

**INTERFERENCE IN LEARNING ENGLISH: SEMANTIC
TRANSLATION ERRORS FROM THE INDONESIAN LANGUAGE
INTO ENGLISH**

SKRIPSI

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INTO ENGLISH LANGUAGE**

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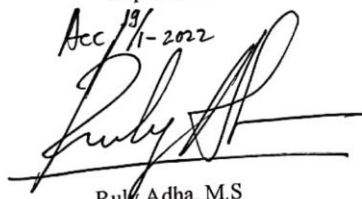
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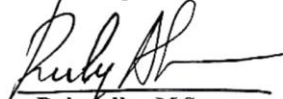
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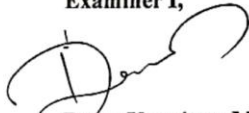


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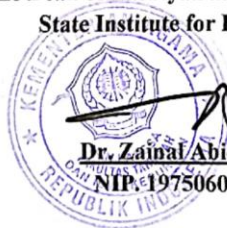


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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul **“Interference in Learning English: “Translations Errors from Indonesian Language into English”** untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

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Yang Membuat Pernyataan



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ABSTRACT

Indira, An Nissa ,2021 Interference In Learning English: Semantic Translation Errors From The Indonesia Language Into English Among The 6th-Semester Students Of English Department Of Iain Langsa

Supervisor (1). Ruly Adha M.S (2). Zahratul Idami, M.Pd

The purpose of this study were to find out semantic translation errors from Indonesia language to English made by the sixth semester students of English Department, IAIN Langsa and to find out the causes of semantic translations errors. This study was a qualitative research. The researcher took 12 students of sixth semester of English Department, IAIN Langsa as the subject of researcher. Questionnaire and Documentation were the instruments of this research. The results of this research were the errors made by students can be seen in some words that were used improperly. On the other hand, the students used some words that were not based on the context. For example, the word "follow" should be translated as "participate"; the word "gang up" should be translated as "working together" the word "will not sell" should be translated as "unsold" the word the fruits of peoples conversation" should be translated as "issues ; the word "violate the order of feelings" should be translated as "as long as it does not offend people" ; the word "like a cat on a hot tin roof gripped the street" should be translated as "they are like a cat on a hot tin roof" and the word "shared by" should be translated as "divide by".

Keywords: *Semantic Translation*

CHAPTER I

INTRODUCTION

A. Background of Study

Students in English Department must often use English as the main language during lectures, but most of the students do not use English thoroughly and use Indonesian in everyday conversation. Thus, it is undeniable that most of their English are still influenced by Indonesian. Indonesian students can interfere with their English in many ways, such as grammatical, syntactic, semantic, or other and it affects their ability to translate. Disturbances such as Mother Language impairment in learning English and as a second language generally provide life experiences when speaking, reading, and writing. Learners never manage to escape their mother tongue's lexical stress patterns in their spoken English. When a child learns his mother tongue, his mind is clean so he learns his mother tongue easily. But when he started learning a foreign language he would have a hard time accepting rules that conflicted with the rules of their mother tongue. Mother language disorders are felt in learning and communication.¹

The main problem in the translation process is finding equivalents. Usually, a good translation depends on several factors outside the text, for example, 1) the author is the one who produces the writing. The original text or source text to be translated is strongly influenced by the educational background of the author, the readings he reads, and other factors that can

¹ V. Radhika - Mary Surya Kala, "Interference of Mother Tongue in Learning a Foreign Tongue", *ELT Voices India Journal*, Vol. 3, No. 2, 2013,98

Significantly affect his writing, 2) translator, namely the party who translates the source text into the target text. In the translation process, the translator has an important role because he has a big role in transferring messages or information from the author of the text to the readers of the translated text.²

Bennui explains that first language disorder (L1) refers to the influence of the original language structure on students' performance and development in translation. When students try to translate into a foreign language, their L1 characteristics will sometimes appear in the translation because these characteristics are difficult to avoid students' ability in L1. In this case, most of the students tend to translate directly from L1 to their TL (mostly using the verbatim method). Following Swan and Smith in their book *Learner English: A Teacher's guide to interference and other problems*, the structure of Indonesian words is similar to that of English (subject, verb, and object). Subjects can be omitted and word order reversed in both languages in normal conversation. This may also happen to students' mistakes in English. Furthermore, Swan and Smith in Bennui problems occur when there is a language disorder. As an example; in pronunciation, word order, even in the alphabet. However, this study will discuss how students experience language disorders in their written translations³

So when English learners translate an article they have to make sure that the choice of vocabulary in the translation must have the same meaning

² RudiHartono, *Pengantar Ilmu penerjemah* Semarang Jawa tengah oleh Cipta prima penerjemah 2017,1

³ Pairote bennui "A study of L1 Interference in writing of thai EFL students" Malaysian journal of elt research ISSN: 1511-8002, vol.4, 2008,73

as the source language. However, most of the students' English skills are influenced by Indonesian, causing confusing meanings or misunderstandings in interpreting sentences. This is called semantic interference. The researcher analyzed how students interpret Indonesian words or sentences into English. In this study, the researcher analyzed the disturbance of the semantic translation vocabulary from the translation that students had done in the translation III courses. Considering the reasons that had been explained previously, the researcher was interested and conducted her research in the 6th semester of the IAIN Langsa Translation class to observe language disorders that occurred in student translation.

