.

1 Error of performance, e.g. repetition

Question:

35. Dapatka[h] kamu menolongku?

Can you . . . , please? (help me) ---> Translation in English as L2
Answer given by the students:

35. Dapatka[h] kamu menolongku?

*Can you **ken you help meyi**, please?* ---> Translation in English as L2

Explanation:

Respondents did the repetition of phrase **can you** in answer sheet and misspell modalverb **can** and object **me**.

2 Error of performance, e.g. addition

Question:

30. *The cap is on the table.*

Topi itu (**di atas meja**) ---> Translation in Indonesian as L2
Answer given by the students:

30. *The cap is on the table.*

Topi itu **saya** di atas meja. ---> Translation in Indonesian as L2

Explanation:
Respondents added the possessiv pronoun in Indonesian **saya** in answer sheet.

3 Error of performance, e.g. omission

Error 1:

Question:

26. *I always wear uniform every day.*

Saya selalu **memakai** setiap hari. ---> Translation in Indonesian as L2

Explanation: Respondents did not translate noun **uniform** properly.

Error 2:
Question:

27. *Where were you yesterday?*

Di[]manakah kamu . . .? ((**berada**) **kemarin**) ---> Translation in Indonesian as L2
Explanation: Various answers given by the students:

(Variation I) 27. *Where were you yesterday?*

Di[]manakah kamu berada? ---> Translation in Indonesian as L2

(Variation II) 27. *Where were you yesterday?*

Di[]manakah kamu? ---> Translation in Indonesian as L2

(Variation III) 27. *Where were you yesterday?*

Di[]manakah **kalian**? ---> Translation in Indonesian as L2

Explanation:

Respondents did not translate adverb **yesterday** and omitted pronoun **kamu** which was clearly written in question sheet and replaced it with **kalian**.

Error 3:

Question:

28. *He has some pencils.*

Dia mempunyai (**beberapa pensil**) ---> Translation in Indonesian as L2
Explanation: Various answers given by the students:

(Variation I) 28. *He has some pencils.*

Dia mempunyai **pensil**. ---> Translation in Indonesian as L2

(Variation II) 28. *He has some pencils.*

Dia mempunyai **beberapa**. ---> Translation in Indonesian as L2

(Variation III) 28. *He has some pencils.*

Dia mempunyai **pencils**. ---> Translation in Indonesian as L2

Explanation:

Respondents did not translate adverb **some** in the sentences in Variation I and III, while noun **pencils** was not surely translated in Variation II.

Error 4:

Question:

29. *My father washed the car last morning.*

Ayahku mencuci pagi tadi. ---> Translation in Indonesian as L2 Explanation:

Respondents did not translate noun **the car** as instructed. Error 5:

Question:

33. Kami bisa melihat pohon-pohon hijau dan bunga-bunga yang indah.

We can see . . . and beautiful flowers. (green trees) ---> Translation in English as L2

Various answers given by the students:

(Variation I) 33. Kami bisa melihat pohon-pohon hijau dan bunga-bunga yang indah. *We can see tree-tree and beautiful flowers. ---> Translation in English as L2*

(Variation II) 33. Kami bisa melihat pohon-pohon hijau dan bunga-bunga yang indah. *We can see trie and beautiful flowers. ---> Translation in English as L2*

(Variation III) 33. Kami bisa melihat pohon-pohon hijau dan bunga-bunga yang indah. *We can see trees and beautiful flowers. ---> Translation in English as L2*

(Variation IV) 33. Kami bisa melihat pohon-pohon hijau dan bunga-bunga yang indah. *We can see tres and beautiful flowers. ---> Translation in English as L2*

(Variation V) 33. Kami bisa melihat pohon-pohon hijau dan bunga-bunga yang indah. *We can see grins and beautiful flowers. ---> Translation in English as L2*

Explanation:

Adjective **hijau** and noun **pohon-pohon** in Indonesian as L1 were not properly translated into English as L2.

Error 6: Question:

35. Dapatka[h] kamu menolongku?

Can you . . . , please? (help me) ---> Translation in English as L2 Various answers given by the students:

(Variation I) 35. Dapatka[h] kamu menolongku?

Can you my, please? ---> Translation in English as L2 (Variation II)

35. Dapatka[h] kamu menolongku?

Can you have, please? ---> Translation in English as L2 (Variation III)

35. Dapatka[h] kamu menolongku?

Can you mie, please? ---> Translation in English as L2

(Variation IV) 35. Dapatka[h] kamu menolongku?

Can you help, please? ---> Translation in English as L2 (Variation V)

35. Dapatka[h] kamu menolongku?

Can you I am, please? ---> Translation in English as L2 (Variation VI)

35. Dapatka[h] kamu menolongku?

Can you a'm mi, please? ---> Translation in English as L2

Explanation:

These errors referred to omission of translation of verb **menolong** in Variation I and object **saya/aku** in Variasi II into English as L2.

CONCLUSION

The research result showed that there were 186 mistakes on translation error done by students as the respondents. After the examination, *intralingual phonological error* and *error of performance* were mostly found in the data (59 times), while *interlingual phonological error* (1 time). The completed order was *interlingual morphosyntactic error* (28 times), *interlingual lexical error* (20 times) which were the categories of *word innovation as a result of literal translation from L1* (12 times) and *selection of wrong word in the case of divergence between L1 and L2* (8 times), *intralingual morphosyntactic error* (11 times) which are the categories of *innovation as a result of overgeneralization* (8 times) and *deviation in word order* (3 times) and *intralingual lexical error* which was the category of *selection of wrong word as a result of phonetic relatedness within L2* (8 times). It was seemingly interesting that none of *interlingual lexical error* which was the category of *selection of wrong word when words are phonetically related in L1 and L2* was found.

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