

CHAPTER I

INTRODUCTION

1.1 Background of Study

Mastering English is considered very important to the extent that this language is assumed to have a more prestigious position than *Bahasa Indonesia*. Nowadays, the use of language of wider communication, particularly English is needed in the areas of politic, business, education, etc.

In education world English is as subject, is taught and learned by many people. In the English curriculum the government has regulated how to treat English as a foreign language, which should be mastered well by all the students. In the teaching and learning process, the teachers are also expected to teach and to practice English fluently, good at listening, speaking, reading, and writing. Those skills are reached through practicing and learning process in teaching English. Those who learn English should be taught to be familiar with using the right grammar, tone, and meaning in both languages.

It is generally agreed so far that meaning is very important in translation. Indeed, translation has often been defined with reference to meaning; a translation is said to have the same meaning as the original or a translation should not sound like a translation. This meaning is in fact conventionally packaged in the languages, either the source or the target language. Every translator needs also to consider the fact that each language has its own distinctive forms to represent meaning. It is also important for translators to realize that not all of the elements of a language have equivalent forms in another language. Therefore, finding the equivalence may be considered as one of the problems which are commonly faced by translators.

Based on Baker's theory, there are five levels of equivalence, namely 1) equivalence at word level, 2) equivalence above word level, 3) grammatical equivalence, 4) textual equivalence, 5) pragmatic equivalence. This particular study merely concerns with the third level of equivalence, i.e. the grammatical equivalence. There are variety of grammatical categories, which may or may not be expressed in different languages. Baker mentions five categories that commonly lead to difficulties in finding the equivalence during the process of translation. They are Number, Gender, Person (the system of pronoun), Tense, and Voice. This particular study, however, focuses on two of those grammatical categories, namely, the category of Tense and Voice.

Translation here indeed involves two languages , namely, the sources and target languages. In this particular study, the source language is English for it may be the most translated language in the world. The target language is Bahasa indonesia since it is our national language which is used as the medium of instruction in our country.

Since each language has its own rule or structure in stating ideas, translators may not influenced by their native languages. Translators should be aware that each language possesses certain distinctive characteristics, e.g. word building, pattern of phrase order, and technique for linking clauses into sentences. It is necessary to be considered in order to bear the best translation, i.e. a translation that does not sound like a translation.

A good translator must have sufficient knowledge in the area of the translated materials and must be proficient in both languages. It is easy to get meaning of words in isolation either from English into Indonesian or visa versa, but when it comes to phrases or sentences, the knowledge of grammar plays an important role.

Based on the interview with English teacher which was held in February, 18th, most of the students in Bina Siswa High School faced the same problem in translating some text. It was proved with their score in translating text. In general, most of errors related to the choice of vocabulary (lexical adjustment), grammar and the cultural term. The condition became worst due to the lack of students' motivation in practicing translation. To solve this problem, the teacher gave translation assignment continually.

Regarding with the explanation above, the writer has conducted a research on “An Error Analysis of Equivalence Translation in Translating *Putri Tidur* Myth at Eleventh Grade Students in Bina Siswa Senior High School”.

Realizing that translation is not easy, that is why the writer intended to carry out this study since there are not many studies about this kind of topic at Nommensen university yet. Moreover, it is interesting to study translation because translation is not only about transferring words from one language to another, in fact it needs special skill so that the translation will sound natural. Finally, it is hoped that the result of this study can be a guideline for practitioners especially translators and students to translate appropriately.

1.2 The Problem of Study

The problems of this research are formulated in the following questions :

1. What are the common error types in translating “*Putri Tidur*” of eleventh grade students at Bina Siswa senior high school?
2. What is the dominant error in translating “*Putri Tidur*” of eleventh grade students at Bina Siswa senior high school?

1.3 The Objective of Study

Based on problem statement above, the aims of this study can be formulated to :

1. To find out the common error types in translating “*Putri Tidur*” of eleventh grade students at Bina Siswa senior high school.
2. To identify the dominant error in translating “*Putri Tidur*” of eleventh grade students at Bina Siswa senior high school.

1.4 The Scope of Study

The scope which is isused in this study is students’ translation from Indonesian into English in the myth by analyzing the common and dominant errors grammatical equivalence in English. The students was grade eleven of XI IPA 1 in SMA Bina Siswa. The writer wanted to know what are the common errors done by the students. The writer used a theory from Mona Baker which divides grammatical equivalence into four categories such as number, gender, person, tense, and voice.

1.5 The Significance of Study

The result of this study are hoped to give benefit to the following.

1. Theoritically, The result of the study is expected to be useful to enrich the horizon of English teaching translation and it is written of the alternative analyzing the translation errors in translating text.

2. Practically, the result of this study can be used as model to identify and to understand equivalence for the teacher .This model helps the next reserchers to investigate translation in the classroom.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting a research, theories are needed to explain some concepts or terms applied in the research concerned. Some terms are used in the study and they need to be the theoretical explained. In following parts, theoretical elaboration on the terms used will be presented.

2.2 Definition of Error Analysis

In learning a language, learners make errors partly because of inter lingual transfer or over generalization within the target language itself. Errors can occur in grammatical, phonological, and semantic level. Foreign language teachers should realize that errors made by the students need to be analyzed, that is by conducting error analysis.

Brown (1994: 206) stated that learners make errors and that these errors can be observed, analyzed and classified to reveal something of the system operating within the learner, led to a surge of study of learners called error analysis. Error analysis is a procedure involving collecting sample of the learner's language, identifying the errors in the sample, describing these errors, classifying them according to their hypothesized causes, and evaluating their seriousness.

From the definition above, the writer can conclude that error analysis may be defined as a study of student's errors covering collecting samples, identifying, describing, classifying, and evaluating errors..

2.2.1 Types of Error

According to Dulay, Burt, and Krashen (1982: 146), the most useful and commonly used as bases for the descriptive classification of errors is linguistic category, surface category, comparative taxonomy, and communicative effect taxonomy.

1. Linguistic Category

Linguistic category taxonomies classify errors according to either or both the language components or linguistic constituents. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary) and discourse while constituents include the elements that comprise each language component (Dulay, Burt and Krashen, 1982: 146).

2. Surface Category

The categorizing of errors is according to how the surface structure of a sentence or expression is altered by the error. Such as classification would include omission, addition, misformation, and misordering.

1) Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. For example, “She sleeping” (*Dia sedang tidur*) indicates that one item is omitted, which is *is*. The word ‘is’ is a grammatical verb form that plays an important role in constructing a proper sentence. And the word ‘*is*’ in that sentence functions as an auxiliary. A verb in a proper sentence is something that can not be neglected, so one who omits verb (*is*) fails in constructing a proper sentence. That type of error is called omission error.

2) Additions

Additions errors are the presence of an item that must not appear in well formed utterances. Dulay, Burt and Krashen (1982: 156), addition usually occurs in later stage of second language acquisition or when the learner has acquitted some target language rule. There are three types of addition errors, namely:

1. Double Marking

The failure to delete certain items which are required in some linguistics contraction but not in others. For example, “She didn’t went” (*Dia tidak pergi*) contains a redundant past form on the main verb “go”. It is redundant because the auxiliary “did” already carries the verb “went”. One presumes that the learner will intuitively formulate a rule that this auxiliary, “did” must be followed by infinitive in negative form. So that, the sentence should be “she didn’t go”.

2. Regularization

Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptions that can be found in English. For example, the verb *eat* can not be changed into *eated* but *ate*. The noun *sheep* in plural form is also *sheep* not *sheeps* or the noun *man* can not be pluralized into *mans* but *men*. It is true that in English most of verbs can be changed into past form by adding *-d/-ed* after the basic verb and most of nouns can be pluralized by adding *-s/-es* to singular forms, but not all of them. For example, “The dog eated the chicken last night” (*Anjing itu memakan ayam tadi malam*). This example shows the regularization because the past form of the main verb “eat” is “ate”, not “eated”. It shows that there certain verbs cannot be changed into past form by adding *-d/-ed*. So, the well formed of the example is “the dog ate the chicken last night”. The description above shows other errors that may be made by the learners, which is error interfered by regularization.

3. Simple Addition

Simple addition is the subcategory of additions. It is called simple addition, if an addition error is neither a double marking nor regularization. According to Dullay (1982: 158), no particular features characterize simple additions other than those that characterize all addition

errors-the use of an item which should not appear in a well-formed utterance. For example, in “The book is inover there”, the student makes a wrong sentence. They add ‘in’ as preposition. The well-formed sentence is “The book is over there”(Buku itu disana).

3) Misformation

Misformation error is a type of error that is characterized by the use of incorrect morpheme or structure. For instance, “The cat catch a mouse”.The simple present tense was not supplied by the learner. The well formed sentence is “The cat catches a mouse” (*Kucing itu menangkap seekor tikus*).

4) Misordering

Misordering error is error that is characterized by the incorrect placement of a morpheme or group morphemes in an utterance. In other word, it is the error of putting the word in utterance in the wrong order. Forinstance, “*Dia akan datang besok malam*” (She will come evening tomorrow). Here, the learner misorders the word ‘evening tomorrow’ and the well-formed sentence is “*Dia akan datang besok malam*” (She will come tomorrow evening).

3. Comparative Taxonomy

Errors in this taxonomy are classified based on the comparison between the structure of target language errors and certain other types of construction (Dulay, 1982: 189). There three types of errors, they are:

1) Developmental Errors

These errors are errors similar to those made by children learning the target language (Dulay, Burt, and Krashen, 1982:165). There are two considerations underlying the interest in comparing SL and TL acquisition errors.

- a. If characteristics common to both SL and TL acquisition can be identified, we may be able to apply SL theoretical inference to TL acquisition theory as well.
- b. Since SL acquisition errors are not possibly due to language interference, when the same errors are made by TL learners, it is reasonable to believe that mental processes of general language development are at work, not the grammar rules of the learner's native language.

2) Interlingual Errors

Interlingual errors are similar in structure to semantically equivalent phrases or sentences in the TL learner's SL. The sources of interlingual errors are all conditions that result in the premature use of the TL by the language learner. These would include pressure to perform in the TL, living in an environment where the use of the TL is very limited, conscious TL language processing and so forth.

3) Ambiguous Errors

Ambiguous errors are those that could be classified as either development or interlingual errors because they reflect errors that SL learners commonly make while at the same time reflect the structure of the TL learner's mother tongue.

4. Communicative Effect

The communicative effect deals with errors from the perspective of their effect on the listeners or readers. It focuses on distinguishing between error and mistake that cause miscommunication (Dulay, 1982: 189). There are two types of errors:

1) Global Errors

Global errors are errors that affect overall sentence organization and hinder communication.

