



An Analysis of Students' Errors in Translating Indonesia-English Narrative Text

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Abstract: This study aims to determine the types of errors in translating narrative texts from Indonesian to English and the most dominant types of errors in translating narrative texts from Indonesian to English by students of class X IPA 1 SMA Negeri 4 Kota Kupang. This research uses descriptive qualitative research. The subjects of this study were 15 students of class X IPA 1. The data source was taken from translating students' narrative texts from Indonesian into English. The research instrument is a translation task. The translation task was used to obtain data about student errors in Indonesian to English translation texts. The findings of this study indicate that there are four types of translation errors, namely: Omission, ex: SL: Then the dog arrived, SL: The dog arrived, Correct: Then the dog arrived. In addition, ex: SL: Cat and fox, TL: Cat and fox, Correct: Cat and fox. Mis formation, ex: SL: A moment later, TL: Just then, Correct: A moment later. Mis ordering, ex: SL: At least I know, TL: At least I know, Correct: At least I know. Moreover, the most dominant types of translation errors, the researcher concluded that the students' problems in translating narrative texts from Indonesian to English were mostly formation errors of 120 errors. Mis formation is the most dominant type carried out by students of class X IPA 1 SMA Negeri 4 Kota Kupang. Suggestions for improving the teaching and learning process, especially in the teaching and learning process of translation as one of the subjects in class X IPA 1 SMA Negeri 4 Kota Kupang, students must practice translating Indonesian texts into English or vice versa in class or outside of class to improve their translation skills.

Keywords: error analysis, student translation, narrative text

INTRODUCTION

In our modern lives, English serves as both a second language and a global medium. Learning English enables individuals to compete effectively in today's increasingly complex world, where mastery of science and technology

is crucial. Recognizing its importance, the Indonesian government has integrated English into the national curriculum from elementary school through tertiary education, underscoring its potential as a primary instructional language (Istiqomah, 2016).

English education emphasizes four key language skills. Firstly, listening comprehension poses a significant challenge for beginners, requiring the ability to understand spoken language. Secondly, reading enhances vocabulary and provides insight into sentence structure. Thirdly, speaking, akin to listening, remains a daunting skill for learners, yet pivotal for effective communication. Lastly, writing, essential for communication and creative expression, allows for crafting novels, poetry, and other forms of literary work in English. These skills collectively aim to improve students' oral and written communication abilities.

Translation, as a form of communication, bridges linguistic divides, allowing people who speak different languages to comprehend texts. Errors in translation are natural during the language learning process, often stemming from unfamiliarity with the norms of the target language (TL) (Bassnet, 1991). Notably, English and Indonesian exhibit differences in pronoun usage, particularly in how singular pronouns change based on their grammatical function. For instance, "He buys vegetables at the market" in English translates to "Dia membeli sayuran di pasar" in Indonesian, with distinct pronoun forms used depending on context.

Common errors in translation include literal word-for-word translations, overemphasizing word meanings due to inexperience, incorrect vocabulary usage, and deficiencies in communication skills. Analyzing these errors, particularly through written text, is crucial for understanding students' translation challenges. This research aims to investigate such errors in translating Indonesian-English narrative texts, focusing on students in Class X IPA1 at SMA Negeri 4 Kota Kupang, under the study titled "An Analysis Of Student' Errors In Translating Indonesia-English Narrative Text."

METHOD

This qualitative research study, as classified, aims to explore and understand the interpretations that individuals or groups assign to a social or human issue, following Creswell's framework (1994:183). The research process involved formulating questions, gathering data within the participants' environment, analyzing data inductively to identify overarching themes, and interpreting the significance of the findings.

The study was conducted at SMA Negeri 4 Kota Kupang, specifically in class X IPA 1, located on Jl. Adisucipto, Oesapa, Kelapa Lima, Kupang, East Nusa Tenggara Province, Indonesia. The entire student body of grade X at SMA

Negeri 4 Kota Kupang, totaling 43 students, constituted the population for this research (Arikunto, 2006:130). Using simple random sampling, a method where participants are selected directly from the population, the researcher selected class X IPA 1, comprising 15 students, as the sample (Ruqo'iyeh, 2012:53-54).

