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THE THIRD INTERNATIONAL MULTIDISCIPLINARY CONFERENCE ON SOCIAL SCIENCES

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INDONESIA

PROCEEDINGS

Hosted by:
• Faculty of Teacher Training and Education
• Faculty of Economics and Business
• Faculty of Law
• Faculty of Social and Political Sciences
3rd IMCoSS 2015

The Third International Multidisciplinary Conference on Social Sciences

5, 6 June 2015
Bandar Lampung University (UBL)
Lampung, Indonesia

PROCEEDINGS

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Bandar Lampung University (UBL)
Jl. Zainal Abidin Pagar Alam No.89 Labuhan Ratu, Bandar Lampung, Indonesia
Phone: +62 721 36 666 25, Fax: +62 721 701 467
website: www.ubl.ac.id
PREFACE

The Activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the The Third International Multidisciplinary Conference on Social Sciences (The 3rd IMCoSS) 2015 organizing committee, we are very pleased with the very good response especially from the keynote speaker and from the participants. It is noteworthy to point out that about 112 technical papers were received for this conference.

I would like to express my deepest gratitude to the International Advisory Board members, sponsor and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who give us endless support to these activities, so that the conference can be administrated on time.

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3rd IMCoSS 2015
The Third International Multidisciplinary Conference on Social Sciences
5, 6 June 2015

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Table Of Content

Preface.................................................................................................................................................. ii
International Advisory Board ........................................................................................................... iii
Steering Committee........................................................................................................................... iv
Organizing Committee...................................................................................................................... vi
Table of Content............................................................................................................................... viii

Keynote Speaker:


2. Contrasting Islamic Leadership Styles (An Empirical Study Of Muslim Majority And Minority Countries) - Khaliq Ahmad .............................................................. I-10

Paper Presenter:

ECONOMICS:

1. An Analysis of The Influence of Aggregate Expenditure Regional Gross Domestic Product Growth In The Lampung Province – H.M.A. Subing ............................II-1

2. Effect on The Quality of Passenger Satisfaction (Study in Radin Inten II Airport South Lampung) – Ardansyah and Stefanny Ellena Rushlan ...............................II-7

3. Factors That Affect Longevity Of Business Relationships – Margaretha Pink Berlia into and Innocentius Bernarto................................................................. II-12

4. Millennials Green Culture: The Opportunity And Challenge (A Case Study Of Higher Education Student) - Ika Suhartanti Darmo ................................................ II-21

5. Preferences Prospective Students In Choosing The Study Program (University X In Bandar Lampung) - Indriati Agustina Gultom and Wahyu Pamungkas ................................................................................ II-29

6. The Effect Of Growth, Profitability And Liquidity To Bond Rating Of The Banking Firms Listed On The Indonesian Stock Exchange (Period 2009-2013) - Syamsu Rizal and Winda Sutanti .............................................................II-34

7. The Influences Of Investment On Regional Gross Domestic Product (RGDP) In Lampung - Habiburrahman ........................................................................ II-42

8. The Influences Of Bank Product Socialization And Electronic Payment System Quality On Intention To Use E-Money In Indonesia - Cynthia Jonathan, Rina Erlanda and Zainal Arifin Hidayat ........................................II-46

9. The Influence Of Inflation, GDP Growth, Size, Leverage, And Profitability Towards Stock Price On Property And Real Estate Companies Listed In
10. The Influence Of Investment Opportunity Set (IOS) And Profitability Towards Stock Return On Property And Real Estate Firms In Indonesia Stock Exchange - Grace Ruth Benedicta, Herlina Lusmeida ..................................................II-57

11. The Influence Of Prosperity And Finacial Performance With Respect To Equalization Funds Of The Government District/City In All Southern Sumatra Regions - Rosmiati Tarmizi, Khairudin and Felisya Fransisca ............II-66


27. The Economical Analysis Of Mechanization In Land Preparation For Plantation - M.C. Tri Atmodjo ..............................................................................II-81

28. The Performance of Undiversified Portfolio In Indonesia Stock Exchange - Budi Frensidy ......................................................................................II-84

29. An Analysis Of Fast Improvement Program of Human Resources for Employee Satisfaction of PT. PLN (Persero), Bandar Lampung Power Sector - Sapmaya Wulan and Kiki Keshia ..................................................II-89