2) Local Errors

Local errors are errors that affect a single element of a sentence and usually do not hinder communication.

2.3 Translation

There are many different definitions of translation, although there are similarities on the main points. Many experts of translation give different explanation about translation but they only focus on translating source language text into other target languages.

Newmark (1987: 7), stated that translation is a two-edged instrument: it has the special purpose of demonstrating the learner's knowledge of the foreign language, either as a form of control or to exercise his intelligence in order to develop his competence.

House (2015 : 2) stated that Translation can be defined as the result of a linguistic-textual operation in which a text in one language is re-contextualized in another language. House (2015:3), so while translation is, as stated above, at its core a linguistic-textual operation, a multitude of other conditioning and constraining factors also routinely impinge on its processes, performance and of course on translation quality.

Catford (1965: 1) said that translation is an operation performed on language, a process of substituting a text in one language for a text in another. Furthermore, Catford (1965:20), translation may be defined as the placement of textual material in one language (source language) by equivalent textual material in another language (target language).

According to Pym (2013:6) the term 'translation' is primarily taken to include the reception and/or production and/or reworking of spoken or written bi-texts (paired discourses in two languages) within the classroom situation. This includes concurrent interpreting/translation, where everything said in one language is translated into the other, usually by the instructor; dual language preview-review; communicative translation and dialogue interpreting by learners (increasingly conceptualised as forms of 'mediation'); identification of non-correspondences between languages, and their resolution as translation problems.

Hatim and Munday (2004:3) says translation is a phenomenon that has a huge effect on everyday life. He also says that there are two senses related to translation are process and product.

According to Basnett (2002:13), translation has been perceived as a secondary activity, as a 'mechanical' rather than a 'creative' process.

Furthermore, a translator must analyze the text in order to determine its meaning, and then reconstructing this same meaning using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context.

Basically, all the above statements about translation have the same ideas, in the sense that translation is a process of replacing or transferring messages, thoughts, ideas, meaning or information from the source language to the target language. The main point in the translation is that a translator may not change the meaning of the message of the original text.

2.4 Kinds of Translation

Talking about translation, there are some types of translation that have ever been suggested by some experts. Jacobson in Bassnet (2002: 23) classified those type of translation into three namely; intralingual translation, interlingual translation and intersemiotic translation.

2.4.1 Intralingual translation

Intralingual translation is an interpretation of verbal sign by means of the other signs of the same language. This type is also called as a “rewording” type because the translator changes a text become another text based on the interpretation of the translators and both of the texts are written in the same language. This type will occur, when the learners phrase an expression or texts in the same language to explain or clarify something the learners might have said or written.

Example:

SL : *Lontong* (rice that is cooked by using banana leaf)

TL : *Nasi yang dimasak dalam daun pisang* (rice that is cooked by using banana leaf)

SL : Brunch

TL : eating between breakfast and lunch

2.3.2 Interlingual translation

Interlingual translation or translation proper is an interpretation of verbal signs by means of some other language. This type is what people commonly understand as translation, where translation involves rewriting a text in one language into another. Thus, interlingual translation converts a text written in the source language (SL) to one written in the target language (TL). In short, in this type of the translator changes the content of an original written text from the one

language properly into the written text of another language. This type will occur when people translate a text from one language to another language, such as English into *Bahasa Indonesia*.

Example:

SL : My mother goes shopping everyday

TL : *Ibu saya pergi belanja setiap hari*

2.4.2 Intersemiotic translation or transmutation

Intersemiotic translation or transmutation is an interpretation of verbal signs by means of signs of nonverbal sign system. Intersemiotic includes the interpretation of a text into another form or system of sign. In short, the translation involves the changing of a sign into another system of sign. Sign refers to an object that can convey meaning and produce an idea and can be developed into another system of sign. It occurs when a person tries to translate an artifact or symbol in the wall of cave like in the past time or making a film/movie from a literature or written texts or verbal arts are translated, for example into music, film, dance or painting.

Every types of translation has its special function and characteristic. Intralingual translation focuses on translating a text in the same language. While interlingual translation focuses on translating a text from one language into another language. And intersemiotic translation focuses on translating a sign into another sign. So, these three types of translations is very important in helping a translator to translate some text.

Example:SL :

TL : No parking 

2.5 Translation Process

When translators are translating, they are engaged in a translation process. They perform a series of actions in their attempt to transfer messages from a source language into a target language.

According to Larson (1984: 3) said that translation consist of transferring the meaning of the source language into the receptor language. It is meaning which is being transferred and must be held constant. Only the form changes. The form from which the translation is made will be called the s

SL and the form into which it is to be changed will be called the TL and its cultural context.

Larson (1984 :4) drew the diagram of translation process as shown in here:

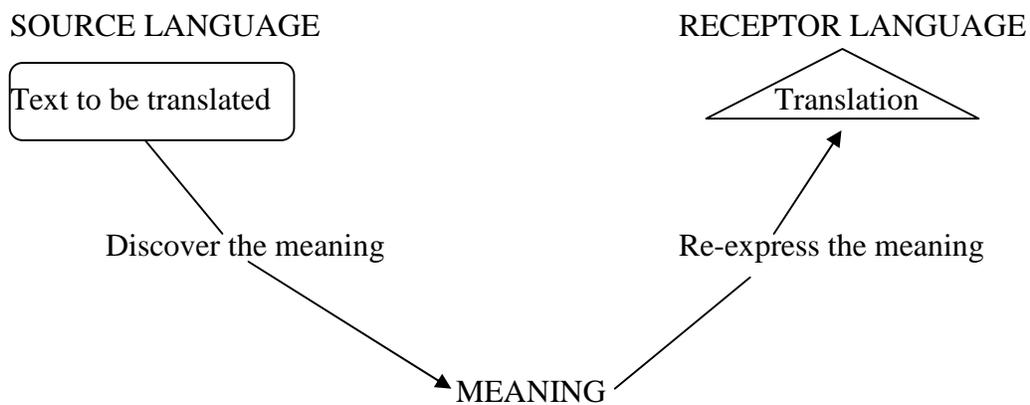


Figure 1. Translation Process

2.6 The Concept of Equivalence

The notion of equivalence is undoubtedly one of the most problematic and controversial areas in the field of translation theory. A translator must look for the equivalence between ST and TT, so that there is no missing information when transfers the message from ST into TT.

Hatim and Munday (2004:50) defines equivalence is said to be fully achieved if SL and TL words happen to have similar orthographic or phonological features.

Panou (2013) stated that the concept of equivalence has been of particular concern to translation scholar since it has been inextricably linked with both definitional and practical aspects of translating.

In line <http://www.bokorlang.com/journal/14equiv.htm>, Vanessa (2003) view equivalence-oriented translation as a procedure which 'replicates the same situation as in the original by using completely different wording'. Thus, if this procedure is applied during the translation process, it can maintain the stylistic impact of the SL text in the TL text. They suggest, equivalence is therefore the ideal method when the translator has to deal with proverbs, idioms, clichés and nominal or adjectival phrases.

Larson (1984:57) suggests that a translator will often find that there is no exact equivalent between the words of one language and the words of another. There will be overlap in translation product, and there is seldom a complete match between languages. Because of this, it is often necessary to translate one word of the source language by several words in the receptor language in order to give the same meaning.

As far as the whole text is concerned, it is simply impossible to transfer all the message of the original text into the target text. Therefore, equivalence in translation can only be understood as a kind of similarity or approximation. This means that equivalence between the source text and the target text can be established on different levels and different aspects. As one of the three principal concepts in Western translation theory, equivalence is a constitutive feature and the guiding principle of translation. Without equivalence of certain degrees or in certain aspects, the translated text cannot be regarded as a successful translation of the original text. In short, equivalence is of absolute necessity and a basic requirement of translation. As Catford contends, it is the central problem of translation-practice. (Catford,21)

2.7 Types of Equivalence

Apart from the various definition of equivalence, theorists also determine equivalence into several types. The distinction occurs because they see the equivalence from different aspect.

According to Komissarov in Proshina (2008 : 212) ,one can distinguish five levels of equivalence: pragmatic, situational, lexical (semantic), grammatical, structural levels.

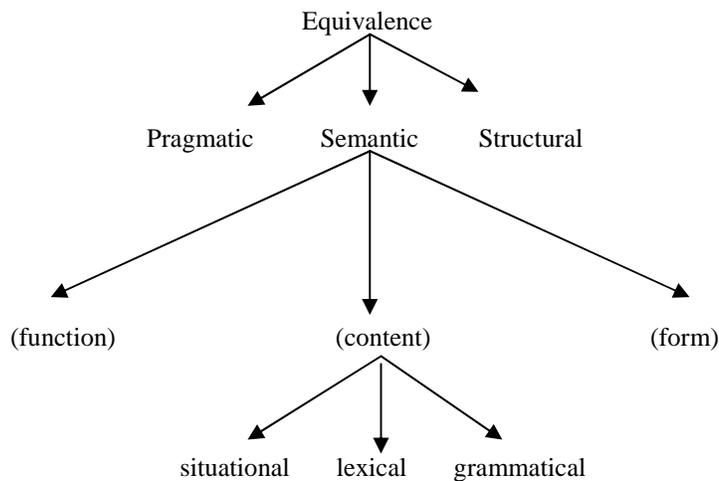


Figure. 2. Equivalence (Proshina,2008)

Nida and Taber (1969) suggest two different types of equivalence: *formal equivalence* and *dynamic equivalence*. In *formal equivalence* focus attention is on the message itself, in both form and content. While in *dynamic equivalence* based on the principle equivalent effect. The goal of the dynamic equivalence is seeking the closest natural equivalent to the source message. In addition, according to the types above equivalence can be reached through three possibilities :

1. Equivalence in same form, as in the sentence *John reads* which translated as *John membaca*.
2. Equivalence in different form, as in the noun phrase *white house* which translated to be *rumah putih*.

3. Equivalence but do not have neither similarity in meaning nor in form, like in the phrase *by the will of God* which translated to be *diluar kemampuan manusia*.

Baker (1992) divides equivalence into several types:

1. Equivalence at word level and above word level.

The first thing must be considered by translator in translating a text is a word as a single unit. Baker gives a definition of the term *word* since it should be reminded that a single word can sometimes be assigned different meanings in different languages and might be regarded as being a more complex unit or *morpheme*. This means that the translator should pay attention to a number of factors which affect a word such as number, gender and tense.

2. Grammatical Equivalence

It became the main discussion in this study. The translator must compare the structure of two languages then find the equivalence if required. According to Baker, there are five categories of grammars which may lead a translator into difficulties. They are number, gender, person, tense and aspect, and voice.