B. Problem of Study

The researcher formulated two problems of study as follows:

- a. What were the semantic translation errors from Indonesian into English made by the sixth semester students of English department IAIN Langsa?
- b. What were the causes of semantic translations errors made by sixth student of English department IAIN Langsa?

C. Purpose of study

The purposes of study were as follow:

- a. To find out semantic translation errors from Indonesian language to English made by the sixth semester students of English Department IAIN Langsa.

- b. To find out the causes of semantic translation errors from Indonesia language to English made by the sixth semester students of English Department IAIN Langsa.

D. Significance of the study

Theoretically, this research is expected to be an additional reference for readers who want to know about semantic translation errors from Indonesian language into English. Practically, this research is expected to be guidance for teachers/lecturers who want to teach about translation, so that teacher/lecturers can find the best method in teaching translation.

CHAPTER II

LITERATURE REVIEW

A. Translation

Each translation expert has a one-of-a-kind model of the definition of translation. According to Nida (in Rudi's book) Translation consists of reproducing in the receptor language the closest natural equivalence of the source language message, first in terms of meaning and secondly in terms of style. According to Catford (in Rudi's book) Translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). This second definition is simpler than the definition put forward by Nida above. Because it's so simple that, the author does not get clear information about anything which must be replaced in the replacement process⁴ According to Larson (in Rudi's book): Translation is moving the means of the supply language into the receptor language. This is carried out by going from the shape of the primary language to the shape of a 2nd language through a manner of semantic shape. It is that means that is being transferred and needs to be held constant. Rudi has the same opinion with third definition, in this definition; Larson offers completeness and concord among the shape of language and the shape of that means. Here's a packaging this is capable of bringing knowledge with inside the shape of significant conceived through SL which need to be able to be transferred to TL incomplete responsibility.⁵

⁴ Rudi Hartono, *Pengantar Ilmu penerjemah* Semarang Jawa tengah oleh Cipta prima penerjemah 2017,7

⁵ Rudi Hartono, *Pengantar Ilmu penerjemah* Semarang Jawa tengah oleh Cipta prima penerjemah 2017,8

When studying SL, an automated translator is an SL reader, so he should recognize the heart and intent of the supply textual content writer (SL). So the translator is a bridge that connects the internal rope among the unique writer and the recipient of the message with inside the goal language. What is even extra specific is that during this example Newmark makes use of the phrase rendering to update moving, replacement, and reproducing. What's so specific? Is the rendering phrase equal to the phrases above? It seems that the phrase rendering has the identical which means of translating (=menerjemahkan). Newmark additionally has a tendency to hold extra which means with inside the idea of translation, so it's miles natural, He took into consideration that the approach may be stated to be productive. The approach Translation is semantic translation, idiomatic translation, and communicative translation.

Practically the translation method affects the translation results. The result of translating a text is very much determined by the translation method adopted by the translator because the intent, purpose, and will of the translator will affect the result of the translation of the text as a whole. This is reinforced by the opinion of Newmark in Ordudary which states that the translation method is closely related to the entire text, while the translation procedure tends to be used to translate the smallest sentences or language units. About the classification of translation methods, Newmark has grouped them into two major groups. The first four methods are more likely to be used to translate in favor of the source language (SL), namely word-for-word translation, literal translation, faithful translation, and semantic

translation, while the next four methods are more in favor of the target language (TL), namely adaptation, free translation, idiomatic translation, and communicative translation.⁶

a. The Word for Word Translation

According to Newmark (in Rudi's book) that in the translation method word-for-word (word-for-word translation), words in the target text (TL) are usually placed directly below the source text version (SL), so this translation method is often called the interlinear translation method. This translation is very much tied to the level of words, so the word order is very well maintained. In doing their job, translators only look for the equivalent words from the source language (SL) into the target language (TL).

b. Literal Translation

Literal translation (literal translation) or also called linear translation falls between word for word translation and free translation. In the process of translation, the translator looks for the grammatical construction of the source language (SL) which is equivalent to or close to the target language (TL). The method of this literal translation is independent of context. The translator usually starts translating the source text like a way of translating words-for-words, but he then adjusts the order of the words accordingly target language.⁷

⁶ Rudi Hartono, *Pengantar Ilmu penerjemah* Semarang Jawa tengah oleh Cipta prima penerjemah 2017,8

⁷ Rudi Hartono, *Pengantar Ilmu penerjemah* Semarang Jawa tengah oleh Cipta prima penerjemah 2017,17

c. Communicative translation

It refers to allowing the translator's intuitive transfer the message with the original expression.