30. Engineering Model of Economic Institution Insugarcane Agribusiness Partnership (Case Study on Sugar Cane Agribusiness Partnership between Farmers Cooperative and Sugar Factory in Way Kanan Regency of Lampung Province-Indonesia) – Syahril Daud and Adrina Yustitia ................... II-97

LAW :

1. Analysis Of Convict's Rights In Judicial Review Of Narcotics Criminal Case - Yulianto ...........................................................................................................III-1

2. Comparison Of Authority Of The Conditional Court In India And Thailand In Judicial Review – Indah Satria .................................................................III-4

3. Criminal Law Policy As An Effort Of Overcoming Crime Towards Protected Animals - Benny Karya Limantara and Bambang Hartono ..............III-9


5. Denial Of Labor Rights By Liberal Legal Regime In The Outsourcing System - Cornelius C.G, Desi Rohayati and Ricco Andreas ..........................III-20

6. Design Of The Special / Special For Inclusion In The System Of The Republic Of Indonesia By Constitution Of The Republic Of Indonesia 1945 - Baharudin ........................................................................................................ III-22

7. Dilemma of State Sovereignty Protecting the Homeland Indonesia (Studies Agrarian Constitution) - FX. Sumarja .................................................. III-27

8. From State Sovereignty To People Sovereignty: The Development of State Control Doctrine in Indonesia Constitutional Court Decision - Utia Meylina .............................................................................................................III-32


11. The Death Penalty: Pancasila, With Efforts To Eradicated Drugs - Anggun Ariena R. and Ade Oktariatas Ky .................................................................................. III-48

12. The Existence of Government Regulation in Liew of Law or Peraturan Pemerintah Pengganti Undang-Undang (Perppu) in Legal Systems of the Republic of Indonesia - Rifandy Ritonga .................................................. III-53

13. The Fulfilment Of The Right To Health Services Through Control Of Ombudsman Functions In The Region - Agus Triono ...................................................... III-57

14. The Tort Of Multimodal Transportation Agreement - Dio Adewastia Fajarana .................................................................................................. III-64

15. Uprising Of Village Democracy: Challenge And Opportunities For Village - James Reinaldo Rumpia .................................................................................. III-70


17. The Role Of Adat Community As The Part Of Normative Systems In Paser - Melisa Safitri ........................................................................................................ III-83

SOCIAL SCIENCE :

1. An Using E-CRM To Improve Market Value Companies (Research Study at EF Bandar Lampung) - Ruri Koesliandana, Arnes Y. Vandika, and Dina Ika Wahyuningsih .............................................................................. IV-1

2. Analysis Of The Quality Of Public Health Field – Siti Masitoh ................................ IV-4

3. Charges Of Indonesia Labor / Workers Against Proper Living Needs That Can Meet The Minimum Wage – Agustuti Handayani .................................. IV-13

4. Community Response On Changes Regional Head Election System (Study On Environmental Public Housing Way Kandis Bandar Lampung) - Wawan Hernawan and Mutia Ravenska ................................................ IV-16

5. Compensation Policy Implementation Of Fuel Oil, In The District Konawe, Southeast Sulawesi Province (Study on Implementation of Direct Cash Assistance) – Malik and Noning Verawati ........................................................... IV-21

6. Crowd Funding, Social Entrepreneurship and Sustainable Development - Hery Wibowo ........................................................................................................ IV-29

7. Euphoria and Social Media Related to Organizational Effectiveness, Based on Gangnam Style Case - Astadi Pangarso and Cut Irna Setiawati ........................ IV-32
8. Financial Management In Public And Private Junior High Schools - Suwandi and Soewito

9. Gender Mainstreaming In Glasses of Public Administration at Banten Province - Ipah Ema Jumiati

10. Impact From Social Media To Social Life - Eka Imama N, Ade Kurniawan, Yoga Dwi Goesty D.S, and Arnes Y. Vandika

11. Implementation of Public Private Partnership in The Management Market RAU (Rau Trade Center) In Serang City - Rahmawati

12. The Values Of Democracy In The Implementation Local Political Agenda In Kendari - Jamal Bake

13. Evaluation Of Health Services Regional Public Hospital Besemah in Pagar Alam City of South Sumatra - Yuslainiwati, Budiman Rusli, Josy Adiwisastra, and Sinta Ningrum

14. The Impact Of It Social Network Path In The Students Of Community - Arnes Yuli Vandika

15. The Development of Women’s Participation in Political Life – Azima Dimyati

EDUCATION:


2. An Error Analysis of Speaking Present Tense on English Conversation on Program of PRO 2 Radio Bandar Lampung - Maryana Pandawa