Data collection employed a written test, specifically a translation test, where students were tasked with translating Indonesian text into English to identify and analyze translation errors. The research procedure involved systematically collecting, identifying, classifying, analyzing, and reporting on these errors within narrative texts.

RESULTS AND DISCUSSION

Results

Qualitative data of this research was taken from the translation of the students. Data collecting showed that there 4 errors found, those were omission, addition, mis-ordering and mis-formation. Furthermore, the data is analysed and presented as follows:

Types of Error in Translating Narrative Text

The data of student's omission errors

Omission errors is indicated by the absence of certain item that must appear in sentences. The writer found there were 22 items of omission. The following data presented several samples of omission errors.

Table 1 The data of student's omission error

No	Data Source	Students' Translation	Errors
1	<i>Menyergap rubah serta mencabik-cabiknya</i>	Ambushed the fox and tore it to pieces.	Grabbed the fox tore him to pieces
2	<i>Kemudian anjing tiba</i>	Then the dogs arrived	The dogs arrived
3	<i>Kamu harus mengajarku beberapa trikmu</i>	You should teach me some of your tricks	You should teach me some of yours
4	<i>Kamu harus mengajarku beberapa trikmu</i>	You should teach me some of your tricks	You should teach me some tricks
5	<i>Dan kemudian naik ke cabang-cabangnya</i>	And then up into its branches	And then up its branches
6	<i>Dan kemudian naik ke cabang-cabangnya</i>	And then up into its branches	And then into its branches

The data of student's addition errors

This type of error is contradictive to the previous one. The character of the error is known by the presence of an item, which must not appear in a well

formed utterance. The writer found there were 45 items of addition. The following data presented several samples of omission errors.

Table 2. The data of student's addition errors

No	Data Source	Students' Translation	Errors
1	<i>Kucing dan rubah</i>	Cat and fox	The cat and the fox
2	<i>Anjing pun dating</i>	The dog came	The dogs were coming
3	<i>Dan di luar jangkauan anjing</i>	And out of reach of the dogs	And was out of reach the dogs
4	<i>Anjing pun dating</i>	The dog came	The dogs came running
5	<i>Kucing dan rubah</i>	Cat and fox	A cat and a fox
6	<i>Dan di luar jangkauan anjing</i>	And out of reach of the dogs	Well out of reach of any the dog

The data of student's mis information errors

This error is characterized by the use of wrong form of the morpheme or structure. The writer found there were 120 items of mis formation. The following data presented several samples of omission errors.

Table 3. Student's Error in mis-formation

No	Data Source	Students' Translation	Errors
1	<i>Membual tentang betapa pintarnya dia</i>	Boasting about how smart he is	Boasting about how clever he is
2	<i>Untuk menjauhi musuh kita bersama</i>	To stay away from our common enemy	To say away from our common enemy
3	<i>Kamu harus mengajariku</i>	You should teach me	You have to teach me
4	<i>Mereka mendengar gonggongan sekawanan anjing dari kejauhan</i>	They heard the barking of a pack of dogs in the distance	A pack of dogs from a far
5	<i>Yang akan kamu gunakan</i>	Which you will use?	Are you going to use?
6	<i>Dan menyergap rubah</i>	And ambushed the fox	And grabbed the fox
7	<i>Serta mencabik-cabiknya</i>	And tore it to pieces	And tore him to pieces
8	<i>Seketika si kucing berlari</i>	Instantly the cat ran	At once the cat run
9	<i>Anjing, katanya</i>	The dogs, he said.	The dogs, she said
10	<i>Kamu harus mengajariku</i>	You should teach me	You must teach me
11	<i>Rubah adalah makhluk yang sombong</i>	The fox is a prideful creature	Who was a conceited creature
12	<i>Untuk menjauhi musuh kita bersama</i>	To stay away from our common enemy	To get away from our mutual enemy
13	<i>Aku bisa mengajariku beberapa trik yang sederhana</i>	I can teach you some simple tricks	I may teach you a few of the simpler ones
14	<i>Sesaat kemudian</i>	A moment later	Just then
15	<i>Ke arah mereka</i>	Towards them	In their direction

