

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

This chapter consists of two sections namely findings and discussions of the research. The research findings show the data obtained from the translation result of Indonesian to English translation in order to see the translation errors made by class 12 students of SMA Negeri 2 Ungaran. Then, the discussion contains about description and interpretation of the research findings.

The data described in the findings was taken from students' translation results of Indonesian to English text that has been done in tests. The students' translation result was identified and classified based on the kinds and sources of errors to facilitate the reader's understanding of the data.

The data collected from the writing test was analysed in two stages as follows:

1. Identification of student errors. At this stage, translation errors were identified using a descriptive method based on Vilar et al. (2006).
2. Classification of students' translation errors. In this stage, translation errors were classified using a descriptive method based on Vilar et al. (2006).

I researched students Indonesian English translation errors made by 12th-grade students of SMA Negeri 2 Ungaran in the academic year 2024-2025. The purpose of this study is to describe the errors in Indonesian English translation made by 12th-grade students of SMA Negeri 2 Ungaran. In this study, the researcher used a descriptive qualitative method to analyze the data. The subjects of this study were 36 students. I used tests. The findings reveal that there were 13 students made

missing words, 7 students made extra words, 8 students made incorrect words, 8 students made punctuation errors, and 0 in known word errors. Based on the result, it is figured that the students still have difficulties in translation practice.

Tabel 4.1 Techniques of Translation Errors Data

No.	Techniques of Translation	Frequency	Percentage
1.	Missing Word	23	42,59%
2.	Word Order	9	16,66%
3.	Punctuation	10	18,51%
4.	Incorrect Word	12	22,22%
5.	Unknown Word	0	0
	Total	54	100%

There were 54 translation errors found. Of these 54 errors, there were five types of translation errors found. These errors were: Missing Words, Word Order, Punctuation, and Incorrect Words. The percentage of each technique is as follows: (1) Missing Word Occurs 23 times and represents 42,59%. (2) Word Order occurs 9 times and represents 16,66%. (3) Punctuation occurs 10 times and represents 18,51%. (4) Incorrect Word occurs 12 times and represents 22,22%. (5) Unknown Word occurs 0 times and represents 0%.

Below are some explanations and examples of the five translation errors made by class XII at SMAN 02 UNGARAN.

1). Missing Word

Sometimes it's acceptable to omit words from translations as long as the accuracy of the meanings and messages is maintained. In other instances, though, some translators inadvertently omit certain crucial words when translating a given document. Naturally, this will have an impact on how the source language's message is conveyed. Thus, translators ought to be aware of this issue. Two types of missing words are present. There are two types of missing words: filler words, which are just necessary to create a grammatically correct phrase, and content words, which are crucial for conveying the meaning.

Example :

Student Name: S20

SL: Menawarkan pengalaman liburan yang memukau dengan pesona alam yang tak tertandingi.

TL: offering holiday experience.

The missing word here is “yang memukau dengan pesona alam (which amazes with natural charm)”

Student name : S13

SL: sebagai pulau terbesar dan paling ramai diantara ketiga pulau

TL: as the largest and most crowded of the three.

The missing word here is “pulau (island)”. The word “islands” should be added after the word “three” to clarify the intended sentence.

2). Word Order

Since the arrangement of words in a phrase or sentence reveals the order of meanings, word order is crucial in translation. Languages vary greatly in many ways. Certain languages have a comparatively limited word order in this regard. Battat (2004:12) asserts that in languages with comparatively limited word order, the link between the sentence's constituent words depends on the context of each individual word. Every language has a certain amount of word order flexibility. There are some limitations on each language's word order, but the freedom is not random. One of the outcomes of grammar is word order. To create well-organized words when translating, translators must therefore pay attention to this issue.

Example :

Student name : S18

SL : Tak hanya itu, keunikan pulau ini terletak pada bebasnya kendaraan bermotor.

TL : Not that only, but the uniqueness of island this lies in the freedom of motorized vehicles.

The error here is “not that only”. The sentence should just be “not that only”.

Students name: S36

SL: Tak hanya itu, keunikan pulau ini terletak pada bebasnya kendaraan bermotor.

TL : Not that only, the uniqueness of island this lies in freedom of motorized vehicles.

The error here is “island this”. The phrase should be “this island”.

3). Incorrect Word

As said earlier, words are crucial to translation. Inaccurate translations of the words will lead to readers losing their meaning. Words that fall into one of the following categories—wrong lexical choice, disambiguation, superfluous words, inaccurate idiom translations, or inappropriate forms—are considered to be incorrect in translation, according to Matsuzaki, Fujita, Todo, and Arai (2015:2772). This is why translators need to be aware of this issue.