3. Developing Students’ Writing Skill by Diary Writing Habit - Fatima A. Putri, Bery Salatar, and Susanto

4. Discourse Analysis Of Gettysburg Address -Yanuarius Yanu Darmawan

5. Error Analysis of SMA Pangudi Luhur Bandar Lampung Students’ Translation in Using Meaning-Based Translation. – Kefas Ajie BhekTI

6. Improving Students Affective Domain Through Asian Parliamentary Debate Technique – Purwanto

7. Online Authentic Materials For Learning English - AgniaMuti, Ezra Setiawan, and Ida Oktaviani

8. Politeness Strategies As Persuasive Tool In Magazine Advertisements Circulated In Lombok Tourism Spots – Lalu Abdul Khalik and Diah Supatmiwat

9. Simple Past Tense Of The First Grade Students Of SMP Negeri 1 Seputih Banyak In Academic Year Of 2014/2015 - Qory Fahrunisa Firdaus

10. Supporting Learners’ Autonomy Through Distance Language Learning - Dameria Magdalena S
11. Teaching Poetry in ELT Classrooms: Some Challenges and Solutions - Bastian Sugandi and Husnaini .................................................................V-54

12. Teaching Vocabulary By Using Hypnoteaching To Second Semester Students Of Bandar Lampung University - Fransiska Anggun Arumsari ....... V-58

13. The Application Of Brainstorming To Improve Student's Writing Skill - Ita Brasilia Nurhasanah, Ria Martin, and Rizky Amalia ................................V-65


15. The Application of Quiz Team Technique to Improve Students’ Understanding on Simple Present Tense at Grade Seven at SMPN 26 Bandar Lampung – Rosdawati ........................................................................................................V-71


17. The Effect Of The Application Of The News Presentation Towards Students’ Speaking Ability Of Grade Eleven At SMK Negeri 1 Seputih Agung - Risdiana Yusuf ........................................................................................................V-78

18. The Effect Of The Teacher’s Feedback Approach Towards Students’ Descriptive Writing Skill At Grade Tenth Of SMK Bhakti Utama Bandar Lampung - Nila Kurnijanti ........................................................................................................V-83

19. The Improvement Of Students’ Vocabulary Achievement By Using Direct Method Of SMP Wiyatama Bandar Lampung - Futri Nurhayani ........................................V-85

20. The Influence Of Lampungnese Ethnicity Accent On Dialect A To Lampungnese Students’ Pronunciation Ability At English Education Study Program - Anggi Okta Dinata ........................................................................................................V-88

21. The Influence Of Using Scrambled Pictures to Improve Students’ Ability in Writing Narrative Text of Eleventh Grade Students of SMK Bhakti Utama Bandar Lampung - Novita Uswatun Khasanah ...........................................V-91

22. The Use of Letterland Method in Teaching Reading at Early Year Level to Pre-School Students in an Informal Education in Bandar Lampung - Alfiana Rochmah .................................................................................................................V-94

23. The Influence Of Using Short Video Towards the Students’ Speaking Skill at Grade VII of SMPN 22 Bandar Lampung - Dita Oktapiana .............................................. V-101
ERROR ANALYSIS OF
SMA PANGUDI LUHUR BANDAR LAMPUNG STUDENTS’ TRANSLATION
IN USING MEANING-BASED TRANSLATION

Kefas Ajie Bhekti
English Language Education Study Program, Faculty of Teacher Training and Education, Bandar Lampung University
*Corresponding author e-mail: kefas.ajie@gmail.com

ABSTRACT - The purpose of this research is to analyze the errors of SMA Pangudi Luhur Bandar Lampung Students’ Translation in Using Meaning-Based Translation. This research focuses on discovering the errors that may arise, and the most dominant type of error in students’ translation. After analyzing the students’ translation, the result shows that there are many errors in students’ translation. Those errors include Global Errors, Local Errors, Omission Errors, Addition Errors and Misformation Errors. Global Errors and Local Errors are parts of Communicative Effect Taxonomy while the others are parts of Surface Strategy taxonomy. The errors that writer found were divided based on two taxonomies. The percentage of Global Errors in this research is 4.83% while the percentage of Local Errors is 95.1%. The percentage of Omission Errors is 45.6%, the percentage of Addition Errors is 19.2%, and the percentage of Misformation Errors is 35.2%. After quantifying the students’ translation, it can be concluded that almost all errors from two taxonomies arise in the students’ translation and the most dominant errors in this research are Local errors and Omission errors.