3. Textual Equivalence

It is based on equivalence in terms of information and cohesion. It is up to the translator to decide whether or not to maintain the cohesive ties as well as the coherence of the SL text. His or her decision will be guided by three main factors, that is, the target audience, the purpose of the translation and the text type.

4. Pragmatic Equivalence.

This level is based on implicatures and strategies of avoidance during the translation process. The translator needs to work out implied meanings in translation in order to get the ST message across.

2.8 Grammatical Equivalence

Since every language has its grammar system, it may result in some change in the information content of the message which carried out. This can occur when the target language lack of particular grammatical devices to express the information in the source text (Baker: 1992).

Baker mentions five categories of grammar which may lead a translator into difficulties because of the lack of grammatical structure in the target language, those are: number, gender, person, tense and voice. However, because the study concerns on the two categories only i.e., tense and person, so, the three left categories are not explained in this paper.

a. Tenses

In many languages, including English, it is necessary to specify when an action occurs in relation to the present or in relation to some other event, either in the form of the verb or with obligatory aspects markers.

Kroeger (2005 : 147) states that tense marking indicates, to varying degrees of precision, the time when an event occurred or a situation existed. In other words, it specifies the situation's "location" in time.

Every languages has ways of talking about time. The term "tense" is used only for time reference which is marked grammatically-that is, by purely grammatical elements such as affixes, auxiliaries, or particles (Ibid).

Comrie (1985) in Kroger stated that tense is grammaticalised expression of location in time. In other hand, Bybee (1985) in Kroeger stated that tense refers to the grammatical expression of the time of the situation described in the proposition, relative to some other time .

Some linguists use the term “tense” only when the time reference is indicated by verbal morphology. It is called Morphological Tense. Following this usage, the familiar English paradigm *look, looked, will look* involves a three way semantic distinction, but only two morphological tenses.

b. Person

This category relates to the notion of participant roles. Those can define through a closed system of pronoun. English has three types of pronoun with person reference; namely, personal pronouns, reflexive pronouns and possessive pronouns. Baker said (1992:96) that a large number of modern European languages, not including English, have a formality/politeness dimension in their person system.

The pronouns system has classifications of person: first person referring to the speaker or a group which includes the speaker (*I* and *we*); second person identifying the person(s) addressed (*you*), and the third person referring to persons and things other than the speaker and addressee (*he/she/it/they*). The personal pronouns have two sets of case-forms; the subjective and the objective forms. While the reflexive pronouns replace a co-referential noun phrase, normally within the same finite clause and the possessive fuses genitive function with pronominal function. The table below shows the classification of English pronouns cites by Quirk and Greenbaum (cited Vina 2013:20).

2.9 Myth

Myth is type of speech. Everything can be a myth. Every object in the world can pass from a closed, silent existence to an oral state, open to appropriation by society, for there is no law, whether natural or not, which forbids talking about things. (Barthes, 2006:109)

According to Barthes (ibid), Myth is a system of communication, that it is a message. As the form of myth, the clause hardly retains anything of long story. The meaning contained a

whole system of values: a history, a geography, a morality, a zoology, a Literature. Barthes (2006:119)

Morford (1985 : 1) said that myth is a story that is usually of unknown origin and at least partially traditional, that ostensibly relates historical events usually of such character as to serve to explain some practice, belief, institution, or natural phenomenon, and that is especially associated with religious rites and beliefs.

According to Pinch (2002:1) a myth is a story that is not true, even though you might want it to be. The definition of a myth have been going on for more than 2,000 years. He said that myths are stories about gods, myths are sacred stories, myths are stories that explain the way the world is, or myths are simply traditional stories that hand on collective knowledge or experience.

The fact people cannot manage to achieve more than an unstable grasp of reality doubtless gives the measure of our present alienation. It would seem that people are condemned for some time yet always to speak excessively about reality. This is probably because ideologism and its opposite are types of behaviour which are still magical, terrorized, blinded and fascinated by the split in the social world. And yet, this is what people must seek: a reconciliation between reality and men, between description and explanation, between object and knowledge.

2.10 Previous Research

Inayati, Vina. 2012. An Analysis Of Students' Ability In Translating Grammatical Equivalence (A Descriptive Study of the Sixth Semester English Department Students of State Institute for Islamic Studies (STAIN) Salatiga in the Academic Year of 2012/2013). A

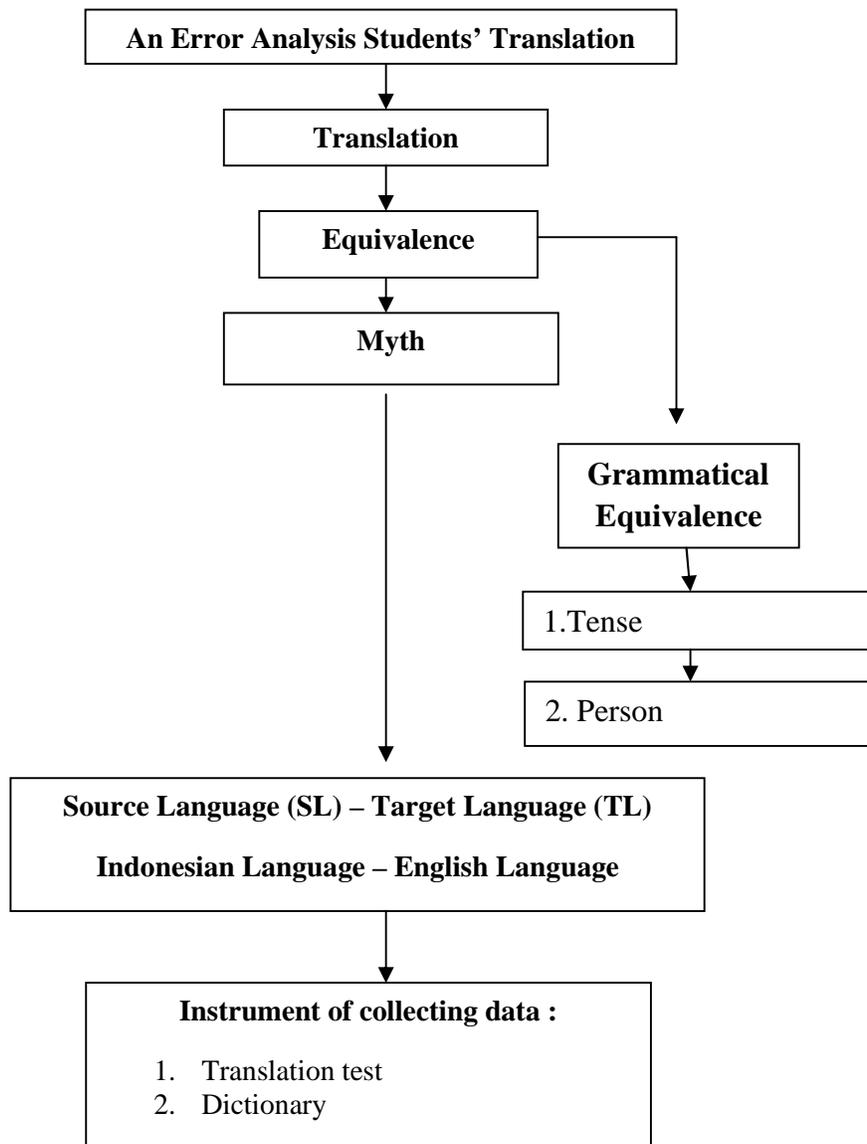
Graduating Paper. Educational Faculty. English Department. State Institute of Islamic Studies (STAIN) Salatiga.

Vina said that grammatical equivalence in translating the two languages is very important to achieve the closest meaning. The objective of her writing is to investigate the students' ability in translating grammatical equivalence as well as to find out common errors made by students. Her writing is limited only on three grammatical categories namely person, tenses and voice.

Similar with the previous above, Sudartini, Siti. 2009. "The Question of Grammatical Equivalence in Translation. ". Sudartini also concerned with grammatical equivalence. She concerned with three aspects of grammatical equivalence occurring in English-Bahasa Indonesia translation, namely, person (pronoun), tense and voice. The result of her study show the fact that category of person, tenses, and voice may cause problems in the translation from English into *Bahasa Indonesia*. Based on the result of her study, it is recommended that translator need to consider these three grammatical categories in translating from English to Bahasa Indonesia in order to maintain the source message.

Linier to both description above, Slepovitch also discussed about Grammatical Equivalence. In his writing which titled is *Grammatical equivalence in translating Russian adjectives and adverbs into English* discussed some of the specifics of achieving grammatical equivalence in translating adjectives and adverbs from Russian (native source language) into English (foreign target language) based on the author's translating and teaching experience reflected in his publications in this field of studies. He said that grammatical equivalence in translation is both a subject of research and an important issue of teaching. Grammatical choices are especially hard in the process of translating from one's mother tongue into a foreign language.

2.11 Conceptual Framework



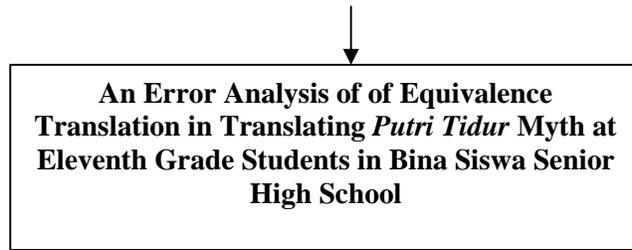


Figure 3. An Error Analysis of of Equivalence Translation in Translating *Putri Tidur* Myth at Eleventh Grade Students in Bina Siswa Senior High School (Rumapea Juliati: 2016)

CHAPTER III RESEARCH METHODOLOGY

3.1 Research Design

In order to analyze the errors, the writer used a descriptive qualitative data analysis in which categories of reaction are devided directly from part of data without an organizing scheme. Qualitative method concerns with studying human behaviour within the context in which that behaviour will occur naturally and in which that behavior will not affect the normal behavior of the subject.

Creswell (2009 : 4) stated that descriptive qualitative data means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures. Data typically collected in the participant's setting data analysis inductively building from particulars to general themes and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure.

3.2 Subject of the Research

Subject of this research is the students of grade eleven in SMA Swasta Bina Siswa, especially in class of XI IPA 1 which consisted of 20 students. The writer took 4 of students' paper sheet to be analyzed. The writer chose them because she wanted to know how far the students' ability in translating a text from Indonesian into English is.

3.3 Instrument of Collecting the Data

In this research, the instrument for collecting the data is a test. It is to translate a text from Indonesian into English. To help their translation, they were allowed to use dictionary and grammar book help them to find out the difficult word and to construct the sentences well.

3.4 Technique of Collecting the Data

The writer collected the data by asking the students to translate a text which is entitled "*Putri Tidur*". Here, the writer used an essay test as the instrument of collecting the data to test the students' ability in translating the text. In this research, there are some steps which will be used by the writer in collecting the data.