16	<i>Kata si kucing</i>	Said the cat	She called down to the fox
17	<i>Dan menyergap</i>	And ambushed	They fell upon
18	<i>Rubah adalah makhluk yang paling sombong</i>	The fox is a prideful creature	The fox is a proud creature
19	<i>Kamu harus mengajarku</i>	You should teach me	You have to teach me
20	<i>Sedang mengobrol dengan asiknya</i>	Were chatting happily	Were having a conversation
21	<i>Sedang mengobrol dengan asiknya</i>	Were chatting happily	Were talking happily
22	<i>Dan di luar jangkauan anjing</i>	And out of reach of dogs	Well out of reach of dogs
23	<i>Jawab si rubah dengan santai</i>	Replied the fox casually	Replied the fox airily
24	<i>Mungkin suatu hari nanti</i>	Maybe, someday	Maybe, one day
25	<i>Dan kemudian naik ke cabang-cabangnya</i>	And then its branches	And climbed its branches

The data of student's mis-ordering errors

Mis-ordering is indicated by the incorrect placement of certain morphemes. The writer found there were 11 items of mis-ordering. The following data presented several samples of omission errors.

Table 4. Students' Error in Mis-ordering

No	Data Source	Students' Translation	Errors
1	<i>Mereka mendengar gonggongan sekawanan anjing dari kejauhan</i>	They heard the barking of a pack of dogs in the distance	They heard a pack to dogs barking in the distance
2	<i>Setidaknya saya tahu</i>	At least I know	I know at least

Discussion

Discussion is the main part in this research. Here, the researcher provides the result of her analysis in finding the types of errors found in their translating text. The researcher provides the data which contain the types of errors and causes of errors on students translation. The discussion as follow:

Omission

According to Dulay (1982:154)", Omission are characterized by the absence of an item that must appear in a well-formed utterance." It means that students omit one of the structural of language. Researcher finds omissions that are made by object of research. This error occurred when the students did not produce an item that must appear in a well-formed utterance. In this case, the students made errors by omission some words and made an incomplete sentence in their narrative writing.

The following are example of a student omission translation error sentence based on the results of a student translation error:

D.S

- 1.SL : *Dan kemudian naik ke cabang-cabangnya*
TL : And then into its branches
Correct : And then up into its branches

Omission errors are characterized by the absence of an element that must appear in a well-formed sentence. Example 1 presented representative data on omission errors encountered when translating from Indonesian to English by students. The omission errors mostly occurred when the student left out one word “And then up into its branches”

B.D.H

1. SL : *Menyergap rubah serta mencabik-cabiknya*
TL : Grabbed the fox tore him to pieces
Correct : Ambushed the fox and tore it to pieces.

Omission errors are characterized by the absence of an element that must appear in a well-formed sentence. Example 2 presented representative data on omission errors encountered when translating from Indonesian to English by students. The omission errors mostly occurred when the student left out one word “Ambushed the fox and tore it to pieces”

C.A.F

1. SL : *Dan kemudian naik ke cabang-cabangnya*
TL : And then up its branches
Correct : And then up into its branches

Omission errors are characterized by the absence of an element that must appear in a well-formed sentence. Example 3 presented representative data on omission errors encountered when translating from Indonesian to English by students. The omission errors mostly occurred when the student left out one word “And then up into its branches”

D.F.R

1. SL : *Kemudian anjing tiba*
TL : The dogs arrived
Correct : Then the dogs arrived

Omission errors are characterized by the absence of an element that must appear in a well-formed sentence. Example 4 presented representative data on omission errors encountered when translating from Indonesian to English by students. The omission errors mostly occurred when the student left out one word “ Then the dogs arrived ”