Keywords: Translation, Meaning-Based Translation, Error Analysis, Communicative Effect Taxonomy, Surface Strategy Taxonomy

1. INTRODUCTION
Translation is an activity of changing the form of information from a language to the other. Translation, by the Merriam-Webster Dictionary definition (1974) consists of changing from one state or form to another, to turn into one’s own or another’s language (Larson, 1998, p.3). The person who conducts translation is called as a translator. Translation can be conducted by everybody who is able to use more than a language. Translation involves not only Indonesian and English but also all languages which have written form. Translation is generally divided into form-based translation and meaning-based translation. In translation, errors have some possibilities to arise. The errors may be caused by the grammatical differences between the original text and the other language that the text will be translated to, and the translator’s ability to translate the text. It is hard to translate information to other language exactly the same as the original one. There is a possibility that the translator paraphrases his text because he finds some difficulties in translating.

Senior high school students have studied English for around 7-10 years. They have much experience in learning English. However, there are some possibilities that they make error in studying English or do an activity which uses English such as translation, although they have much experience in studying English. This phenomenon has increased researcher’s curiosity to analyze error in translating. Therefore, the researcher conducts this research which is entitled “ERROR ANALYSIS OF SMA PANGUDI LUHUR BANDAR LAMPUNG STUDENTS’ TRANSLATION IN USING MEANING-BASED TRANSLATION.”

There are two problems of this research. First, what type of errors may arise in students’ translation when they use meaning-based translation? Second, what type of errors is more dominant in the students’ errors when they use meaning-based translation? Some factors that trigger the errors to arise are not researched.

2. MATERIALS AND METHOD
2.1 CONCEPT OF TRANSLATION
Translation is a part of language learning. It can be conducted by everybody who is able to use more than a language. A fundamental assumption of this study is that a person with knowledge of the source and target languages, has a basic translation ability (Dimitrova, 2005, p.10). There are various definitions and points of view about translation. Translation, by dictionary definition (the Merriam-Webster Dictionary 1974) consists of changing from one state or form to another, to turn into one’s own or another’s language (Larson, 1998, p.3). Translation is an Operation performed on languages: a process of substituting a text in one language for a text in another (Catford, 1978, p.1). In brief, translation is the process of expressing the meaning of information from a language to the other languages which may have different form with the source language. Source language is the language of the information which is going to be translated is taken. Target language is the language that the information is going to be translated to.

The process of translation involves Exegesis (discovering the meaning from the source language), transfer and initial draft (initial draft is made by translator after he translates the text part by part or make a rough translation and fix it later), evaluation, revised draft, consultation and final draft. Exegesis is the first step of translation. Exegesis means discovering the meaning from the source language (Larson, 1998, p.53). In this step, translator
does not write anything in target language yet. Translator starts to read the source language document several times to understand the semantics structure, culture and the language. Translator usually writes an outline in this step to understand the whole text. The goal of exegesis is to determine the meaning which is to be communicated in the receptor language text (Larson, 1998, p.53). The next steps are transfer and initial draft. Transfer and initial draft are in the same step because the transfer results in the initial draft (Larson, 1998, p.53). In this step, some translators write a quick rough translation and correct it again to make sure that there is no addition and omission. On the other hand, other translators make a semantic-draft then work it in the target language. The next step is Evaluation. The purpose of evaluation is threefold: accuracy, clearness and naturalness (Larson, 1998, p.54). Translator has to check the accuracy of the text which has written in the target language, whether the text communicate the meaning as the same as the source language. Clearness is also important. Translator must make sure that the reader who read the target language text can understand it clearly. The naturalness is the last. Translator has to check that the text which has been translated by translator is sound like written originally in the target language. After evaluation is done carefully, there will need to be a revised draft made on the basis of the feedback received (Larson, 1998, p.55). Revised draft is not the final step in the translating process. There are possibilities that translator may revise his text more than twice. Consultation is the next step if the translation is conducted by a team. If the translation is conducted by a single translator, consultation is not required. The last is the final draft. In this step, translator checks the whole document. It also refers to how the document will be published.