SL: I was noticing how pleasant the evening is.

TL: Kulihat malam ini menyenangkan.

The English expression was translated communicatively in the target language without restricting the source language forms and preserve message accuracy.

SL: The light from the city look like the stars in the sky.

TL: Cahaya lampu kota tampak seperti bintang di langit.

Intuitively, the translator transferred the meaning of source language into the target language without bounding the source words form. He also attempted to gain same meaning between target to the source language.

d. Idiomatic translation

Idiomatic translation was used by the subtitles when finding idiomatic expression. It is an expression that its meaning cannot be traced from each word that formed it.

SL: He's a lovely monkey.

TL: Dia lucu.

He is lovely monkey is idiomatic expression that was translated into Dia lucu. The translator or subtitle understood the English expression

contextually. The meaning of the two expressions is not different and expressed naturally in the target text.

e. Free Translation

Free translation was applied in the two movies. They reproduced the matter that was different from SL forms, or the content without the form of the original.

SL: I, uh, don't believe we've been properly introduced.

TL: Kita belum berkenalan.

The Indonesia expression was written shorter than the original but both of the utterances had no different meaning. The clear word used was only verb introduce that was transferred into berkenalan in verb.

f. Adaptation Translation

Adaptation was used by the translator due to the fact that there were appropriate words in TL.

SL: My Sultan, our enemies grow stronger every day...yet you allow your daughter to dismiss Prince Anders and a possible military alliance.

TL: Sultan, musuh kita Semakin kuat dan kau biarkan putrimu menolak pangeran Anders beserta aliansi militer.

The translator or subtitle borrowed SL words by adaptation the pronunciation and spelling such as military into military and alliance into

military and alliance. The adaptation did not change the message and it was done to make the expression easily understood by any readers.⁸

g. Faithful Translation

The method of translating faithfully (faithful translation) is used by the translator when he tries to reproduce the contextual meaning of the text original within the confines of the target text's grammatical structure. In the process of translation, the words were with cultural values translated based on contextual way maintain the authenticity of the message, but there are still deviations abandoned grammar and inflexible word choices. This translation holds fast to the intent and purpose of the source text so that the translation sometimes still feels stiff and often feels foreign. By using this translation method, the translator is very maintained format aspects (in legal texts), form aspects (in poetry texts), metaphorical forms (in translating literary texts), and forms term (in informatics text), so that the reader is still complete view fidelity in terms of form in the target language, despite the results the translation is unfamiliar or unknown. This translation is frequently called (translations).

h. Semantic Translation

Semantic translation is more flexible than faithful translation. The faithful translation is more rigid and uncompromising with the rules of the target language or more tied to the source language, while semantic translation is more flexible with the target. Different from faithful

⁸ Dwi Haryanti, *Translation Method of English Into Indonesian Used in Movie Scripts and Their Application in Translation Teaching* 2019, 295

translation, the semantic translation must consider elements aesthetics of the source language text by compromising meaning during still within the limits of reasonableness.⁹ Semantic translation is translating less critical social words into a third or useful term which is socially impartial but not parables. Semantic translation is more adaptable than faithful translation because in this translation there is a style of appreciating and compromising the meaning of the content from the source language as long as it is in context¹⁰

B. Semantic Translation

Semantics is mainly related to a speaker's competence to use language systems to produce meaningful speech and process (understand) speech produced by people. Semantics is a systematic study of meaning, and linguistic semantics is the study of how language organizes and expresses meaning. Semantics refers to meanings and meanings so intangible that one group of linguists, namely structuralism, chooses not to face them or rely on them at all.¹¹

different from faithful translation which takes into account the aesthetics of the sentence and sacrifices meaning, and can repeat in other versions, while semantic translation is more flexible.¹² As what was explained by Saeed in the book entitled *Semantics*, Semantics is how the sentences with dissimilar word choices would have the same meaning

⁹Rudi Hartono, *Pengantar Ilmu penerjemah* Semarang Jawa tengah oleh Cipta prima penerjemah 2017 ,16

¹⁰ Ester Riska Sianturi, Kinds Of Translation Method Used By The Students' In Translating Descriptive Text From English To Indonesian 2021, 97