V.B

1. SL : *Kamu harus mengajarku beberapa trikmu*

TL : You should teach me some tricks

Correct : You should teach me some of your tricks

Omission errors are characterized by the absence of an element that must appear in a well-formed sentence. Example 5 presented representative data on omission errors encountered when translating from Indonesian to English by students. The omission errors mostly occurred when the student left out one word "You should teach me some of your tricks"

D.C.N

1. SL *Kamu harus mengajarku beberapa trikmu*

TL : You should teach me some of yours

Correct : You should teach me some of your tricks

Omission errors are characterized by the absence of an element that must appear in a well-formed sentence. Example 6 presented representative data on omission errors encountered when translating from Indonesian to English by students. The omission errors mostly occurred when the student left out one word "You should teach me some of your tricks"

Addition

According to Dulay in Ellis (1994: 56), Additions are the presence of an item that must not appear in well-formed utterances. In accordance with a statement from Krashen (1982) say addition usually occurs in later stage of second language acquisition or when the learner has acquitted some target language rule. This error happens because the learners are too careful in using the rule of the target language in this type of error. This error occurred when students produced an item which must not appear in a well-formed utterance. The students made error by adding some elements in one or several parts in the sentence which must not appear.

The following are example of a student addition translation error sentence based on the results of a student translation error:

A.F.B.E

1.SL : *Kucing dan rubah*

TL : The cat and the fox

Correct : Cat and fox

Addition errors are characterized by the presence of elements that do not have to appear in a well-formed sentence. Example 1 presented representative data on addition errors encountered when translating from Indonesian to English by students. The addition errors mostly occurred when the student left out one word " The cat and the fox " .

- 2. SL** : *Anjing pun datang*
TL : The dogs were coming
Correct : The dog came

Addition errors are characterized by the presence of elements that do not have to appear in a well-formed sentence. Example 2 presented representative data on addition errors encountered when translating from Indonesian to English by students. The addition errors mostly occurred when the student left out one word " The dogs were coming " .

C.A.F

- 1.SL** : *Dan di luar jangkauan anjing*
TL : And was out of reach the dogs
Correct : And out of reach of the dogs

Addition errors are characterized by the presence of elements that do not have to appear in a well-formed sentence. Example 4 presented representative data on addition errors encountered when translating from Indonesian to English by students. The addition errors mostly occurred when the student left out one word " And was out of reach the dogs " .

D.C.N

- 1.SL** : *Kucing dan rubah*
TL : A cat and a fox
Correct : Cat and fox

Addition errors are characterized by the presence of elements that do not have to appear in a well-formed sentence. Example 5 presented representative data on addition errors encountered when translating from Indonesian to English by students. The addition errors mostly occurred when the student left out one word " A cat and a fox " .

- 2.SL** : *Dan di luar jangkauan anjing*
TL : Well out of reach of any the dog
Correct : And out of reach of the dogs

Addition errors are characterized by the presence of elements that do not have to appear in a well-formed sentence. Example 6 presented representative data on addition errors encountered when translating from Indonesian to English by students. The addition errors mostly occurred when the student left out one word " Well out of reach of any the dog " .

- 3.SL** : *Ketika aku punya waktu*
TL : When I have the time
Correct : When I have time

Addition errors are characterized by the presence of elements that do not have to appear in a well-formed sentence. Example 7 presented representative data on addition errors encountered when translating from

Indonesian to English by students. The addition errors mostly occurred when the student left out one word "When I have the time".

Mis-Formation

Accordance with a statement from Syarief (2014) which said that mis formation defined mis information as use of the wrong form of a structure or morpheme. Error take place when learner has incorporated a particular erroneous form (from the perspective of target language) into his or her system. Accordance with the findings of Narulita (2016) which says that It means that misinformation a part of errors that teacher found in writing paragraph of the students that using wrong structure in arrangement sentences. This error occurred when the students made incorrect placement of morpheme or a group of morphemes in the utterance. It means that the sentence can be right in presented elements, but wrongly in sequence. Researcher found mis-ordering in this research.