2.2 CONCEPT OF MEANING
Meaning is a part of language. Researcher creates a provisional definition that meaning is the part of communication which is related to real thing and is intended to be shared. In studying meaning, Semantics and pragmatics are two parts of linguistics which can give a clear path about it. There are a definition of each Semantics and Pragmatics according to Griffiths (2006, p.6):

“if you are dealing with meaning and there is no context to consider, then you are doing semantics, but if there is a context to be brought into consideration, then you are engaged in pragmatics. Pragmatics is the study of utterance meaning. Semantics is the study of sentence meaning and word meaning.”

From those definitions, researcher is going to be more focus on semantics because it matches with translation which is written. There are some parts in semantics which are important to analyze the meaning of words and sentences.

Word meaning is known as lexical semantics. In order to know about word meaning in detail, it is important to know about the semantic word per se. the semantic word is also known as lexemes and those lexemes are listed in lexicon. In order to know the meaning of word, Lexical relation which is a way to know the relation of lexemes can be used. There are also deeper way to analyze the meaning of a word by using Componential Analysis (CA) which analyses semantic component (also known as semantic primitives) (Saeed, 1997, p.232).

2.3 CONCEPT OF MEANING-BASED TRANSLATION
Meaning-based translation is a type of translation that focuses on meaning. There are two kinds of translation, form-based translation and meaning-based translation. Larson (1998, p.17) stated that meaning-based translation make every effort to communicate the meaning of the source language text in the natural forms of the receptor language. In meaning-based translation, translator does not have to focus on the relation between the form of the source language and the target language. Translator only must focus on delivering the meaning as close as the source language. Form-based translations attempt to follow the form of the source language while meaning-based translations make every effort to communicate the meaning of the source language text in the natural forms of the receptor language (Larson, 1998, p.17).

2.4 CONCEPT OF ERROR
Error may arise everywhere such as in language learning and language practice. According to James (1998, p.78) If the learner is inclined and able to correct a fault in his or her output, it is assumed that the form he or she selected was not the one intended, and we shall say that the fault is a mistake. On the other hand, if the learner is unable or in any way disinclined to make the correction, we assume that the form the learner used was the one intended, and that it is an error (James, 1998, p.78).

In practice, there are many kinds of error. Burt, Dulay, and Krashen (1982, p.146) have classified errors into four categories for the descriptive classification of error. The first is Linguistic Category. This paradigm classifies errors according to either or both language component or the particular linguistic constituent the error affects (Burt, Dulay, and Krashen, 1982, p.146).

Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse(style) (Burt, Dulay, and Krashen, 1982, p.146).

The second is Surface Strategy Taxonomy. This taxonomy focuses on the ways surface structures are changed. There are four sub-taxonomy on Surface strategy taxonomy; omission, addition, misformation and misordering. Omission errors are characterized by the absence of an item that must appear in a well-formed utterance (Burt, Dulay, and Krashen, 1982, p.154). Omission occurs when a learner lacks a particular word. The other sub-taxonomy of surface strategy taxonomy is additions. They are characterized by the presence of an item which must not appear in a well-formed utterance (Burt, Dulay, and Krashen,
Addition has three sub-type, they are double markings, regularizations and simple additions. Double markings usually occur when a learner fails to delete some parts of language in order to construct appropriate grammatical sentence. Because two items rather than one are marked for the same feature (tense, in these examples), this type of addition error has been called double marking (Burt, Dulay, and Krashen, 1982, p.156). The other sub-type of addition is 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 exceptional items of the given class that do not take a marker (Burt, Dulay, and Krashen, 1982, p.157). The last sub-type is simple addition. If an error is not a double marking nor a regularization, it is called simple addition (Burt, Dulay, and Krashen, 1982, p.158). Misformation is third sub-taxonomy of surface structure taxonomy. Misformation errors are characterized by the use of the wrong form of the morpheme or structure (Burt, Dulay, and Krashen, 1982, 158). Misformation has three types hitherto, they are regularizations, archi-forms and alternating forms. Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in runned for ran or gooses for geese (Burt, Dulay, and Krashen, 1982, p.158). Archi-forms is the other type of misformation errors. The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition (Burt, Dulay, and Krashen, 1982, p.160). That form is called as an archi-form. The last type of misformation is alternating forms. As the learner’s vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other (Burt, Dulay, and Krashen, 1982, p.161).

The last sub-taxonomy of surface structure taxonomy is misordering. As the label suggests, misordering errors are characterized by the incorrect placement of a morpheme or a group of morphemes in an utterance (Burt, Dulay, and Krashen, 1982, 162).