¹¹ Megawati, *Inroduction to Linguistics* Oleh Graha Ilmu 2017,89

¹² Gede Eka Putrawan, *basic understanding of translation: theoretical and practical points of view* oleh Graha ilmu 2017 ,26

despite its differences.¹³ On the other hand, related with this research's theme which is language interference, it will be discussed how the target language is influenced by the source language semantically. Zuzana stated that interference is an occurrence which is frequently happened in students who learn second language and she also argued that its importance was extensively essential since the interference could sometimes give the different even opposite meaning from the source language. Interference itself means a phenomenon which is occurred when students talk or write their second language and it has the sense of the source language whether structurally or from its meaning¹⁴

C. Interference

Interference is a disorder that occurs as a result of an imbalance in language mastery that occurs in bilingualism, in this case, the habits of people in the main language or source language. effect on the second language. This state is called bilingualism compound. Interference in general can be interpreted as a mixture in the field of language. The mixture in question is the mixing of two languages or the mutual influence between the two languages. This was stated by Poerwadarminto in Pramudya which stated that interference came from the English language interference which means mixing, violations, obstacles.

The term interference was first used by Weinreich to refer to a change in the system of a language in connection with the contact of the

¹³ John I saeed *Semantic (United Kingdom): Blackwell publishing,2004*),24

¹⁴ Hurriyah,Ismi Ajeng Skripsi, *An Analysis of Semantic Interference from Indonesian Language in Students'* English Translation of English Teacher Education Department 2015,9

language with other language elements carried out by bilingual speakers. Bilingual speakers are speakers who use two languages interchangeably, while multilingual speakers are speakers who can use multiple languages interchangeably. Interference events occur in bilingual speech as their ability in another language.

Weinreich in languages in contact to refer to a change in the system of a language in connection with the contact of the language with other language elements carried out by bilinguals. Weinreich considers interference as a symptom of deviation from linguistic norms that occurs in one's language use as a result of the mother tongue and foreign language..¹⁵

Interference can be divided into several types as follow :

1. Grammatical interference, namely interference that occurs

Because speakers are affected by the mother's grammar at the time use a second language.

2. Vocabulary interference, namely interference that occurs

When speakers tend to use the vocabulary of their first language when using second language.

3. Pronunciation interference, that is, speakers tend to use the

Pronunciation mother tongue when pronouncing the second language.

4. Meaning interference, namely interference which happens when as

¹⁵ Ratih dwi kusumastuti siubela dalam skripsi analisis kesalahan penggunaan preposisi lokatif bahasa jerman; sebuah studi kasus pada mahasiswa program studi jerman semester tiga'' Universitas Indonesia, 2019,6

Speaker understands the meaning of a second language and thinks using a second language pattern.¹⁶

This is in line with an opinion, Kridalaksana states that interference can occur at the level of phonology, grammatical system, lexicon, and semantics. Thus, it can be said that interference can appear at all levels of linguistics, namely phonology, morphology, syntax, lexicon, and semantics. Interference phonology is a pronunciation deviation. As for morphological interference represents a deviation in the word-formation process. Meanwhile, interference syntax is that speakers use the first/second language structure when pronouncing or write a foreign language. Semantic interference is language distortion on the level of meaning.

Some of the causes of language interference according to Poedjosodarmo, namely because:

1. the diglossic condition is not steady so One language element enters another language, as can be seen in the data
2. unstable codification
3. codification determined by the community
4. the language-speaking community has linguistic tolerance, and
5. Society the speaker of that language considers that the two languages are not different.¹⁷

¹⁶ Irma Diani, Wisma Yunita, Syafryadin, dalam skripsi "Interferensi Bahasa Indonesia terhadap Kemampuan Berbicara Bahasa Inggris Mahasiswa Universitas Bengkulu 2019, 166

D. Errors Analysis

Error analysis is a technique for identifying classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of principles and procedures provided by linguistics. Corder states that ‘the learner is using a definite system of language at every point in his development, although it is not. That of the second language. The learner’s error’s system and are themselves systematic¹⁸.

In Learning English language, pronunciation is very important for the students. Some language learners are afraid to practice a foreign language because they are still afraid to make mistakes in learning. Error analysis will show the teacher about the competence of learning in a foreign language. The students understanding about the English Language.

Errors Analysis the study of student’s errors which can be observed analyzed and classified to reveal something of the system operating within the learners. The students’ errors mean that there is some problem within their learning of the target language.¹⁹ Errors analysis is useful for teacher to know his students achievement in their English Language to make the planning of courses and to construct teaching materials. For the students themselves, they can learn the own lack of knowledge of the target

¹⁷ Irma Diani , Wisma Yunita , Syafryadin, *Interferensi Bahasa Indonesia terhadap Kemampuan Berbicara Bahasa Inggris Mahasiswa Universitas Bengkulu* 2019, 167

¹⁸ Pit S, Corder, *Error analysis and interlanguage* (oxford University, press 1982)

¹⁹ H. Douglass brown, *Principles of langaunge learning and teaching* (new Yor: Pearson Education Ltd 2000), 166

language. It can also motivate them to gain or improve their skill while they are learning the foreign language.