The following are example of a student mis-formation translation error sentence based on the results of a student translation error:

D.S

1. **SL** : *Seketika si kucing berlari*
TL : At once the cat run
Correct : Instantly the cat ran

Mis-formation errors are characterized by the use of the wrong morpheme or structure. Example 1 presented representative data on mis-formation errors encountered when translating from Indonesian to English by students. The mis-formation errors mostly occurred when the student used the wrong structure "At once the cat run".

2. **SL** : *Dan di luar jangkauan anjing*
TL : Well out of reach of dogs
Correct : And out of reach of dogs

Mis-formation errors are characterized by the use of the wrong morpheme or structure. Example 2 presented representative data on mis-formation errors encountered when translating from Indonesian to English by students. The mis-formation errors mostly occurred when the student used the wrong structure "Well out of reach of dogs".

A.F.B.E

1. **SL** : *Jawab si rubah dengan santai*
TL : Replied the fox airily
Correct : Replied the fox casually

Mis-formation errors are characterized by the use of the wrong morpheme or structure. Example 3 presented representative data on mis-

formation errors encountered when translating from Indonesian to English by students. The mis-formation errors mostly occurred when the student used the wrong structure “Replied the fox airily”.

S.L

1. SL : *Mungkin suatu hari nanti*

TL : Maybe, one day

Correct : Maybe, someday

Mis-formation errors are characterized by the use of the wrong morpheme or structure. Example 4 presented representative data on mis-formation errors encountered when translating from Indonesian to English by students. The mis-formation errors mostly occurred when the student used the wrong structure “Maybe, one day”.

S.A.T

1. SL : *Rubah adalah makhluk yang sombong*

TL : The fox is a proud creature

Correct : The fox is a prideful creature

Mis-formation errors are characterized by the use of the wrong morpheme or structure. Example 5 presented representative data on mis-formation errors encountered when translating from Indonesian to English by students. The mis-formation errors mostly occurred when the student used the wrong structure “The fox is a proud creature”.

2. SL : *Membual tentang betapa pintarnya dia*

TL : Boasting about how clever he is

Correct : Boasting about how smart he is

Mis-formation errors are characterized by the use of the wrong morpheme or structure. Example 6 presented representative data on mis-formation errors encountered when translating from Indonesian to English by students. The mis-formation errors mostly occurred when the student used the wrong structure “Boasting about how clever he is”.

3. SL : *Untuk menjauhi musuh kita bersama*

TL : To say away from our common enemy

Correct : To stay away from our common enemy

Mis-formation errors are characterized by the use of the wrong morpheme or structure. Example 7 presented representative data on mis-formation errors encountered when translating from Indonesian to English by students. The mis-formation errors mostly occurred when the student used the wrong structure “To say away from our common enemy”.

4. SL : *Kamu harus mengajariku*

TL : You have to teach me

Correct : You should teach me

Mis-formation errors are characterized by the use of the wrong morpheme or structure. Example 8 presented representative data on mis-formation errors encountered when translating from Indonesian to English by students. The mis-formation errors mostly occurred when the student used the wrong structure "You have to teach me".

5. SL : *Mereka mendengar gonggongan sekawanan anjing dari kejauhan*

TL : A pack of dogs from afar

Correct : They heard the barking of a pack of dogs in the distance

Mis-formation errors are characterized by the use of the wrong morpheme or structure. Example 9 presented representative data on mis-formation errors encountered when translating from Indonesian to English by students. The mis-formation errors mostly occurred when the student used the wrong structure "A pack of dogs from afar".

6. SL : *Yang akan kamu gunakan*

TL : Are you going to use ?

Correct : Which you will use ?