First of all, the writer determined the topic of the text which will be translated by students. Next, the writer shared the text sheets for the students. While they are translating the text, the writer instructed the time to complete the translation given. The writer gave 90 minutes to translate it. Then, the writer asked the students to start translating the text. After the time is up, the writer collected all the answer sheets of the students to be analyzed.

3.5 The Technique of Analyzing Data

After the data was collected, it must be analyzed to achieve the intended objectives. The techniques that are used to analyze the data are descriptive statistics and error analysis. Based on

the descriptive method applied in this study, the writer, in analyzing the data of this study, used the following procedures:

1. Data collection

In this step, the writer collected the result of students' translation of the text which is entitled "*Putri Tidur*" as the data of this research.

2. Identification

After collecting the data, the writer identified all translation errors in the students' answer sheets.

3. Describing the Frequency of Errors

In describing the data, the writer used a percentage correction technique in describing errors which have been classified into four types namely, omission, addition, misformation, and misordering by using the formula as follows:

$$\text{Error Percentage (\%)} = \frac{\text{The Number of Errors of Each Category}}{\text{The Total Number of Errors}} \times 100\%$$

CHAPTER IV

DATA AND DATA ANALYSIS

This chapter presents data and data analysis of this research. They are presented descriptively.

4.1 The Data

Based on the research conducted on May 18, 2016 at SMA Swasta Bina Siswa, the writer got the data which are needed to be analyzed in this chapter. The data were collected after 20 students were asked to translate *Sleeping Beauty* text from Indonesian to English. After collecting the data, the writer identified all errors in the students' answer sheets. From the identification of errors, the writer found out that none of the students could translate the text correctly. They tend to make errors.

From the total sentences acquired by giving students a test focused on the use of grammatical equivalence elements, such as tense and person, the writer found 317 errors. The data students' error that were collected by the writer can be seen in table 4.1.

Table 4.1

The Error Data of XI IPA1 Sma Bina Siswa

No	Students' Error
1	<ol style="list-style-type: none">1. In the kingdom very far, <u>there a</u> kingdom to lead a king and queen.2. The king <u>lead</u> province with wise and factful although get king.3. The king invited for require blessing for <u>him</u> princess.4. He invited all people in the <u>him</u> kingdom.5. The king make a big celebration to welcome <u>him</u> child.6. One by one fairies express <u>her</u> blessing.7. She <u>is</u> very angry and not acceptance wil dis disdain.8. “when <u>baby this</u> age sixteen years, she shall pin a swing needle and sleep for time long that.9. After uttered the cursed fairy the <u>go leave</u> behind palace with broom to fly.10. The princess no dead about she only <u>for time sleeping long</u> that and curse this about be last when there the price that get up add fairy other.11. All people in castle <u>loving</u> her.12. To her age sixteen the gods or princess go in <u>room small</u> she to see people she just to sew the princess too amazed and to ask what that just you perform?13. <u>My</u> just to sew here <u>me</u> shall to teach to sew.14. Princess Aurora no know that <u>woman old</u> that is fairy wicked that just disquire.
2	<ol style="list-style-type: none">1. On the kingdom faraway there <u>is</u> an empire led by a king and a

	<p>queen.</p> <ol style="list-style-type: none"> 2. The king <u>lead</u> his region with wise and prudent . 3. Despite being a king ,Their life is less of happy because they <u>didn't had</u> a child. 4. It <u>makes</u> the king and queen sad. 5. Then one day, a queen <u>gives</u> birth to a beautiful little daughter named princess Aurora. 6. The king <u>making</u> a big celebration to welcome his daughter. 7. He invited all the <u>persons</u> in the kingdom. 8. But the king <u>forget</u> to invite all the farrier in the kingdom. 9. The facts that <u>are</u> thertin fairies in the kingdom but the king only invited twelve fairies. 10. When the celebration party <u>is</u> running on ,all of the fairies invited by king sorraunded the little princess togive a blessings. 11. Fairy <u>give</u> her blessing ,the 13th fairy who where not invited by the king come. 12. Fairy give her blessing ,the 13th fairy <u>who where</u> not invited by the king come. 13. She <u>is</u> very angry and can not accept this humilition. 14. The 13th fairy <u>is not gives</u> a blessing to the little princess ,she cursed her. 15. Days passed, Princess Aurora <u>grow</u> up into a beautiful princess. 16. The princess <u>enter</u> a small room. 17. She <u>see</u> a woman who is sewing. 18. Princess Aurora didn't know that the old woman is evil fairy. 19. She <u>took</u> needle from the hands of woman. 20. All <u>persons</u> in the kingdom fell asleep too. 21. Then the prince <u>kiss</u> princess Aurora. 22. Eventually, they <u>become</u> lovers and lived happy ever after.
3	<ol style="list-style-type: none"> 1. His live less happy because <u>them</u> has not a child.

	<ol style="list-style-type: none"> 2. After the day ,the queen gave a birth a little <u>princess a beautiful</u> named princess Aurora. 3. The king to invite fairys <u>for to</u> ask blessing for princess. 4. Inspite a king forget <u>for to</u> invite fairys in kingdom rightly in kingdom a therteen fairy but the king only invite twelveth fairy. 5. A princess <u>for to</u> ask blessing. 6. To moment turn of fairy twelve to give blessing fairy , a <u>fairy therteen</u> no to invite a king come. 7. <u>His</u> very angry and she unaccepted this humilation. 8. Fairy therteen said'' when <u>was</u> baby 16 years old , She will get stabbed by pin. 9. Day of change princess aurora grow a <u>princess beautiful</u> good and have sound beauty. 10. All people in the castle <u>love</u> her in the age sixteen a princess be entered the room in the suprised and question. 11. One day, a prince <u>approach</u> the kingdom. 12. <u>His</u> see a princess beauty sleeping there. 13. Then the prince <u>kiss</u> princess aurora.
4	<ol style="list-style-type: none"> 1. On the kingdom, very poor there <u>is</u> a kingdom to lead a king and queen. 2. The king <u>lead</u> in with wise and factful. 3. Then, one day the queen <u>gives</u> birth to little beautiful princess named, princess Aurora. 4. The birth of little princess <u>makes</u> the king and entire kingdom happy. 5. The king <u>make</u> a big party to receive him, daughter. 6. The king make a big party to receive <u>him</u> daughter. 7. The king invited <u>fairys</u> for request blessing for king princess. 8. But the king <u>forget</u> to invite fairys in the kingdom. 9. When the celebration party <u>is</u> running on.

	<ol style="list-style-type: none"> 10. <u>She</u> very angry. 11. The thirteenth fairy <u>not give</u> a blessing, but she cursed her. 12. The queen <u>beg</u> to the fairys. 13. At the age of sixteen, the princess <u>enter</u> a small room in her palace. 14. She <u>sees</u> a woman who is sewing. 15. Princess Aurora <u>didn't known</u> that the old woman is an evil fairy who in disguise. 16. All people in the kingdom <u>are</u> slept too. 17. Then, the fairy put her <u>in on</u> a mattress. 18. He <u>see</u> a beautiful princess asleep there.
5	<ol style="list-style-type: none"> 1. In the kingdom very poor, <u>there a kingdom</u> to lead a king and queen. 2. The king the a make big party <u>for to</u> welcome him child. 3. The king invited manners for require blessing for <u>him</u> princess. 4. In fact, in the kingdom, <u>there thirteen</u> fairless but the queen only invited twelve fairy. 5. On the turn of manner twelve given her bless <u>fairy thirteen</u> who not invite the king arrive. 6. <u>Fairy thirteenth</u> the no to give blessing to the princess small. 7. <u>Princess thirteenth</u> the to say “when baby this age sixteen years, she shall pin a swing needle and sleep for time long that”. 8. After uttered the curse, fairy the <u>go leave</u> behind palacewith broom to flay. 9. Day passed the princess Aurora growth became <u>a princess pretty</u>. 10. <u>The voice</u> very beautiful. 11. “What that just you to perform?” <u>my</u> just to sew, 12. Come here <u>me</u> shall to teach to sew. 13. She <u>look</u> a princess beautiful there.

6	<ol style="list-style-type: none"> 1. In the kingdom far away <u>there a</u> kingdom to lead a king and queen. 2. The king the a make big party <u>for to</u> become him child. 3. The king the a make big party for to become <u>him</u> child. 4. However the king <u>forget</u> for invited all fairies in a kingdom. 5. <u>Fairy thirteen</u> the to give blessing for little princess. 6. She contrary <u>her course</u> . 7. <u>Fairy thirteen</u> that to say “ when baby get old sixteen 8. Fairy <u>leave go</u> behind palace with broom fly 9. A queen <u>request</u> for combined fairy “ please combined fairy to help wiped off to course. 10. So day passed putri aurora <u>growth became</u> princess pretty. 11. So day passed putri aurora growth became <u>princess pretty</u> 12. She <u>have</u> the very beautiful voice. 13. She <u>see</u> people she just to see the princess to amazed and to ask “ what that just you to perform? 14. <u>My</u> just to sew. 15. Come here <u>me</u> shall to teach to sew. 16. Princess aurora <u>no know</u> that women old that is very wicked that just disguise. 17. She <u>look</u> a princess beautiful while sleeping in there.
7	<ol style="list-style-type: none"> 1. In the kingdom far away <u>there a</u> kingdom to lead a king and queen. 2. The king the a make big party <u>for to</u> welcome him child. 3. He invited all people in the <u>him</u> kingdom include to all fairy who live in the kingdom it 4. The king invited fairy for require blessing for <u>her</u> princess 5. In fact in the kingdom <u>there</u> thirteen fairies but the queen only invited twelve fairies

	<ol style="list-style-type: none"> 6. Fairy thirteen <u>no to give</u> blessing to the little princess. 7. She on the contrary <u>to curse</u>. 8. After uttered the curse, fairy <u>go leave</u> behind palace. 9. Day passed the princess aurora <u>growth became</u> a princess pretty the best and he have the voice a very beautiful. 10. She <u>see</u> people she just to sew the princess too amazeed and to ask. 11. Princess aurora <u>no know</u> that woman old that is fairy wacked that just disquire. 12. When Princess aurora slept all people who <u>there in the kingdom</u> followed sleeping. 13. Year passed princess Aurra predict <u>sleep</u> year hundreds. 14. One day <u>come</u> a prince very far appreach in kingdom. 15. She <u>look</u> a prince while sleeping there. 16. Finally they <u>become</u> couple and happy live forever.
8	<ol style="list-style-type: none"> 1. In the kingdom very way <u>there a</u> kingdom to lead a king and queen 2. The king <u>a make big party</u> for to welcome him child. 3. The king a make big party <u>for to</u> welcome him child. 4. The king invited for require blessing for <u>him</u> princess. 5. However the king <u>forget</u> for invited to all fairies who there in the kingdom 6. <u>Fairy thirteen</u> the no to give blessing to the princess small 7. When <u>baby this</u> age sixteen years she shall pin a swing needle and sleep for time long that 8. After uttered the curse fairy the <u>go leave</u> behind palace with boom to fly. 9. Day passed the princess aurora <u>growth</u> became a . princess aurora 10. The best and have <u>voice a very beautiful</u>.

