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3rd IMCoSS

THE THIRD INTERNATIONAL MULTIDISCIPLINARY CONFERENCE ON SOCIAL SCIENCES

5 - 7 JUNE 2015
BANDAR LAMPUNG UNIVERSITY
INDONESIA

PROCEEDINGS

Hosted by :
• Faculty of Teacher Training and Education
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3rd IMCoSS 2015

The Third International Multidisciplinary Conference on Social Sciences

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

PROCEEDINGS

Organized by:

The Third International Multidisciplinary Conference on
Social Sciences (The 3rd IMCoSS) 2015
Bandar Lampung University

ISSN 2460-0598

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 participans. 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 gratefull 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

Bandar Lampung, 6 June 2015

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3rd IMCoSS 2015
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on Social Sciences
5, 6 June 2015

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The Third International Multidisciplinary Conference on
Social Sciences (The 3rd IMCoSS) 2015
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ISSN 2460-0598

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3rd IMCoSS 2015
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Bandar Lampung University

ISSN 2460-0598

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The Third International Multidisciplinary Conference on
Social Sciences (The 3rd IMCoSS) 2015
Bandar Lampung University

ISSN 2460-0598

PROCEEDINGS

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

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Table Of Content

The Third International Multidiciplinary Conference
on Social Sciences (The 3rd IMCoSS) 2015
Bandar Lampung University (UBL)

ISSN 2460-0598

LAW :

The Third International Multidiciplinary Conference
on Social Sciences (The 3rd IMCoSS) 2015
Bandar Lampung University (UBL)

ISSN 2460-0598

SOCIAL SCIENCE :

The Third International Multidiciplinary Conference
on Social Sciences (The 3rd IMCoSS) 2015
Bandar Lampung University (UBL)

ISSN 2460-0598

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The Third International Multidiciplinary Conference
on Social Sciences (The 3rd IMCoSS) 2015
Bandar Lampung University (UBL)

ISSN 2460-0598

ERROR ANALYSIS OF
SMA PANGUDI LUHUR BANDAR LAMPUNG STUDENTS' TRANSLATION IN USING MEANING-BASED TRANSLATION

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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

The 3rd International Multidisciplinary Conference on Social Sciences (IMCoSS 2015) Bandar Lampung University (UBL)

ISSN 2460-0598

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,

1982, p.156). 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 run*ed* for *ran* or goos*es* 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 erros 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: Studens' Code

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

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 crashen, 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).

8. 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.

4. 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 erros 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.

Tables below are the numbers of errors that I found in analyzing the sentences. The first table is showing the numbers of error that can be classified as Global Errors and local errors.

Table 2: Total numbers of students' error according to communicative effect taxonomy.

No	students' code	communicative effect taxonomy		
		global errors	local errors	total
1	A1	1	5	6
2	A2		6	6
3	A3	1	6	7
4	A4		6	6
5	A5	1	7	8
6	S1		5	5
7	S2		5	5
8	S3		5	5
9	S4		7	7
10	S5		7	7
TOTAL		3	59	62

Based on the table above, researcher has calculated the percentage of students' errors 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.

Percentage of Global Errors
$$= \frac{Total\ Global\ Errors}{Total\ errors} \times 100\%$$
$$Percentage\ of\ Global\ Error = \frac{3}{62} \times 100\% = 4.83\%$$

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

Percentage of Local Errors
$$= \frac{Total\ Local\ Errors}{Total\ errors} \times 100\%$$
$$Percentage\ of\ Local\ Errors = \frac{59}{62} \times 100\% = 95.1\%$$

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

no	students' code	surface strategy taxonomy				total
		Omission errors	Addition errors	Misformation errors	Misordering errors	
1	A1	5	4	4	0	13
2	A2	3	4	6	0	13
3	A3	4	3	9	0	16
4	A4	5	2	11	0	18
5	A5	5	4	9	0	18
6	S1	7	2	0	0	9
7	S2	8	2	1	0	11
8	S3	8	3	2	0	13
9	S4	6	0	2	0	8
10	S5	6	0	0	0	6
total		57	24	44	0	125

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.

Percentage of Omission Errors
$$= \frac{Omission\ Errors}{Total\ errors} \times 100\%$$
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.

Percentage of Addition Errors
$$= \frac{Total\ Addition\ Errors}{Total\ errors} \times 100\%$$
Percentage of Addition Errors
$$= \frac{24}{125} \times 100\% = 19.2\%$$

3. The total number of Misformation errors is 44 and the percentage is 35.2% based on the following calculation.

$$Percentage\ of\ Misformation\ Errors = \frac{Total\ Misformation\ Errors}{Total\ errors} \times 100\%$$

$$Percentage\ of\ Misformation\ Errors = \frac{44}{125} \times 100\% = 35.2\%$$

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

$$Percentage\ of\ Misordering\ Errors = \frac{Total\ Misordering\ Errors}{Total\ error} \times 100\%$$

$$Percentage\ of\ Misordering\ Errors = \frac{0}{125} \times 100\% = 0\%$$

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.

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