To know more about error, the researcher tries to write the types of error. According to Corder, errors fall into four main categories. Omission, addition, selection and misordering:

1. Error of omission is the missing of some elements which should exist.

For example: Woman is very beautiful. (It should be: The woman is very beautiful). She eat apple. (It should be: She eats an apple).

2. Error of addition is the adding of some elements which shouldn't exist.

For example: I ate with bread and egg this morning. (It should be I ate bread and egg this morning). It is a meat. (It should be It is meat).

3. Errors of Selection. Error of selection is the use of words which shouldn't be used.

For example: Do he go to school? (It should be Does he go to school?).

She is thinking about you. (It should be She is thinking of you).

4. Errors of Ordering. Error of ordering is the elements which are not put in the proper place.

For example: She doesn't know what is my name. (It should be She doesn't know what my name is). They know where do I live. (It should be They know where I live).²⁰

²⁰ Paramita Kusumawardhani, The Analysis Of Errors Of Omission In English Narrative Composition Made By Efl Students ,English Department, Aba Bina Sarana Informatika-Indonesia Vol 3. No. 2, December 2017,88

E. Previous Study

Other researchers had conducted similar research, namely "An Analysis of semantic interference from the Indonesian language in students' English translation of English teacher education department by Hurriyah Ismi Ajeng." The purpose of this study was to find the disturbances occur in English students at STAIN Sunan Ampel. Ajeng found that there were a total of 27 semantic interference from Indonesian found in students' English translations, and they divided into two categories, namely 22 semantic interference that was categorized as false keywords, and five semantic interference which in categorized as redundancy. Of all the disturbances found, there was no considerable difference between one sample and another and one of their translation disorders was a lack of vocabulary that they knew.

Umami Uswatu Khasanah Rahman conducted similar research, namely "Semantic Translation Errors As A Result Of Google Translate (A Case Of Error Translation On Homonymous And Polysemous Words In Bahasa Indonesia) This study was to find the disturbances occur in English students at STAIN Sunan Ampel. Rahman found that there were a the chart above shows that from 80 words that translations errors made by Google Translate Application, 35 % of those errors were caused by the use of the word in different context, 24% were caused by the word is used in different environment/field, 31% were caused by the words metaphor, 7 % were by cause the lexeme is given affix and 3% were caused by the difference between the word part of speech. Dominant semantics errors translation

made by Google Translate programs were caused by the use of the word in different context.

The difference between those studies and this study was that this study only focused on the mistakes and the causes made by the sixth semester students at the English department of IAIN Langsa to made mistakes when doing semantic translation.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research uses qualitative research, which according to Sugiyono, this qualitative method is a research method used to examine natural objects, but the researcher is the key instrument. The researcher used qualitative research with the aim of looking for semantic translation interference experienced by English students.

B. Research Setting

This research was conducted on 20th July until 6th August, 2021 at IAIN Langsa. That is located at Meurandeh street, Meurandeh, Langsa Lama, Kota Langsa. Because at that time it was a pandemic, so this research was carried out online in the WhatsApp application class group.

C. Subject of Research

The researcher took the sixth semester students unit one of English department IAIN Langsa who consisted of 12 students, In online class.

D. Source of data

The primary data were taken from the result of questionnaire that was given to 12 students of English Department, IAIN Langsa and also from the documentation of the answers from the translation III exam. The secondary data were taken from some books of translation written by some experts

E. Technique of collecting data

1. Questionnaire

According to Sugiyono "Questionnaire is a data collection technique by giving a set of questions or written statements to respondents to answer them"²¹. This series of studies will show what causes students' difficulties when translating, especially when translating the type of semantic translation. Respondents will be asked to answer ten questions that have been given by the researcher which will be filled in via the google form.

The questionnaires can be classified into three types, according to Arikunto the types questionnaires are as follows:

- a. Open questionnaires are questionnaires that are presented in such way that respondents can provide entries according to their wishes and circumstances.
- b. Closed questionnaire, is a questionnaire that is presented in such a way that respondents are asked to choose an answer that is by the choices that have been determined by the researcher.
- c. Mixed questionnaire, which is a combination of open and closed questionnaires which has the advantage that respondents can provide answers other than those determined by the researcher.