	<ol style="list-style-type: none"> 11. The princess go in <u>room small</u>. 12. She <u>see</u> people just to you perform 13. Princess aurora <u>no know</u> that woman old that is fairy wicked that just disquire 14. princess aurora no know that <u>woman old</u> that is fairy wicked that just disquire 15. When princess aurora <u>sleeped</u> all people who there in the kingdom followed sleeping the fairy put the princess aurora on the matterss 16. The king a make big party for to welcome <u>him</u> child.
9	<ol style="list-style-type: none"> 1. In the kingdom for away <u>there</u> a kingdom to bead a king and queen 2. Althought get king be a life less happy because they dont have a child this <u>make</u> king and queen sad. 3. The king the <u>make</u> big party for to welcome him child . 4. However the king <u>forget</u> for invited to all fairies who there in the kingdom. 5. In fact in the kingdom <u>there thirteen</u> faries but the queen only invited twelve faries. 6. <u>He is</u> very angry and not acceptance will this distain 7. Fairy thirteen the to say “ when <u>baby this</u> age sixteen years. 8. The queen <u>ask</u> to the combained fairy t help wiped off t course this.” 9. “come here, i will teach you sew” <u>answer</u> that woman. 10. When princess <u>sleeped</u>,all the people also.
10	<ol style="list-style-type: none"> 1. In the kingdom for away <u>there</u> a kingdom to bead a king and queen 2. They king <u>make</u> big celebration for to welcome him child 3. He invited all people in the <u>him</u> kingdom include to all fairy

	<p>who live in the kingdom it</p> <ol style="list-style-type: none"> 4. However the king <u>forget</u> for invited to all fairies who there in the kingdom 5. When the celebration party was running on all <u>fairys</u> that invited the kig sorrounded. 6. <u>He is</u> very angry. 7. Fairy thirteen the <u>not given</u> blessing to the princess small. 8. The queen <u>ask</u> the fairy. 9. Day passed the princess aurora <u>grow</u> become a princess beautiful. 10. Day passed the princess aurora grow become a <u>princess beautiful</u>. 11. “Come here, i will teach you to sew” <u>answer</u> that woman.
11	<ol style="list-style-type: none"> 1. Although become a king his live less happy because <u>them</u> has not a child. 2. After the day, the queen express <u>a princess beautiful</u> named princess Aurora. 3. A king to cause a party <u>for to</u> pelt children pelt. 4. He <u>invite</u> all people in the kingdom. 5. The king to invite the <u>fairys</u> for to ask blessing for princess. 6. The king to invite the fairys <u>for to</u> ask blessing for princess. 7. In spite a king <u>forget</u> for to invite fairys in kingdom. 8. All fairy to invite a king surounded a princess <u>for to</u> ask blessing. 9. All fairy to invite a king surounded a princess for to <u>ask</u> blessing. 10. The thirteenth fairy <u>come</u>. 11. <u>Fairy threeteen</u> no to give bless to little princess 12. <u>Fairy theeteen</u> said “when baby 16 years old. 13. <u>His</u> will to stick pin and sleeping to a long time.

	<p>14. <u>His</u> sleep only to a long time and curse about be lost when there is prince wake up to grow fairy.</p> <p>15. Day of change, princess Aurora <u>grow</u> a princess beautiful, good have sound.</p> <p>16. Day of change, princess Aurora grow <u>a princess beautiful</u>, good have sound.</p> <p>17. She <u>look</u> a woman sewing.</p> <p>18. <u>I sewing</u>, come here I will teach you saw answer the woman.</p> <p>19. All people there in the kingdom <u>follow sleep</u></p>
12	<p>1. His live less happy because <u>them</u> has not a child this things king and queen sad.</p> <p>2. He <u>invite</u> all people in kingdom be present all fairy stay in kingdom.</p> <p>3. In spite a king <u>forget</u> to invite all fairy in kingdom.</p> <p>4. But the king only <u>invite</u> twelve fairies.</p> <p>5. One of one fairy to give bless to moment turn of <u>fairy twelveth</u> to give blessing, a fairy threeteen no to invite asking come</p> <p>6. <u>His</u> very angry and she unaccepted this humiliation.</p> <p>7. <u>Fairy threeteen</u> give not blessing to a little princess.</p> <p>8. Fairy threeteen <u>give not blessing</u> to a little princess.</p> <p>9. Fairy <u>help remove</u> curse.</p> <p>10. Day of change, Princess Aurora grow <u>a princess beautiful</u> , good and have sound.</p> <p>11. Day of change, Princess Aurora <u>grow</u> a princess beautiful , good and have sound.</p> <p>12. She <u>look</u> a women while sewing a princess surprised and question.</p> <p>13. <u>I sew</u>, come here I will teach you sew answer the woman.</p> <p>14. Then suddenly arm princess Aurora got stabbed nedde and <u>sleep</u>.</p>

	<p>15. <u>A fairy thirteen</u> who uninvited by the king come.</p> <p>16. <u>His</u> will get stabbed by needle.</p>
13	<ol style="list-style-type: none"> 1. Although become a king his live less happy because <u>them</u> has not a child this thing make king and queen sad. 2. After the day, the queen express <u>a princess beautiful</u> named princess Aurora. 3. A king to cause a party <u>for to</u> pelt children. 4. The king to invite fairys <u>for to</u> ask blessing for princess. 5. In spite a king forget <u>for to</u> invite fairys in kingdom 6. All fairy to invite a king surrounded a princess <u>for to</u> ask blessing. 7. <u>The fairy threeteen</u> no to invite a king come. 8. <u>His</u> very angry and not acceptane this disdain. 9. <u>Fairy threeteen</u> not to give bless to little princess. 10. <u>Fairy threeteen</u> said “when baby 16 years old, his will to stick pin and sleeping to a long time”. 11. <u>His</u> will to stick pin and sleeping to a long time. 12. <u>His</u> sleep only to a long time and curse about be lost when there is prince wake up” to grow fairy 13. Day of change, princess Aurora grow into <u>princess beautiful</u>, good and have sound a beauty 14. All people in the castle love <u>his</u> .
14	<ol style="list-style-type: none"> 1. In the a kingdom very poor, <u>there are</u> kingdom to lead a king and queen. 2. The king the a <u>make</u> big party for welcome him child. 3. However, the king <u>forget</u> for invited to all fairies who there in the kingdom. 4. She <u>is</u> very angry and not acceptance will this disdain. 5. Fairy the <u>go leave</u> behind palace with broom fly.

	<ol style="list-style-type: none"> 6. <u>He</u> have the voice a very beautiful. 7. He <u>have</u> the voice a very beautiful.
15	<ol style="list-style-type: none"> 1. <u>There a</u> kingdom to lead a king ad queen. 2. Although <u>get</u> a king, be a life less happy. 3. The king <u>a make big party</u> for to welcome him child. 4. People in <u>him</u> kingdom include to all fairies who live in the kingdom. 5. <u>Fairy thirteen</u> who not invite the king arrive.mo 6. <u>She is</u> very angry and not acceptance with this humilitation. 7. Fairy thirteenth the <u>not give</u> blessing to the princess small. 8. Fairy thirteenth the not give blessing to the <u>princess small</u>. 9. <u>Answer</u> the fairy. 10. Day passed the princess Aurora , <u>grow</u> into a princess a pretty the best and have the voice a very beautiful. 11. Day passed the princess Aurora , grow into <u>princess a pretty</u> the best and have the voice a very beautiful. 12. The prince go to the room, she <u>see</u> people. 13. Here, <u>me</u> shall teach to sew. 14. <u>Answer</u> the woman. 15. Princes Aurora <u>no know</u> that woman old that is fairy wicked that just disguise. 16. When princess Aurora <u>sleped</u>, all people wh there in the kingdom followed sleeping. 17. The queen <u>ask</u> to the fairy.
16	<ol style="list-style-type: none"> 1. The king <u>lead</u> it wisely. 2. But he only <u>invites</u> twelve of them. 3. The thirteenth fairy that hasn't <u>invite</u> come there. 4. "when this baby <u>was</u> in 16th years old, she will get stabbed by pin and slept for a long time".

	<ol style="list-style-type: none"> 5. “when this baby was in 16th years old, she will get stabbed by pin and <u>slept</u> for a long time”. 6. All the kingdom <u>fell shocked</u> . 7. It can’t be <u>take</u> again. 8. Then, the curse will <u>lost</u> if there is a prince. 9. Days passed, Aurora <u>grows became</u> a beautiful girl that has a beautiful voice too. 10. All of people <u>love</u> her. 11. Suddenly, Aurora get stabbed by pin and she <u>sleeps</u>. 12. When Aurora <u>sleeps</u>, all the people in the kingdom sleep too. 13. Aurora wakes up from her <u>sleep</u> and also with the people in the kingdom.
17	<ol style="list-style-type: none"> 1. There <u>is</u> an empire led by a king and a queen. 2. The king <u>lead</u> his region with wise and prudent. 3. Because they <u>didn’t had</u> a child. 4. Then, one day the queen <u>gives birth</u> to beautiful little daughter named princess Aurora. 5. Then, one day the queen gives birth to <u>beautiful little daughter</u> named princess Aurora. 6. The birth of the little princess <u>makes</u> the king and the entire kingdom happy. 7. The king <u>making</u> a big celebration to welcome his daughter. 8. But, the king <u>forget</u> to invite all the fairies in the kingdom. 9. The facts that there <u>are</u> thertin fairies in kingdom but the king only invited twelve fairies. 10. When the celebration party <u>is</u> running on all the fairies invited by king surrounded the princess to give a blessing. 11. The fairy <u>gives</u> her blessing. 12. She <u>is</u> very angry and cannot accept this humilitatin. 13. The 13th fairy <u>not giving</u> a blessing to the little princess.