Example :

Student name : S19

SL: Pulau gili trawangan adalah surga dengan pasir putih yang lembut dan air laut sebening kristal.

TL : Gili trawangan island is a paradise with soft white sand and crystal clear see water.

In this section there is wrong sentence, it should be “sea water”, not “see water”.

Student name : S26

SL : Terletak di lepas pantai barat laut Lombok

TL : Locatet off the northwest coast of Lombok. (in this sentence there is a wrong word, namely the mention of the location, which should be “located” become “locatet”.

4). Punctuation

Punctuation plays an important role because it can affect the meaning, sentence structure, and nuance of a text, an incorrect punctuation could often cause translation problems

Example:

Student name : S34

SL : Pulau gili terawangan Lombok dengan pesona alam yang tak tertandingi.
Terletak dilepas pantai barat laut Lombok.

TL : Gili trawangan Lombok island with unmatched natural charmlocated off the
northwest coast of Lombok.

In this sentence, there is incorrect punctuation, namely between the word “charm”
and “ located”, which should be marked with period.

Student name : S11

SL : Pulau Gili Trawangan Lombok.

TL : Gili Trawangan lombok, island.

In this sentence, there is incorrect punctuation, because the placement of
punctuation is not correct, the correct sentence is “Gili trawangan Lombok island
not Gili Trawangan lombok, island.” The name of an island should be capitalized.

5). Unknown word

Different languages have different meanings. In certain behaviors, it has its
own interpretation. One word may have multiple meanings or may not be able to
convey the meaning of the original language. Unknown words can be divided into
two categories. The first one has an unidentified stem. It occurs when the original
lexeme prevents MT (mother tongue) from finding the correct translation. The
second one is not known. When MT is unable to identify SL words with

complicated morphology, this occurs. However, there were no unknown words found in the data.

4.2 DISCUSSION

The discussion section contains a comparison between my research and previous researchers. Pratama dan Dewi (2022) revealed that there were 108 translation errors in the form of incorrect words (60,2%), punctuation (18.5%), missing words (12,03%), and word order (0,9%). Based on the research, I found similarities and differences between this study and the present study. The similarities here are both use research based on Vilar et al. (2006) and both use qualitative methods and the same category of translation errors, namely missing word, word order, incorrect word, punctuation, and unknown word. and both researching student translation errors. But the difference I found here is that the previous researcher used English to Indonesian translation while my research used Indonesian to English translation.

Budi et al. (2000) tends to specify the research to a descriptive research case study in which the main aim of this research is generally to describe the students' errors as well as their ability to translate an Indonesian text into English text under the discussion of surface strategy taxonomy. Based on the research I found similarities and differences. The similarities are that both examine the translation errors of Indonesian into English and use qualitative methods. Additionally, the subjects are students. The difference here is that the present study used 5 techniques, namely missing word, word order, incorrect word, punctuation and unknown word proposed by Vilar et al. (2006) while Budi's study

employed categories of translation errors proposed by Baker (2004).

Based on the analysis of 54 translation data, it appears that the most common errors are missing words (23 cases; 42.59%), followed by incorrect words (12; 22.22%), punctuation (10; 18.51%), and word order (9; 16.66%); the category of unknown words did not appear (0%). This pattern indicates that when students translate from Indonesian to English, the main issues are the integrity of meaning (word omission) and inappropriate lexical/morphosyntactic choices. Word omission often results in a loss of propositional information and nuance of meaning, while incorrect words and grammatical errors (e.g., tenses) indicate limitations in vocabulary mastery and morphosyntactic aspects of the target language.

When compared to the findings of Pratama & Dewi (2022)—who reported a dominance of incorrect words (60.2%), punctuation (18.5%), and missing words (12.03%) in translations from English → Indonesian—a significant difference is evident: the direction of translation appears to influence the type of errors. In translations into the native language (L1), students more frequently made incorrect lexical choices, whereas in translations into the foreign language (L2) studied in this research, the tendency to omit elements of the source text was more prominent. This can be explained by two main factors: (1) limitations in the active vocabulary of the target language, leading translators to omit words deemed difficult, and (2) uncertainty regarding grammatical structure (including tenses), prompting translators to simplify sentences or reduce elements to avoid grammatical errors.

The connection with the findings of Budi et al. (2000) (focusing on the taxonomy of surface strategies) confirms that many errors are surface-level—i.e., lexical and minor structural issues that affect the accuracy and fluency of the translation. However, this study enriches that perspective by using the framework of Vilar et al. (2006) to distinguish more specifically between types of errors (e.g., omission vs. lexical choice vs. punctuation).