Mis-formation errors are characterized by the use of the wrong morpheme or structure. Example 10 presented representative data on mis-formation errors encountered when translating from Indonesian to English by students. The mis-formation errors mostly occurred when the student used the wrong structure "Are you going to use ?" .

7. SL : *Dan menyergap rubah*

TL : And grabbed the fox

Correct : And ambushed the fox

Mis-formation errors are characterized by the use of the wrong morpheme or structure. Example 11 presented representative data on mis-formation errors encountered when translating from Indonesian to English by students. The mis-formation errors mostly occurred when the student used the wrong structure "And grabbed the fox".

8. SL : *Serta mencabik-cabiknya*

TL : And tore him to pieces

Correct : And tore it to pieces

Mis-formation errors are characterized by the use of the wrong morpheme or structure. Example 12 presented representative data on mis-formation errors encountered when translating from Indonesian to English by students. The mis-formation errors mostly occurred when the student used the wrong structure "And tore him to pieces".

M.Y.T

- 1. SL** : *Anjing, katanya*
TL : The dogs, she said
Correct : The dogs, he said

Mis-formation errors are characterized by the use of the wrong morpheme or structure. Example 13 presented representative data on mis-formation errors encountered when translating from Indonesian to English by students. The mis-formation errors mostly occurred when the student used the wrong structure "The dogs, she said".

C.D.N

- 1. SL** : *Kamu harus mengajariku*
TL : You have to teach me
Correct : You should teach me

Mis-formation errors are characterized by the use of the wrong morpheme or structure. Example 14 presented representative data on mis-formation errors encountered when translating from Indonesian to English by students. The mis-formation errors mostly occurred when the student used the wrong structure "You have to teach me".

D.F.R

- 1. SL** : *Kamu harus mengajariku*
TL : You must teach me
Correct : You should teach me

Mis-formation errors are characterized by the use of the wrong morpheme or structure. Example 15 presented representative data on mis-formation errors encountered when translating from Indonesian to English by students. The mis-formation errors mostly occurred when the student used the wrong structure "You must teach me".

D.C.N

- 1. SL** : *Rubah adalah makhluk yang sombong*
TL : Who was a conceited creature
Correct : The fox is a prideful creature

Mis-formation errors are characterized by the use of the wrong morpheme or structure. Example 16 presented representative data on mis-formation error encountered when translating from Indonesian to English by students. The mis-formation errors mostly occurred when the student used the wrong structure "Who was a conceited creature".

- 2. SL** : *Untuk menjauhi musuh kita bersama*
TL : To get away from our mutual enemy
Correct : To stay away from our common enemy

Mis-formation errors are characterized by the use of the wrong morpheme or structure. Example 17 presented representative data on mis-formation errors encountered when translating from Indonesian to English by students. The mis-formation errors mostly occurred when the student used the wrong structure "To get away from our mutual enemy".

- 3. SL** : *Aku bisa mengajarimu beberapa trik yang sederhana*
TL : I may teach you a few of the simpler ones
Correct : I can teach you some simple tricks

Mis-formation errors are characterized by the use of the wrong morpheme or structure. Example 18 presented representative data on mis-formation errors encountered when translating from Indonesian to English by students. The mis-formation errors mostly occurred when the student used the wrong structure "I may teach you a few of the simpler ones".

- 4. SL** : *Sesaat kemudian*
TL : Just then
Correct : A moment later

Mis-formation errors are characterized by the use of the wrong morpheme or structure. Example 19 presented representative data on mis-formation errors encountered when translating from Indonesian to English by students. The mis-formation errors mostly occurred when the student used the wrong structure "Just then".

- 5. SL** : *Ke arah mereka*
TL : In their direction
Correct : Towards them

Mis-formation errors are characterized by the use of the wrong morpheme or structure. Example 20 presented representative data on mis-formation errors encountered when translating from Indonesian to English by students. The mis-formation errors mostly occurred when the student used the wrong structure "In their direction".