The type of questionnaire used in this study was a close questionnaire, which was a questionnaire that was presented in such a way that the

²¹ Dwi satya sari dalam skripsi "Tingkat kepercayaan diri atlet pertandingan kyotugi(sparing) Cabang olahraga Taekwondo" Universitas Pendidikan Indonesia, 2013,89

respondent can provide 10 entries according to their wishes and circumstances in the column or place provided.

2. Documentation

Sugiyono states that the document is a record of events that have passed in the form of writing, pictures, or text monumental works of someone.²² Documents in the form of writing, for example diaries, life histories, stories, biographies, regulations, policies. Documents in the form of images, such as photos, live pictures, sketches and others. Documents in the form of works, for example, works of art, which can be in the form of pictures, sculptures, films and others. Document study is a complement to the use of observation and interview methods in qualitative research. Apart from some of the figures above, also argued his opinion regarding the meaning of the document. From his point of view, understanding documents are divided into three definitions, first in a broad sense, namely covering all sources, both written and oral sources; the second in the narrow sense, which includes all written sources only; third in a specific sense, namely only covering official documents and state documents, such as letters of agreement, laws, concessions, grants and so on.²³ The document taken for this research was the answers a of the translation exam that has been done by the 6th semester students of English language education IAIN Langsa, This document is obtained directly from the supervisor of the Translation III course.

²² Natalina Nilamsari, Memahami Studi Dokumen Dalam Penelitian Kualitatif, Fakultas Ilmu Komunikasi Universitas Prof. Dr. Moestopo, 2014,178

²³ Dian Maya Saputri, Dokumentasi sebagai Teknik Pengumpulan Data, (Yogyakarta: Universitas Negeri Yogyakarta, 2018).

F. Technique of Data Analysis

Qualitative data analysis is the interpretation of the concept of the existing overall data by using analytical strategies that aim to change or translate raw data into a description or description and explanation of the phenomenon being studied and studied. In qualitative research, data analysis is an ongoing process carried out by researchers with a focus on the data that has been.

- a. Data collection: sources include case studied, surveys, interviews, questionnaires, direct observations, and focus groups. Been sure to organize the collected data for analysis. The Researcher collected the data by filling out questionnaires and by taking from the results of translation III exam.
- b. Data cleaning: not all the collected data had been useful, so it was time to clean it up. This process removes whitespace, duplicate records, and basic errors. Data cleansing was mandatory before submitting information for analysis. In this section, the researcher would sort out the questionnaires that had been filled out by students, saw if there were double questionnaires and whether or not there were questionnaires with errors. The researcher saw the documents that could be used as strong data for the researcher.
- c. Data analysis: this was where the researcher used data analysis software and other tools to help the researcher understand the data and come to conclusions. In this study, the researcher used a google

form as a tool to analyze the questionnaire and to analyze the document. The researcher used an oxford dictionary.

- d. Data interpretation: once the researcher got the results, the researcher needed to interpret it and came up with the best course of action, based on the researched findings .

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

In this chapter, researchers have found several problems and causes of 6th semester students making mistakes when translating semantics, the first will be seen from the questionnaire that has been filled in on the google form and the second on the document, namely the results of the translation of the 6th semester student exam in English:

1. The result of questionnaire

The questionnaire consisted of 10 statements. The 12 students had already given their answers. The results were as follows :

a. You will find it difficult to start translating.

From the 12 students, 58,3% students answered yes and 41,8% of students answered no.

b. You are familiar with all translation method.

From the 12 students, 41,8% students answered yes and 50,3% of students answered no.

c. You find it difficult to distinguish between types of translation such as the word for word translation, semantic translation, literal translation.

From the 12 students, 66,7% students answered yes and 33,3% of students answered no.

- d. You understand using semantic translation methods

From the 12 students, 50% students answered yes and 50% of students answered no.

- e. You find it more difficult to translate Indonesian to English.

From the 12 students, 66.7% students answered yes and 33,3% of students answered no.

- f. You find it more difficult to translate Indonesian to English.

From the 12 students, 66.7% students answered yes and 33,3% of students answered no.

- g. You find it more difficult to translate Indonesian to English.

From the 12 students, 66.7% students answered yes and 33,3% of students answered no.

- h. You feel you are still lacking in the mastery of vocabulary in English.

From the 12 students, 91,7% students answered yes and 8,3% of students answered no.

- i. You feel you are still lacking in the mastery of vocabulary in English.

From the 12 students, 91,7% students answered yes and 8,3% of students answered no.

- j. You always interpret using a dictionary when you find difficult vocabulary.

From the 12 students, 100% students answered yes.

- k. You have difficulty determining the exact meaning of words with multiple meanings

From the 12 students, 66,7% students answered yes and 33,3% of students answered no.

- l. You have difficulty in assembling sentences in English, resulting in ambiguous sentences and difficult for readers to understand.