	<p>14. Days passed, Princes Aurora <u>grow up</u> into a beautiful Princess.</p> <p>15. The Princess <u>enter</u> a small room in her place.</p> <p>16. She <u>sees</u> a woman who is sewing.</p> <p>17. All <u>persons</u> in the kingdom are fell asleep too.</p> <p>18. Years passed, princess Aurora <u>had been asleep</u> for hundreds of year until the daycame.</p> <p>19. The princess <u>wake up</u> from her sleep.</p> <p>20. Eventually, they <u>become</u> lovers and lived happily ever after.</p>
18	<p>1. In the kingdom for away <u>there a kingdom</u> to lead a king and queen.</p> <p>2. The king the <u>make</u> big party for to welcome him child.</p> <p>3. He invited all people in the <u>him</u> kingdom include to all fairy who live in the kingdom it</p> <p>4. The king invited fairy for require blessing for <u>her</u> princess</p> <p>5. In fact in the kingdom <u>there</u> thirteen furiuos but the queen only invited twelve fairies</p> <p>6. Fairy thirteen <u>no to give</u> blessing to the little princess.</p> <p>7. <u>She on</u> the contrarty to curse.</p> <p>8. After uttered the curse, fairy <u>leave</u> behind palace.</p> <p>9. Day passed the princess aurora growth became <u>a princess pretty</u> the best and he have the voice a very beautifull</p> <p>10. She <u>see</u> people she just to sew the princess too amazeed and to ask</p> <p>11. Princess aurora <u>no know</u> that woman old that is fairy wacked that just disquire</p> <p>12. When Princess aurora slepted all people who <u>there in the kingdom</u> followed sleeping.</p> <p>13. Year passed princess Aurra predict <u>sleep</u> year hundreds.</p> <p>14. One day <u>come</u> a prince very far appreach in kingdom.</p> <p>15. She <u>look</u> a prince while sleeping there.</p>

	<p>16. Finally they <u>become</u> couple and happy live forever.</p> <p>17. Aurora wakes up from her <u>sleep</u> and also with the people in the kingdom.</p> <p>18. The princess <u>wake up</u> from her sleep.</p> <p>19. One of one fairy to give bless to moment turn of <u>fairy twelveth</u> to give blessing, a fairy threeteen no to invite asking come.</p>
19	<p>1. In the kingdom a very far, <u>there a kingdom</u> to lead a king and a queen.</p> <p>2. The king the <u>a make</u> a big party for to welcome him child.</p> <p>3. However the king <u>forget</u> for invited to all fairies</p> <p>4. On the turn of fairy twelve <u>given</u> her bless fairy thirteen who not invite the king arrive.</p> <p>5. On the turn of fairy twelve given her bless <u>fairy thirteen</u> who not invite the king arrive.</p> <p>6. <u>He</u> is very angry and not acceptance with this disdom.</p> <p>7. <u>Fairy thirteen</u> the on to give blessing to the little pricess ,She on the contrary on the curse.</p> <p>8. Princess thirteen the to say “ when <u>baby this</u> age sixteen year, she shall pin a swing needle and sleep for time long that.</p> <p>9. What is fact already in pronounce no can in pull my queen return” <u>answer</u> fairies is that .</p> <p>10. Answered the faity <u>to calm try</u> king and queen.</p> <p>11. Day passed the princess aurora <u>growth</u> , become a princess pretty , the best and have the voice a very beautiful.</p> <p>12. Day passed the princess aurora growth , become a <u>princess pretty</u> , the best and have the voice a very beautiful.</p> <p>13. She to <u>see</u> people she just to sew the princess to amazed and ask “ what that just to perform?</p> <p>14. My just to sew here my sail to teach to sew,<u>answer</u> that woman.</p>

1. In faraway kingdom, there is a kingdom.
2. Even He is a king ,his life less of happy because they havent a child anymore.
3. Then ,in one day the queen give birth a princess little beauty whose name is aurora.
4. The king make a big celebration to him daughter.
5. He invited all the persons in his kingdom.
6. When the celebration running on ,every fairys which invited to surrounded the little princes to give their blessings.
7. She very angry and didn't accepted that humilotation.
8. The thirteenth fairy is not give a blessing to the princess little.
9. After curse princess ,she went to left the kingdom with she stick broom.
10. The queen beg to the fairy.
11. The curse will be lost is there is a prince wakes her up,another fairy added.
12. The day passed, princess aurora grown up become a princess beautiful , kind and have melodious voice.
13. In her age at on sixteen ,the princess entering the room small in that palace.
14. She seen a woman is needling.
15. Princess aurora didn't known that the old woman is evil fairy.
16. Year passed, aurura have slept above a hundred years.
17. One day, a prince comes from far island and approach the kingdom.
18. The princess wake up also every persons in the king.
19. When the celebration running on ,every fairys which invited to surrounded the little princes to give their blessings.
20. He invited all the persons in his kingdom included fairys in their kingdom.
21. Finally, they becomes a lover and life happily after.

4.2 Data Analysis

Based on the error occurrences, the writer classified the errors that occur into some categories as well:

1. Omission, errors are where the absence of an item that must appear.
2. Addition, errors are where the presence of an item which must not appear.
3. Misformation, errors are where the characterized by the use of the wrong form of the morpheme or structure.
4. Misordering, errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

By using these categories, the writer classified the errors in the data analysis.

After the data had been identified, the writer classified the students' translation errors of *Putri Tidur* text into four types of errors, namely error of omission, error of addition, error of misformation and error of misordering. The data in this study were taken from the translation of 4 chosen students of SMA Bina Siswa.

Item Number 04

1) Errors of Omission

1. *Dia sangat marah dan tidak terima akan penghinaan ini*= She very angry. She unaccepted the humilitation.

There is an omission of word 'was' in the target language. The correct form is 'She was very angry and unaccepted that humilitation'

2. *Peri ketigabelas itu bukan memberikan berkah kepada sang putri kecil, dia malah mengutuknya*= The thirteenth fairy not give a blessing, but she cursed her.

There is an omission of auxiliary verb 'was' in the target language. The correct form is 'The thirteenth fairy was not giving a blessing, but she cursed her.'

2) Errors of Addition

1. *Sang raja mengundang peri-peri untuk meminta berkah buat putrinya*= The king invited fairys for request blessing for king princess.

The addition error is the addition of the word "s" in the target language. The correct form is "The king invited fairies to request their blessing for his daughter."

2. *Putri Aurora tidak mengetahui bahwa wanita tua itu adalah peri jahat* = Princess Aurora didn't known that the woman is evil fairy.

The addition error is the addition of main verb "know" in the target language. The correct form is 'Princess Aurora didn't know that the old woman was evil fairy.'

3) Errors of Misformation

1. *Raja memimpin wilayahnya dengan arif dan bijaksana*= The king lead in with wise and tactful. There is a misformation error of the verb "lead". The correct form is "He led his kingdom wisely."

2. *Sang raja membuat sebuah perayaan besar untuk menyambut anaknya itu* = The king make a big party to receive him daughter.

There is a misformation error of "maka and him". The correct form is "He made a big party to celebrate his daughter"

3. *Semua orang yang dikerajaan ikut tertidur*= all people in the kingdom are slept too.

There is a misformation error of the verb to be “were” . The correct form is “all of the people in that kingdom were sleeping also”

4. *Kemudian peri tersebut meletakkan sang putri diatas kasur* = Then , the fairy put her in on a mattress.

There is a misformation error of the preposition “in” . The correct form is “Then, the fairy put her on a mattress”

5. *Dia melihat seorang putri cantik tertidur disana* = He see a beautiful princess sleep.

There is a misformation error of the verb “see” . The correct form is “He saw a beautiful princess that is slept there”

6. *Akhirnya mereka menjadi sepasang kekasih dan hidup bahagia selamanya* = Eventually, they become a couple and lived happily after.

There is a misformation error of the verb “become”. The correct form is “finally, they became a lover and lived happy ever after.”

Item Number 11

1)Errors of Omission

1. *“apa yang sedang kau lakukan?”,”aku sedang menjahit”*= “what are you doing?”,” I sewing”.

There is an omission of to be ‘am’ in the target language. The correct form is “what are you doing?”, I’m sewing”

2)Errors of Addition

1. *Sang raja mengundang peri-peri untuk meminta berkah buat putrinya* = The king invite fairys to ask blessings for princess.

The addition error is the addition of “-ies” in the target language. The correct form is “The king invited the fairies to ask blessings for his daughter .”

3) Errors of Misformation

1. *Sang putri tidak akan meninggal , dia hanya tertidur untuk waktu yang lama* = Princess not be dead, his sleep only to a long time.

There is a misformation error of the word “his”. The correct form is “The princess will not die, she just sleep for a long time.”

2. *Ketika putri Aurora tertidur, semua orang yang dikerajaan pun ikut tertidur* = When Princess Aurora sleeping, all people there in kingdom follow sleep

There is a misformation error of the verb “sleep”. The correct form is “When Princess Aurora slept, all the people in the kingdom slept too.”

3. *mereka belum mempunyai seorang anak* = them has not a child.

There is a misformation error of the pronoun “them” in the target language. The correct form is “they haven’t child yet.”

4) Error of Misordering

1. *Peri ketigabelas itu bukan memberi berkah kepada sang putri kecil , dia malah mengutuknya* = Fairy threeteen not give bless to litle princess but she curse her.

The sentence above is not well-formed. The student misorders the sentence. The correct form sentence is “Thirteenth fairy was not giving blessing, but she cursed her.”

Item Number 16

1) Error of Addition

1. *Semua orang didalam istana itu terkejut dan sedih begitu juga dengan sang raja dan ratu =* All the people in the kingdom fell shocked and the king and the queen. The addition error is the addition of the past verb “fell” and in the target language. The correct form is “Everyone in the palace shocked and sad as well as the king and queen”.

2. *Hari terus berganti, putri Aurora tumbuh menjadi putri yang cantik, baik dan memiliki suara yang sangat indah =* Day passed, Aurora grows became a beautiful girl that has a beautiful voice too. The addition error is the addition of the verb “became” and in the target language. The correct form is “Days passed, princess Aurora grown into a beautiful princess. She is kind and had a melodious voice”.

2) Error of Misformation

1. *Raja memimpin wilayahnya dengan arif dan bijaksana =* The king lead it wisely. There is a misformation error of the verb “lead”. The correct form is “The king led his kingdom wisely”.

2. *Peri ketigabelas itu mengatakan, “ ketika bayi ini berumur 16 tahun, dia akan tertusuk sebuah jarum dan tertidur untuk waktu yang lama” =* She said,” whe the baby was in 16th years old , she will get stubbed by pin and slept for a long time”. There is a misformation error of the verb tobe “was” and verb “slept”. The correct form is “The thirteenth fairy said, “ when this baby is sixteen years old, she will be pricked by a needle and fall asleep for along time”.

3. *“dan kutukan ini akan hilang jika ada sang pangeran yang membangunkannya” =* Then, the curse will lost if there is a man who wakes her. There is a misformation error of the verb “lost”. The correct form is “and this curse will be lost if there is prince who awakes her”.