The third descriptive classification of error is Comparative Taxonomy. The classification of errors in a comparative taxonomy is based on comparisons between the structure of L2 errors and certain other types of constructions (Burt, Dulay, and Krashen, 1982, 163). There are two types in comparative taxonomy, they are developmental errors and interlingual errors. Developmental errors are errors similar to those made by children learning the target language as their first language (Burt, Dulay, and Krashen, 1982, p.165). In this kind of error, learner may lack many words in constructing an utterance. The other type in comparative taxonomy is interlingual errors. As mentioned earlier, interlingual errors are similar in structure to a semantically equivalent phrase or sentence in the learner’s native language (Burt, Dulay, and Krashen, 1982, p.171).

The last is Communicative Effect Taxonomy. This taxonomy deals with errors from the perspective of their effect on the listener or reader and focuses on distinguishing between errors that seem to cause miscommunication and those that don’t (Burt, Dulay, and Krashen, 2012, p.189). Communicative effect taxonomy is divided into two based on the effect. The error that hinders communication is global error while the another is local error.

Error that affects overall sentence organization significantly hinder communication is labeled as Global errors (Burt, Dulay, and Krashen, 1982, p.191). There are 4 systematic global error according to Burt, Dulay and Krashen (1982, p.191):

1. Wrong order of major constituent.
   e.g. English language use many people
2. Missing, wrong, or misplaced sentence connectors.
   e.g. (if) not take this bus, we late for school.
   He will be rich until he marry.
   (when)
He started to go to school since he studied very hard.
3. Missing cues to signal obligatory exceptions to pervasive syntactic rules.
   e.g. the student’s proposal (was) looked (by) the principal.
4. Regularization of pervasive syntactic rules to exceptions.
   (in transformational terms, not observing selectional restrictions on certain lexical items)
   e.g. We amused that movie very much.
   (that movie amused us very much).

Another type of error is labeled as local error. Local error affects single elements in a sentence. Errors that affect single elements (constituents) in a sentence do not usually hinder communication significantly (Burt, Dulay, and Krashen, 1982, p.191). This kind of error includes errors in noun and verb inflections, articles, auxiliaries and the formation of the quantifiers.

2.5 THE CONCEPT OF ERROR ANALYSIS

According to Gass and Selinker (2008, p.103), there are some steps in conducting error analysis. Collecting the data is the first step. The data can be either oral data or written data. If the data is oral data, researcher has to make the transcript before continue to the next step. Identifying error is the second step. In this step, researcher tries to find the error from the data. The third is classifying the error. In this step, researcher classifies the error which is found on previous step. Quantifying error is the last step. In this step, researcher quantifies the number of error in each category.

In this research, researcher uses Ethnography Research Design. Ethnographic Design are qualitative research procedures for describing, analyzing and interpreting a culture-sharing group’s shared patterns of behavior, beliefs and language that develop over time (Creswell, 2012, p.461). Researcher considers that ethnographic design matches with the students who shares pattern of behavior and language. This consideration is influenced by the fact that the
students have been together since they study in this school. This event has increased the possibilities that they have developed shared values, language or beliefs. In this research, the design will be more specific to case studies. Researcher finds that this type of ethnography can give a clear path for the researcher to conducting a research with a single interest. Case study researchers may focus on a program, event, or activity involving individuals rather than a group per se (Stake, 1995, in Creswell, 2012, p.465).

The population of this research is all students of grade eleven of SMA Pangudi Luhur Bandar Lampung in academic year 2014-2015. In this research, I choose 5 students from social-science class and 5 students from natural-science class.

Before I conduct the research, I make a procedure in order to arrange the research to be more systematic. These are the steps that researcher will follow:

1. Determining the research subject.
2. Giving translation task to the students.
3. Analyzing the students’ work and classifying it according to communication effect taxonomy.
4. Reporting the result of the research.
5. Making conclusion.

In collecting the data, I will use Document. Students must translate a text which is written in Indonesian into English. This form is selected because I focus on the students’ work. Document is a kind of data collecting technique for qualitative research. Document represents a good source for text (word) data for a qualitative study (Cresswell, 2012, p.223). In analyzing the data, I will use some steps in error analysis. According to Gass and Selinker (2008, p.103), there are some steps in conducting error analysis, they are Collecting Data, Identifying Error, Classifying error, and Quantifying Error. Collecting the data is the first step. The data can be either oral data or written data. If the data is oral data, I have to make the transcript before continue to the next step. The second is to organize the data. Organization of data is critical in qualitative research because of the large amount of information gathered during a study (Cresswell, 2012, p.238). Third, I will classify the errors by using Communicative Effect Taxonomy and Surface Strategy Taxonomy. The Fourth, I will quantify the error in each category. The last, I will write the conclusion.