From the 12 students, 75% students answered yes and 25% of students answered no.

- m. You are less familiar with borrowed languages from foreign languages.

From the 12 students, 50% students answered yes and 50% of students answered no.

2. The result of documentation

Moreover, to support the data, the researcher decided to analyze the students' translation work. In students' work, there were Indonesian passages that cited from certain articles and the students translated them from Indonesian to English. The researcher had analyzed it in order to make sure that the students translated it well by choosing words that had appropriate meaning with the context. The examples of semantic translation errors can be seen as follow:

a. **Follow**

<i>Antusias warga Kota Banda Aceh untuk mengikuti vaksinasi massal mulai terlihat meningkat pada tahap penyuntikan dosis kedua.</i>	The enthusiasm of Banda Aceh City residents to follow the mass vaccination began to increase at the second dose injection stage.
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Based on the students' work it can be seen that the student translated the Indonesian word. '*mengikuti*' into **follow**. The translation of the word '*mengikuti*' is **follow**. But, the word **follow** in that sentence create different meaning in its context. It is obviously that **follow** was translated from *Mengikuti*. The students probably translate it word to word. However, The word that had been chosen by the students, English **follow** based on Oxford dictionary whic means that' to come or go after or behind somebody or something. It is obviously different from the source language context. Mengikuti in that context means that involving in an event. Of course, in this case the word **follow** is less accurate. It will be better if *mengikuti* is translated into **participate** in this context.

b. **Gang up**

<i>Dengan menggunakan system keroyokan (gotong royong), pahlawan ekonomi keluarga ini berhasil naik kelas dengan menembus pasar di salah</i>	By gang up on system(cooperation), the family's economic hero successfully moved up through the market
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<i>satu mal di surabaya, Jawa Timur.</i>	at one of the shopping mall in Surabaya, East Java.
--	--

The case from this sentence was similiar with the other errors. The student translated the word from source language to the target language without considering the context of the paragraph itself. In the paragraph above, the students translated *keroyokan* as **gang up**. Gang up is a phrasal verb which is made up by word and preposition. English word **gang up**, according to oxford dictionary means that together to hurt or frighten. From the word meaning, gang up can be assumed as negative action that be done together. Therefore, it was different with the context. The appropriate words to present *keroyokan* in indonesian is **working together**. So the meaning between the source language and target language was not different.

c. **Will not sell**

<i>“Kendala pasti, ketika di beri edukasi tidak langsung diterima, karena pemikiran mereka takut tidak laku, juga di mall tidak bisa berkembang. Kita tetap beri pemahaman jangan pola pikir sebagai pedagang, tapi harus jadi pebisnis,” tutur dia di kampung</i>	“ the real problem is that when given an education is not directly accepted, because they are afraid that they will not sell , and the mall will not grow, we will still give understanding not of how we think of merchants but of business,” he said in the culinary village of itc,
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<i>kuliner Mall ITC, Surabaya,</i> <i>Minggu, 10 November 2019.</i>	Sunday, November 10, 2019.
--	----------------------------

The researcher found the students put the word **will not sell** as the translation product of **tidak laku**. The words **will not sell** compounds by verb and auxiliary in negative form of simple future tense. Meanwhile, **tidak laku** is an adjective. When the student used word *will not sell*, it meant that the seller did not want to sell. Hence, **tidak laku** means that the seller sell his product but no one buys. So, the use of **will not sale** is very different from the source language context. It means that while translating, the student did not care about the word group and the context. In this manner, the accurate translation of '*tidak laku*' is '**unslod**'.

d. The fruit of people's conversations

<i>Apa saja yang terjadi dan menarik perhatian orang, apa saja yang menjadi buah percakapan orang; semakin menjadi buah tutur orang banyak, semakin besar nilai beritanya.</i>	What happens and attracts people's attention, what is the fruit of people's conversations ; the more the people say, the greater the value of the news.
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In this paragraph, the student translated *buah percakapan* as **the fruit of people's conversations**. In this way, it can be seen clearly that the students translated it word by word without dealing with semantic context or meaning of the words. Based on the paragraph, *buah percakapan* means that something that being discussed by people. Whereas, the word fruit, in words **the fruit of people's conversations** means that fruit like the fruit as known. So, it is different. In this case, the students may use the word **issue** to present the meaning of *buah percakapan*.