4. Ketika putri Aurora tertidur, semua orang yang ada dikerajaan ikut tertidur = When Aurora sleeps, all the people in the kingdom sleep too. There is a misformation error of the verb “sleeps”. The correct form is “When princess Aurora fell asleep, all people in the kingdom were fell asleep too”.
5. *Sang putri tersadar dari tidurnya, begitu juga dengan orang-orang yang ada di istana* = Aurora wakes up from her sleep and also with the people in the kingdom. There is a misformation error of the verb “wakes”. The correct form is “The princess woke up from her sleep, as well as those that live in that palace”.

Item Number 20

1) Error of Omission

1. *Disaat pesta perayaan tersebut sedang berlangsung, semua peri yang diundang raja mengelilingi putri kecil itu memberikan berkah*= When the celebration running on , every fairys which invited by the king come to surrounded the little princess the litle princess to give their blessings.

There is an omission of the verb tobe ‘was’ in the target language. The correct form is “When the celebration was running on , every fairys which invited by the king come to surrounded the little princess the litle princess to give their blessings.”

2) Errors of Addition

1. *Dia mengundang seluruh orang dikerajaanya* = He invited all the persons in his kingdom.

The addition error is the addition of the word “persons” in the target language. The correct form is “He invited all the people in his kingdom.”

2. *Dia sangat marah dan tidak terima akan penghinaan ini* = She very angry and didn't accepted that humiliation.

The addition error is the addition of the past verb "did" and "accept" in the target language.

The correct form is "She was very angry and didn't accept that humiliation."

3) Errors of Misformation

1. *terdapat sebuah kerajaan yang dipimpin oleh seorang raja dan ratu* = there is a kingdom which led by a kingdom and queen.

There is a misformation error of the verb to be "is". The correct form is "there was a kingdom which is led by a kingdom and queen."

2. *Meskipun menjadi seorang raja* = Even he is a king.

There is a misformation error of verb to be "is". The correct form is "Even he was a king."

3. *Hal itu membuat ratu dan raja sedih* = That makes king and queen sad.

There is a misformation error of the verb "makes". The correct form is "That made king and queen sad."

4. *Sang raja membuat sebuah perayaan besar untuk menyambut anaknya itu* = The king make a big celebration to him daughter.

There is a misformation error of the pronoun "him". The correct form is "The king made a big celebration to his daughter."

5. *Setelah mengucapkan kutukan itu, peri itu pergi meninggalkan istana dengan sapu terbangnya* = after curse princess, she went to left the kingdom with she stick broom.

There is a misformation error of the pronoun "she". The correct form is "after cursed princess, she went to leave the kingdom with her stick broom"

6. *Sang ratu memohon kepada peri* = The queen beg to the fairy.

There is a misformation error of verb “beg”. The correct form is “The queen begged to the fairy”

7. *Dia melihat seorang wanita menjahit* = She seen a woman is needling. There is misformation error of verb “see”. The correct form is “ She saw a woman who is needling.”

8. *Tahun demi tahun berlalu,putri Aurora telah tertidur selama ratusan tahun* = Year passed, princess Aurora have slept above a hundred years. There is misformation error of verb “Have slept”. The correct form is “Year passed, princess Aurora had been asleep above a hundred years.”

4) Error of Misordering

1. *Putri Aurora tumbuh menjadi putri yang cantik*= Princess Aurora grown up become a princess beautiful.

The sentence above is not well-formed. The student misorders the sentence. The correct form sentence is “Princess Aurora grown up become a beautiful princess.

For the clear result, the classification of students’ translation error can be seen in the following table:

Table 4.2 The Translation Error

	<p>pretty.</p> <p>11. So day passed putri aurora growth became <u>princess</u> <u>pretty</u></p> <p>12. She <u>have</u> the very beautifull voice.</p> <p>13. She <u>see</u> people she just to sew the princess to amazed and to ask “ what that just you to perform?</p> <p>14. <u>My</u> just to sew.</p> <p>15. Come here <u>me</u> shall to teach to sew.</p> <p>16. Princess aurora <u>no know</u> that women old that is very wicked that just disfuise.</p> <p>17. She <u>look</u> a princess beautiful while sleeping in there.</p>			<p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p>	<p>ð</p>
7	<p>1. In the kingdom for away <u>there a</u> kingdom to lead a king and queen.</p> <p>2. The king the a make big party <u>for to</u> welcome him child.</p> <p>3. He invited all people in the <u>him</u> kingdom include to all fairy who live in the kingdom it.</p> <p>4. The king invited fairy for require blessing for <u>her</u> princess.</p> <p>5. In fact in the kingdom <u>there</u> thirteen furiuos but the queen only invited twelve fairies.</p> <p>6. Fairy thirteen <u>no to give</u> blessing to the little princess.</p> <p>7. She on the contrarty <u>to curse</u>.</p> <p>8. After uttered the curse, fairy <u>go leave</u> behind palace.</p> <p>9. Day passed the princess aurora <u>growth became</u> a princess pretty the best and he have the voice a very beautifull.</p>	<p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p>	<p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p>	<p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p>	<p>ð</p>

	<p>10. She <u>see</u> people she just to sew the princess too amazeed and to ask.</p> <p>11. Princess aurora <u>no know</u> that woman old that is fairy wacked that just disquire.</p> <p>12. When Princess aurora slept all people who <u>there in the kingdom</u> followed sleeping.</p> <p>13. Year passed princess Aurra predict <u>sleep</u> year hundreds.</p> <p>14. One day <u>come</u> a prince very far appreach in kingdom.</p> <p>15. She <u>look</u> a prince while sleeping there.</p> <p>16. Finally they <u>become</u> couple and happy live forever.</p>			<p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p>	
8	<p>1. In the kingdom very way <u>there a kingdom</u> to lead a king and queen.</p> <p>2. The king <u>a make big party</u> for to welcome him child.</p> <p>3. The king a make big party <u>for to</u> welcome him child.</p> <p>4. The king invited for require blessing for <u>him</u> princess.</p> <p>5. However the king <u>forget</u> for invited to all fairies who there in the kingdom.</p> <p>6. <u>Fairy thirteen</u> the no to give blessing to the princess small</p> <p>7. When <u>baby this</u> age sixteen years she shall pin a swing needle and sleep for time long that</p> <p>8. After uttered the curse fairy the <u>go leave</u> behind palace with boom to fly.</p> <p>9. Day passed the princess aurora <u>growth</u> became a . princess aurora.</p> <p>10. The best and have <u>voice a very beautiful</u>.</p> <p>11. The princess go in <u>room small</u>.</p>	<p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p>		<p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p>	

10	<ol style="list-style-type: none"> 1. In the kingdom for away <u>there a</u> kingdom to bead a king and queen 2. They king <u>make</u> big celebration for to welcome him child 3. He invited all people in the <u>him</u> kingdom include to all fairy who live in the kingdom it 4. However the king <u>forget</u> for invited to all fairies who there in the kingdom 5. When the celebration party was running on all <u>fairys</u> that invited the kig sorrouded. 6. <u>He is</u> very angry. 7. Fairy thirteen the <u>not given</u> blessing to the princess small. 8. The queen <u>ask</u> the fairy. 9. Day passed the princess aurora <u>grow</u> become a princess beautiful. 10. Day passed the princess aurora grow become a <u>princess beautiful</u>. 11. “Come here, i will teach you to sew” <u>answer</u> that woman. 	ð	ð	ð	ð
11	<ol style="list-style-type: none"> 1. Although become a king his live less happy because <u>them</u> has not a child. 2. After the day, the queen express <u>a princess beautiful</u> named princess Aurora. 3. A king to cause a party <u>for to</u> pelt children pelt. 4. He <u>invite</u> all people in the kingdom. 5. The king to invite the <u>fairys</u> for to ask blessing for princess. 6. The king to invite the fairys <u>for to</u> ask blessing for princess. 	ð	ð	ð	ð

	<p>9. Fairy <u>help</u> remove curse.</p> <p>10. Day of change, Princess Aurora grow <u>a princess beautiful</u> , good and have sound.</p> <p>11. Day of change, Princess Aurora <u>grow</u> a princess beautiful , good and have sound.</p> <p>12. She <u>look</u> a women while sewing a princess surprised and question.</p> <p>13. <u>I sew</u>, come here I will teach you sew answer the woman.</p> <p>14. Then suddenly arm princess Aurora got stabbed nedde and <u>sleep</u>.</p> <p>15. <u>A fairy thirteen</u> who uninvited by the king come.</p> <p>16. <u>His</u> will get stabbed by needle.</p>	ð		ð	ð
13	<p>1. Although become a king his live less happy because <u>them</u> has not a child this thing make king and queen sad.</p> <p>2. After the day, the queen express <u>a princess beautiful</u> named princess Aurora.</p> <p>3. A king to cause a party <u>for to</u> pelt children.</p> <p>4. The king to invite fairys <u>for to</u> ask blessing for princess.</p> <p>5. In spite a king forget <u>for to</u> invite fairys in kingdom</p> <p>6. All fairy to invite a king surrounded a princess <u>for to</u> ask blessing.</p> <p>7. <u>The fairy threeteen</u> no to invite a king come.</p> <p>8. <u>His</u> very angry and not acceptane this disdain.</p> <p>9. <u>Fairy threeteen</u> not to give bless to little princess.</p> <p>10. <u>Fairy threeteen</u> said “when baby 16 years old, his will to stick pin and sleeping to a long time”.</p>		ð	ð	ð

	<p>11. <u>His</u> will to stick pin and sleeping to a long time.</p> <p>12. <u>His</u> sleep only to a long time and curse about be lost when there is prince wake up” to grow fairy</p> <p>13. Day of change, princess Aurora grow into <u>princess beautiful</u>, good and have sound a beauty</p> <p>14. All people in the castle love <u>his</u> .</p>			<p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p>	<p>ð</p>
14	<p>1. In the a kingdom very poor, <u>there are</u> kingdom to lead a king and queen.</p> <p>2. The king the a <u>make</u> big party for welcome him child.</p> <p>3. However, the king <u>forget</u> for invited to all fairies who there in the kingdom.</p> <p>4. She <u>is</u> very angry and not acceptance will this disdain.</p> <p>5. Fairy the <u>go leave</u> behind palace with broom fly.</p> <p>6. <u>He</u> have the voice a very beautiful.</p> <p>7. He <u>have</u> the voice a very beautiful.</p>	ð		<p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p>	
15	<p>1. <u>There a</u> kingdom to lead a king ad queen.</p> <p>2. Although <u>get</u> a king, be a life less happy.</p> <p>3. The king a <u>make big party</u> for to welcome him child.</p> <p>4. People in <u>him</u> kingdom include to all fairies who live in the kingdom.</p> <p>5. <u>Fairy thirteen</u> who not invite the king arrive.mo</p> <p>6. <u>She is</u> very angry and not acceptance with this humilitation.</p> <p>7. Fairy thirteenth the <u>not give</u> blessing to the princess small.</p> <p>8. Fairy thirteenth the not give blessing to the <u>princess small</u>.</p> <p>9. <u>Answer</u> the fairy.</p>	ð		<p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p>	<p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p>