3. DISCUSSION

The result of the research will be explained as follows. In analyzing some students’ work, I followed some procedures. First, I collected the students’ work and changed their names into codes in order to simplify the process of analysis.

**Table 1: Students’ Code**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Class</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Putri Ferirra Zumaris</td>
<td>NSC</td>
<td>A1</td>
</tr>
<tr>
<td>2</td>
<td>Debby Via Gracellia</td>
<td>NSC</td>
<td>A2</td>
</tr>
<tr>
<td>3</td>
<td>Namira Dwi Yulia</td>
<td>NSC</td>
<td>A3</td>
</tr>
<tr>
<td>4</td>
<td>Elizabeth Eka Gita Meilani</td>
<td>NSC</td>
<td>A4</td>
</tr>
<tr>
<td>5</td>
<td>Ayu Sundari</td>
<td>NSC</td>
<td>A5</td>
</tr>
<tr>
<td>6</td>
<td>Cindy Elita</td>
<td>SSC</td>
<td>S1</td>
</tr>
<tr>
<td>7</td>
<td>Hana Septiana Dewi</td>
<td>SSC</td>
<td>S2</td>
</tr>
<tr>
<td>8</td>
<td>Desta Nugraha Saputri</td>
<td>SSC</td>
<td>S3</td>
</tr>
<tr>
<td>9</td>
<td>Ricky Zasinto M.</td>
<td>SSC</td>
<td>S4</td>
</tr>
<tr>
<td>10</td>
<td>Shanti Pratiwi</td>
<td>SSC</td>
<td>S5</td>
</tr>
</tbody>
</table>

Second, I analyzed the text by using two taxonomies, they were surface strategy taxonomy and communicative effect taxonomy. For the first analysis, I used communicative effect taxonomy, because the focus of this research is to analyze some errors that influence the meaning. Communicative Effect Taxonomy is divided into Global Errors and local errors (Burt, Dulay, and crashe, 1982, p.189), so the first analysis will focus only on Global Errors and local error. For the second analysis, I used Surface Strategy Taxonomy, because there is a possibility for the students to do grammatical errors. Surface Strategy Taxonomy is divided into 4 categories, they are omission errors, addition errors, misordering errors, and misformation errors.

**3.1 ANALYSIS BASED ON COMMUNICATIVE EFFECT TAXONOMY**

In this part, the analyses will focus on finding Global Errors and Local Errors.

1. **Kura-kura dan Sepasang Itik**

Correct : A turtle and a couple of ducks.

Incorrect :
   a. Local error : (A2, S1, S2, S3, S4, S5)
       There are some errors on the articles.
       Example : turtle and couple duck.
   b. Global Errors : there are no Global Errors in the sentence.

**3.2 ANALYSIS BASED ON SURFACE STRATEGY TAXONOMY**

In this part, the analyses will be divided into 4 analyses which are based on Surface Strategy Taxonomy.

A. **Omission Error**

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance (Dulay, Burt, & Krashen, 1982).

1. **Kura-kura dan Sepasang Itik**

Correct : A turtle and a couple of ducks

Incorrect : (S2, S3)

Some students omit an article “a”, preposition “of”, and suffix “s” from the sentence.

Example : The turtle and couple duck.
B. Addition Error
Addition has three sub-type, they are double markings, regularizations and simple additions. They are characterized by the presence of an item which must not appear in a well-formed utterance (Burt, Dulay, & Krashen, 1982).

1. Suatu hari dia bertemu dengan sepasang itik dan menceritakan semua masalahnya.
   Correct : One day, the turtle met a couple of ducks and told all of its problems.
   Incorrect : (A1, A3, S1, S3)
   Some students add “with” to the sentence.
   Example : One day, the turtle met with a pair of ducks and told all its problems.

C. Misformation Error
Misformation errors are characterized by the use of the wrong form of the morpheme or structure (Dulay, Burt, & Krashen, 1982). Misformation has three types hitherto, they are regularizations, archi-forms and alternating forms.

1. Setelah bertahun-tahun, si kura-kura mulai berharap agar suatu saat dia bisa menghadiri pesta pernikahan.
   Correct : After some years, the turtle began to hope that one day it could attend a wedding party.
   Incorrect : (A2, A3, A4, A5)
   Some students use the wrong form of a pronoun. The pronoun “her” which is object pronoun should be replaced by subject pronoun.
   Example : after many years, the turtle began to hope that one day (her) could attend a wedding.