e. **Violate the order of feelings**

<i>Asalkan tidak melanggar ketertiban perasaan dan undang-undang penghinaan</i>	As long as it does not violate the order of feelings and the law of humiliation
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In this sentence, the students translated **melanggar ketertiban perasaan** as “**violate the order of feelings**”. The students were probably confused by the meaning of *melanggar ketertiban perasaan*. In this sentence, the students should analyze the message at those words. *melanggar ketertiban perasaan* can be described as hurting someone feeling. On the contrary, the students translated it without considering the message in those words, so that they transformed it into **violate the order of feelings**. It was clearly that **violate** is the translation product of

melanggar, **order** is *ketertiban*, and **feeling** is *perasaan*. Of course, those words are cannot represent the context meaning of source language. In this manner, the students needed to translate *melanggar ketertiban perasaan* as **offend people**. In the sentence, the student may write **as long as it does not offend people ...** . Those word will catch the meaning of source language well.

f. **Like a cat on a hot tin roof gripped the street, shared**

<p><i>Founder action university, Saiful Soemarsono menuturkan bukan hal mudah mengajak para PKL untuk naik kelas. Berbagai kekhawatiran menghantui para PKL. Dengan bimbingan intens yang di bagi beberapa kelas akhirnya mereka bisa menempati mal seperti sekarang ini.</i></p>	<p>Founder of Action University, Saiful Soemarsono said it was not easy to get the PKL to move up. Like a cat on a hot tin roof gripped the street. With the intense guidance Shared by several classes they could finally occupy the mall as it is today.</p>
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In this paragraph, the students use an idiom to represent the words ... *kekhawatiran menghantui...* in source language. The students decided to use an idiom and put it on the sentence into **Like a cat on a hot tin roof gripped the street**. It was correct to draw the meaning of ... *kekhawatiran menghantui...* as **Like a cat on a hot tin roof**. But, the way the student

arranged it on the sentence was inaccurate. It would be better to write **they are Like a cat on a hot tin roof**. So **Like a cat on a hot tin roof** is refers to they PKL or street vendors. Meanwhile, the students translation, **...Like a cat on a hot tin roof gripped the street...** has two meanings because this idiom are not clear to refer in what. So that, the students needed to aware the way they applied an idiom in sentence so that the meaning of source language would be clear and not having ambuuguity.

g. **Shared by**

<p><i>Dengan bimbingan intens yang di bagi beberapa kelas akhirnya mereka bisa menempati mal seperti sekarang ini.</i></p>	<p>With the intense guidance Shared by several classes they could finally occupy the mall as it is today.</p>
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In this case, the students translated '*di bagi*' into '**shared by**'. In this source language context, '*di bagi*' means that to make a part in many classes. Meanwhile, the students translated it as '**shared by**'. Without considering the context, it is correct that '**shared by**' can be said as '**di bagi**'. If we focus on the word '**shared by**' is a phrasal verb from the verb *share* and preposition *by*. So, the basic verb is '**share**'. According to oxford dictionary, '**share**' means give some of yours. So this word is not appropriate in source language context. The students should put the word '**divide by**'. the word '**divide**' has a meaning as separate. It means that to

separate into parts and give a share to each of a number of different people. This word is relevant with the source language context.

B. Discussion

From the results of questionnaire that had been found, there were some causes of semantic translations errors made by the sixth semester students of English Department, IAIN Langsa.

1. They found it difficult to start translating especially when translating sentences from Indonesian into English.
2. They found it difficult when they had to distinguish the type of translation such as semantic translation, literal translation, and etc.
3. They were still weak in English vocabulary. On the other hand, they did not master English vocabulary well. They could not choose the appropriate words in translating Indonesian into English.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher will provide a conclusion for this research and suggestions for lectures, students and researchers who will conduct research with the same problem.

A. Conclusion

The errors made by students can be seen in some words that were used improperly. On the other hand, the students used some words that were not based on the context. For example, the word "follow" should be translated as "participate"; the word "gang up" should be translated as "working together" the word "will not sell" should be translated as "unsold" the word "the fruits of people's conversation" should be translated as "issues"; the word "violate the order of feelings" should be translated as "as long as it does not offend people"; the word "like a cat on a hot tin roof gripped the street" should be translated as "they are like a cat on a hot tin roof" and the word "shared by" should be translated as "divide by"

The causes of the errors were as follows:

- a. They found it difficult to start translating especially when translating sentences from Indonesian into English.
- b. They found it difficult when they had to distinguish the type of translation such as semantic translation, literal translation, and etc.
- c. They were still weak in English vocabulary. On the other hand, they did not master English vocabulary well. They could not

choose the appropriate words in translating Indonesian into English.

B. Suggestion

The researcher gave some suggestions as follows:

1. The students should master more about English vocabularies so that they could use appropriate words in translating text from Indonesia n to English.
2. The lectures should find the best method in teaching translation so that the students could translate texts based on context.
3. The other researcher should conduct other researcher in order to develop the research about translation.

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Demikian surat keterangan ini kami berikan untuk dapat dipergunakan seperlunya.

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