- 6. SL** : *Kata si kucing*
TL : She called down to the fox
Correct : Said the cat

Mis-formation errors are characterized by the use of the wrong morpheme or structure. Example 21 presented representative data on mis-formation errors encountered when translating from Indonesian to English by students. The mis-formation errors mostly occurred when the student used the wrong structure "She called down to the fox".

- 7. SL** : *Dan menyergap*

TL : They fell upon
Correct : And ambushed

Mis-formation errors are characterized by the use of the wrong morpheme or structure. Example 22 presented representative data on mis-formation errors encountered when translating from Indonesian to English by students. The mis-formation errors mostly occurred when the student used the wrong structure "They fell upon".

8. SL : *Sedang mengobrol dengan asiknya*

TL : Were having a conversation

Correct : Were chatting happily

Mis-formation errors are characterized by the use of the wrong morpheme or structure. Example 23 presented representative data on mis-formation errors encountered when translating from Indonesian to English by students. The mis-formation errors mostly occurred when the student used the wrong structure "Were having a conversation".

9. SL : *Sedang mengobrol dengan asiknya*

TL : Were talking happily

Correct : Were chatting happily

Mis-formation errors are characterized by the use of the wrong morpheme or structure. Example 24 presented representative data on mis-formation errors encountered when translating from Indonesian to English by students. The mis-formation errors mostly occurred when the student used the wrong structure "Were talking happily".

10. SL : *Dan kemudian naik ke cabang-cabangnya*

TL : And climbed into its branches

Correct : And then up into its branches

Mis-formation errors are characterized by the use of the wrong morpheme or structure. Example 25 presented representative data on mis-formation errors encountered when translating from Indonesian to English by students. The mis-formation errors mostly occurred when the student used the wrong structure "And climbed into its branches".

Mis-Ordering

According to Dulay in Ellis (1994: 56), Mis-ordering are the incorrect placement of a morpheme or group of morphemes in an utterance. This type of error occurs when the learners place the sequence of words inappropriately in the sentence. This error occurred when the students made incorrect placement of morpheme or a group of morphemes in the utterance. It means that the sentence can be right in presented elements, but wrongly in sequence. The Researcher found mis- ordering in this research.

The following are example of a student mis- ordering translation error sentence based on the results of a student translation error:

B.D.H

1. SL : Mereka mendengar gonggongan sekawanan anjing dari kejauhan

TL : They heard a pack to dogs barking in the distance

Correct : They heard the barking of a pack of dogs in the distance

Mis-ordering errors are characterized by the wrong placement of morphemes or groups of morphemes in an utterance. . Example 1 presented representative data on mis-ordering errors encountered when translating from Indonesian to English by students. The mis-ordering errors mostly occurred when the student misplaced the morpheme in an utterance " They heard a pack to dogs barking in the distance".

D.C.N

1. SL : Setidaknya saya tahu

TL : I know at least

Correct : At least I know

Mis-ordering errors are characterized by the wrong placement of morphemes or groups of morphemes in an utterance. . Example 2 presented representative data on mis-ordering errors encountered when translating from Indonesian to English by students. The mis-ordering errors mostly occurred when the student misplaced the morpheme in an utterance " I know at least".

CONCLUSION

Based on the analysis and discussion, this study successfully addressed two primary research questions. The first question focused on identifying the types of errors encountered, while the second question aimed to determine the most prevalent errors, aligning with Dulay, Burt, and Krashen's theoretical framework. The findings revealed four main types of errors made by students of class X IPA 1 at SMA Negeri 4 Kota Kupang when translating narrative texts from Indonesian to English: Omission, Addition, Mis-formation, and Mis-ordering. Among these, Mis-formation errors were the most frequent, totaling 120 instances. Addition errors ranked second with 45 occurrences, followed by Omission errors with 22 instances. Mis-ordering errors were the least frequent, totaling 11 instances. Consequently, the study concluded that Mis-formation errors, totaling 120 instances, represented the most dominant type of translation error observed among students of class X IPA 1 at SMA Negeri 4 Kota Kupang.

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