D. Misordering Error
As the label suggests, misordering errors are characterized by the incorrect placement of a morpheme or a group of morphemes in an utterance (Dulay, Burt, & Krashen, 1982).

1. Kura-kura dan Sepasang Itik
   Correct : A turtle and a couple of ducks
   Incorrect : there is no misordering error in the sentence.

Based on the table above, researcher has calculated the percentage of student error type based on the communicative effect taxonomy as follows:

1. The total number of Global Errors is 3 and the percentage is 4.83% based on the following calculation.

   \[
   \text{Percentage of Global Errors} = \frac{\text{Total Global Errors}}{\text{Total errors}} \times 100\%
   \]

   \[
   \text{Percentage of Global Error} = \frac{3}{62} \times 100\% = 4.83\%
   \]

2. The total number of Local errors is 59 and the percentage is 95.1% based on the following calculation.

   \[
   \text{Percentage of Local Errors} = \frac{\text{Total Local Errors}}{\text{Total errors}} \times 100\%
   \]

   \[
   \text{Percentage of Local Errors} = \frac{59}{62} \times 100\% = 95.1\%
   \]

Table 3: Total numbers of students’ error according to surface strategy taxonomy

<table>
<thead>
<tr>
<th>No</th>
<th>students’ code</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A1</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>A2</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>A3</td>
<td>16</td>
</tr>
<tr>
<td>4</td>
<td>A4</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>A5</td>
<td>13</td>
</tr>
<tr>
<td>6</td>
<td>S1</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>S2</td>
<td>11</td>
</tr>
<tr>
<td>8</td>
<td>S3</td>
<td>13</td>
</tr>
<tr>
<td>9</td>
<td>S4</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>S5</td>
<td>6</td>
</tr>
<tr>
<td>total</td>
<td></td>
<td>125</td>
</tr>
</tbody>
</table>

Based on the table above, researcher has calculated the percentage of student error type based on the communicative effect taxonomy as follows:

1. The total number of Omission errors is 57 and the percentage is 45.6% based on the following calculation.

   \[
   \text{Percentage of Omission Errors} = \frac{\text{Omission Errors}}{\text{Total errors}} \times 100\%
   \]

   \[
   \text{Percentage of Omission Errors} = \frac{57}{125} \times 100\% = 45.6\%
   \]

2. The total number of Addition errors is 24 and the percentage is 19.2% based on the following calculation.

   \[
   \text{Percentage of Addition Errors} = \frac{\text{Total Addition Errors}}{\text{Total errors}} \times 100\%
   \]

   \[
   \text{Percentage of Addition Errors} = \frac{24}{125} \times 100\% = 19.2\%
   \]
The total number of Misformation errors is 44 and the percentage is 35.2% based on the following calculation. 

\[
\text{Percentage of Misformation Errors} = \frac{\text{Total Misformation Errors}}{\text{Total errors}} \times 100\%
\]

\[
\text{Percentage of Misformation Errors} = \frac{44}{125} \times 100\% = 35.2\%
\]

The total number of Misordering error is 0 and the percentage is 0% based on the following calculation. 

\[
\text{Percentage of Misordering Errors} = \frac{\text{Total Misordering Errors}}{\text{Total error}} \times 100\%
\]

\[
\text{Percentage of Misordering Errors} = \frac{0}{125} \times 100\% = 0\%
\]

4. CONCLUSION

The grade eleven students of SMA Pangudi Luhur Bandar Lampung did some types of error based on communicative effect taxonomy and surface strategy taxonomy. They were Global Errors, Local Errors, Omission Errors, Addition Errors, and misformation Errors. From 10 students’ translation, I found 62 errors based on communicative effect taxonomy. I have classified and calculate the errors into 2 kinds of errors: Global Errors is 3 errors (4.83%), and local error is 59 errors (95.1%). On Surface Structure Taxonomy, there are 125 errors that are the sum of 57 omission errors (45.6%), 24 addition errors (19.2%), 44 misformation errors (35.2%), 0 misordering errors (0%) After researcher analyzes students’ translation, researcher finds that the most dominant error is Local Errors on Communicative Effect Taxonomy while Omission Errors are the most dominant error on Surface Strategy Taxonomy.

REFERENCES