	<p>10. Day passed the princess Aurora , <u>grow</u> into a princess a pretty the best and have the voice a very beautiful.</p> <p>11. Day passed the princess Aurora , grow into <u>princess</u> a <u>pretty</u> the best and have the voice a very beautiful.</p> <p>12. The prince go to the room, she <u>see</u> people.</p> <p>13. Here, <u>me</u> shall teach to sew.</p> <p>14. <u>Answer</u> the woman.</p> <p>15. Princes Aurora <u>no know</u> that woman old that is fairy wicked that just disguise.</p> <p>16. When princess Aurora <u>sleped</u>, all people wh there in the kingdom followed sleeping.</p> <p>17. The queen <u>ask</u> to the fairy.</p>		<p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p> <p>ð</p>	<p>ð</p>
16	<p>1. The king <u>lead</u> it wisely.</p> <p>2. But he only <u>invites</u> twelve of them.</p> <p>3. The thirteenth fairy that hasn't <u>invite</u> come there.</p> <p>4. “when this baby <u>was</u> in 16th years old, she will get stabbed by pin and slept for a long time”.</p> <p>5. “when this baby was in 16th years old, she will get stabbed by pin and <u>slept</u> for a long time”.</p> <p>6. All the kingdom <u>fell shocked</u> .</p> <p>7. It can't be <u>take</u> again.</p> <p>8. Then, the curse will <u>lost</u> if there is a prince.</p> <p>9. Days passed, Aurora <u>grows became</u> a beautiful girl that has a beautiful voice too.</p> <p>10. All of people <u>love</u> her.</p> <p>11. Suddenly, Aurora get stabbed by pin and she <u>sleeps</u>.</p>	<p>ð</p>	<p>ð</p>	

	<p>18. Years passed, princess Aurora <u>had been asleep</u> for hundreds of year until the daycame.</p> <p>19. The princess <u>wake up</u> from her sleep.</p> <p>20. Eventually, they <u>become</u> lovers and lived happily ever after.</p>	ð	ð	ð	
18	<p>1. In the kingdom for away <u>there a kingdom</u> to lead a king and queen.</p> <p>2. The king the <u>make</u> big party for to welcome him child.</p> <p>3. He invited all people in the <u>him</u> kingdom include to all fairy who live in the kingdom it</p> <p>4. The king invited fairy for require blessing for <u>her</u> princess</p> <p>5. In fact in the kingdom <u>there</u> thirteen furiuos but the queen only invited twelve fairies</p> <p>6. Fairy thirteen <u>no to give</u> blessing to the little princess.</p> <p>7. <u>She on</u> the contrarty to curse.</p> <p>8. After uttered the curse, fairy <u>leave</u> behind palace.</p> <p>9. Day passed the princess aurora growth became <u>a princess pretty</u> the best and he have the voice a very beautifull</p> <p>10. She <u>see</u> people she just to sew the princess too amazeed and to ask</p> <p>11. Princess aurora <u>no know</u> that woman old that is fairy wacked that just disquire</p> <p>12. When Princess aurora slepted all people who <u>there in the kingdom</u> followed sleeping.</p> <p>13. Year passed princess Aurra predict <u>sleep</u> year hundreds.</p>	ð	ð	ð	ð

	<p>14. One day <u>come</u> a prince very far approach in kingdom.</p> <p>15. She <u>look</u> a prince while sleeping there.</p> <p>16. Finally they <u>become</u> couple and happy live forever.</p> <p>17. Aurora wakes up from her <u>sleep</u> and also with the people in the kingdom.</p> <p>18. The princess <u>wake up</u> from her sleep.</p> <p>19. One of one fairy to give bless to moment turn of <u>fairy twelveth</u> to give blessing, a fairy threeteen no to invite asking come.</p>	<p>ð</p>	<p>ð</p>	<p>ð</p>	<p>ð</p>
<p>19</p>	<p>1. In the kingdom a very far, <u>there a kingdom</u> to lead a king and a queen.</p> <p>2. The king the <u>a make</u> a big party for to welcome him child.</p> <p>3. However the king <u>forget</u> for invited to all fairies</p> <p>4. On the turn of fairy twelve <u>given</u> her bless fairy thirteen who not invite the king arrive.</p> <p>5. On the turn of fairy twelve given her bless <u>fairy thirteen</u> who not invite the king arrive.</p> <p>6. <u>He</u> is very angry and not acceptance with this disdom.</p> <p>7. <u>Fairy thirteen</u> the on to give blessing to the little pricess ,She on the contrary on the curse.</p> <p>8. Princess thirteen the to say “ when <u>baby this</u> age sixteen year, she shall pin a swing needle and sleep for time long that.</p> <p>9. What is fact already in pronounce no can in pull my queen return” <u>answer</u> fairies is that .</p> <p>10. Answered the faity <u>to calm try</u> king and queen.</p> <p>11. Day passed the princess aurora <u>growth</u> , become a</p>	<p>ð</p>	<p>ð</p>	<p>ð</p>	<p>ð</p>

room small in that palace.		ð	
14. She <u>seen</u> a woman is needling.			
15. Princess aurora <u>didn't known</u> that the old woman is evil fairy.			ð
16. Year passed, aurura <u>have slept</u> above a hundred years.		ð	
17. One day, a prince <u>comes</u> from far island and approach the kingdom.		ð	ð
18. The princess wake up also every <u>persons</u> in the king.			
19. When the celebration running on ,every <u>fairys</u> which invited to surrounded the little princes to give their blessings.		ð	
20. He invited all the persons in his kingdom included <u>fairys</u> in their kingdom.		ð	
21. Finally, they <u>becomes</u> a lover and life happily after			ð

4.3 Research Findings

4.3.1 Research Finding on Error Analysis Equivalence in Translation

When the four of error types (omission, addition, misformation and misordering) have identified, the writer counted the types of errors' percentage. After the writer found out the result, the writer gave the list of the errors' type percentage as presented in the table below:

Table 4.3 Percentage of Translation Errors

No	Types of Errors	Number of Errors	Percentage
1	Errors of Omission	30	9.46%
2	Errors of Addition	40	12.62%
3	Errors of Misformation	190	59.94%
4	Errors of Misordering	57	17.98%

Total	317	100%
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From the data analysis above, number of omission errors are 30 and the percentage is 9.46%, number of addition errors are 40 and the percentage is 12.62%, number of misformation errors are 190 and the percentage is 59.94% and the last is number of misordering errors are 57 and the percentage is 17.98%. So, the total of number of errors are 317 and the total of percentage is 100%.

After all the data of the students' translation sheet were analyzed, the researcher interpreted the findings as following:

- 1) The most dominant type of error done by Students of SMA Bina Siswa is *Misformation*.

It can be interpreted that the students of SMA Bina Siswa are dominantly used the wrong form of the structure.

- 2) The second most dominant type of error is *Misordering*. It means that the students are often used incorrect placement of a word.

- 3) The third most dominant type of error is *Addition*. It means that the students have appeared the presence of an item which must not appear.

- 4) The type of error which is the least done by the students is *Omission*. It can be interpreted that the students made the absence of an item that must not appear.

4.4 Discussion

4.4.1 Error of Omission

Omission errors are characterized by omitting or absence of an item that must appear in a well-formed utterance. It is the first error that the students made in translating text in simple

present tense and simple past tense. The students make error because they don't know the use of tense and person in translating text well. They also confuse to choose the suitable word when they are translating. Actually, in translating the *Putri Tidur* text, they can make error. For example (Item 4) : *Dia sangat marah dan tidak terima akan penghinaan ini* (She very angry. She unaccepted the humiliation). When she translates it, she made errors. She made : "She very angry" It indicates that one item is omitted. The error occur because "was" does not exist in the students' mother tongue, so that the cause of errors called over differentiation in which a certain target language item is not found in the native language. From the example of that sentence, omission errors refer to an item that must appear in a well-formed utterance (Dulay, et.al 1982:154). This error also refers to interlingual transfer (Richard, 1973:174).

4.4.2 Error of Addition

Addition errors are the opposite of omission error. They are characterized by the presence of an item which must not appear in well formed utterances. It is the second errors that the students made in translating text. Addition usually occurs in later stage of second language acquisition or when the learner has already acquired some target language rules. The students make error because they don't know the form of tense and person in translating text. They don't know the use of the tense and pronoun well. For example (Item 11) : *Putri Aurora tidak mengetahui bahwa wanita tua itu adalah peri jahat* (Princess Aurora didn't known that the woman is evil fairy). She made : "Princess Aurora didn't known that the woman is evil fairy". It indicates that one item is add, that is "known" in the verb "didn't known". The sentence prove that the students overgeneralized the verb "known" by adding "did" in the verb. From the

example, addition errors refer to an item which must not appear in well formed utterances (Dulay, et.al 1982:156). This error also refers to overgeneralization (Richard, 1973:174).

4.4.3 Error of Misformation

Misformation error is a type of errors that is characterized by the use of the wrong form of the morpheme or structure. It is the third errors that the students made in translating the text. For example (Item 20) : *Sang ratu memohon kepada peri* (The queen beg to the fairy).

When the students translate it into English, she made errors. She made error in using verb past. She made: “The queen beg to the fairy”. The tense was not supplied by the learner. This error is refers to ignorance of rule restrictions (Richard, 1973:175). The students ignored the restrictions on the use of verb past in tense. The well-formed sentence is “*The begged to the fairy*”. Misformation errors refer to the use of the wrong form of the morpheme or structure (Dulay, et.al 1982:158).

4.4.4 Error of Misordering

Misordering error is a type of errors that is characterized by the incorrect placement or misplaced of a morpheme or group morphemes in an utterance. It is the last errors that the students made in translating the text.

For example (Item 20) = “*Putri Aurora tumbuh menjadi putri yang cantik* (Princess Aurora grown up become a princess beautiful).

The students failed to form the correct sentence in translating the text. There is disorder word “*princess beautiful*”. Actually in translating that sentence, the first should be *beautiful* and followed by *princess*. And the well (right) formed sentence is “*Putri Aurora tumbuh menjadi*

putri yang cantik" = (Princess Aurora grown up become a princess beautiful). Misordering errors refer to the incorrect placement or misplaced of a morpheme or group morphemes in an utterance (Dulay, et.al 1982:162).