

**LEXICAL PROBLEMS IN THE BILINGUAL  
TRANSLATION BY THE STUDENTS OF ENGLISH  
DEPARTMENT UNHAS**



**A THESIS**

*Submitted to the Faculty of Cultural Sciences Hasanuddin University as Partial  
Fulfillment of the Requirements to Obtain Bachelor Degree in English Literature  
Study Program*

**BY:**

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**ENGLISH LITERATURE STUDY PROGRAM  
FACULTY OF CULTURAL SCIENCES  
HASANUDDIN UNIVERSITY  
MAKASSAR  
2020**

THESIS

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It has been examined before the Board of Thesis Examination on December 28<sup>th</sup>,  
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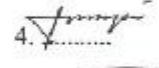
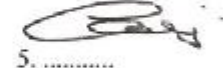

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Today, December 28<sup>th</sup>, 2020 the Board of Thesis Examination has kindly approved a thesis by DIAN FEBRIANTI (No. F21116538) entitled, *LEXICAL PROBLEMS in THE BILINGUAL TRANSLATION by THE STUDENTS of ENGLISH DEPARTMENT UNHAS*, submitted in fulfillment of one of the requirements of undergraduate thesis examination to obtain Sarjana Sastra (S.S.) Degree at the English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, December 28<sup>th</sup>, 2020

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## DECLARATION

This thesis by **DIAN FEBRIANTI** (No. F21116538) entitled, *LEXICAL PROBLEMS in THE BILINGUAL TRANSLATION by THE STUDENTS of ENGLISH DEPARTMENT UNHAS* has been revised as advised during examination on **December 28<sup>th</sup>**, 2020 and approved by the Board of Undergraduate Thesis Examiners:

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# TABLE OF CONTENT

<b>TITLE SHEET</b> .....	<b><i>i</i></b>
<b>LEGITIMACY SHEET</b> .....	<b><i>ii</i></b>
<b>AGREEMENT SHEET</b> .....	<b><i>iii</i></b>
<b>DECLARATION SHEET</b> .....	<b><i>iv</i></b>
<b>ACKNOWLEDGEMENT</b> .....	<b><i>v</i></b>
<b>TABLE OF CONTENT</b> .....	<b><i>vii</i></b>
<b>ABSTRACT</b> .....	<b><i>ix</i></b>
<b>ABSTRAK</b> .....	<b><i>x</i></b>
<b>CHAPTER I</b> .....	<b><i>1</i></b>
<b>INTRODUCTION</b> .....	<b><i>1</i></b>
<b>A. Background of the Study</b> .....	<b><i>1</i></b>
<b>B. Identification of Problems</b> .....	<b><i>3</i></b>
<b>C. Scope of Problem</b> .....	<b><i>3</i></b>
<b>D. Research Question</b> .....	<b><i>3</i></b>
<b>E. Objectives of the Study</b> .....	<b><i>3</i></b>
<b>F. Significances of Study</b> .....	<b><i>4</i></b>
<b>CHAPTER II</b> .....	<b><i>5</i></b>
<b>THEORETICAL BACKGROUND</b> .....	<b><i>5</i></b>
<b>A. Previous Studies</b> .....	<b><i>5</i></b>
<b>B. Literature Review</b> .....	<b><i>6</i></b>
a. Definition of Translation.....	<b><i>6</i></b>
b. Text Errors .....	<b><i>7</i></b>
c. Grammar Errors .....	<b><i>8</i></b>
d. Causes of Errors .....	<b><i>9</i></b>
e. Lexical Error .....	<b><i>9</i></b>
f. Translation.....	<b><i>11</i></b>
g. Lexical Equivalence .....	<b><i>13</i></b>
h. Principles of Translation .....	<b><i>14</i></b>
i. Types and Categories of Translation .....	<b><i>15</i></b>
j. Interlingual .....	<b><i>16</i></b>
k. Intralingual .....	<b><i>17</i></b>
<b>CHAPTER III</b> .....	<b><i>19</i></b>

<b>METHODOLOGY .....</b>	<b>19</b>
A. Research Design .....	19
B. Data Collection.....	19
C. Population and Sample .....	20
D. Method of Collecting Data .....	20
E. Method of Analyzing Data .....	20
<b>CHAPTER IV .....</b>	<b>21</b>
<b>FINDINGS AND DISCUSSION .....</b>	<b>21</b>
A. Findings.....	21
B. DISCUSSION .....	62
<b>CHAPTER V .....</b>	<b>66</b>
<b>CONCLUSION AND SUGGESTION .....</b>	<b>66</b>
A. Conclusion .....	66
B. Suggestion .....	66
<b>BIBLIOGRAPHY .....</b>	<b>68</b>
<b>APPENDIX.....</b>	<b>71</b>



## ABSTRACT

**DIAN FEBRIANTI.** *Lexical Problems in the Bilingual Translation by the Student of English Department Unhas* (supervised by **Abidin Pammu** and **Ainun Fatimah.**)

The aim of the research is to explain the grammatical mistakes and the lexical problem are frequently found by the students of English Department in translating an English into Bahasa Indonesia.

This research conducted by using descriptive design with qualitative approach. The population of this research is the students from English Department of Cultural Science Hasanuddin University, the nine semester of academic year 2019/2020. The samples of this research are 10 students, which are randomly chosen. The writer presents the student's translation, then the writer analyzes it word by word and sentence by sentence. Then, the writer indentifies words, phrases, and grammatical structures of the translated sentence.

The result show that the factors causing students to produce errors in their translation given respectively. It is found that there are some causes that the students make errors when translating English into Bahasa Indonesia. Those causes are classified as the especially when translating lexical words or phrases of source language into the target language. Those interlingual errors are driven mostly by the insufficient knowledge and vocabularies of the students towards the equivalence of English into Bahasa Indonesia counterpart.

Keywords: **Bilingual Translation, Lexical Problems**

## **ABSTRAK**

**DIAN FEBRIANTI.** Leksikal dalam Terjemahan Dwibahasa oleh Mahasiswa Jurusan Bahasa Inggris Unhas (dibimbing oleh **Abidin Pammu** dan **Ainun Fatimah.**)

Tujuan dari penelitian ini adalah untuk menjelaskan kesalahan tata bahasa dan masalah leksikal yang sering ditemukan oleh mahasiswa jurusan Bahasa Inggris dalam menerjemahkan Bahasa Inggris ke Bahasa Indonesia.

Penelitian ini dilakukan dengan menggunakan desain deskriptif dengan pendekatan kualitatif. Populasi dalam penelitian ini adalah mahasiswa jurusan Bahasa Inggris Ilmu Budaya Universitas Hasanuddin, semester Sembilan tahun akademik 2019/2020. Sampel penelitian ini terdiri dari 10 mahasiswa, yang dipilih secara acak. Penulis menyertakan terjemahan mahasiswa kemudian penulis menganalisis kata demi kata dan kalimat demi kalimat. Kemudian penulis mengidentifikasi kata, frasa, dan struktur tata bahasa dari kalimat yang diterjemahkan.

Hasil penelitian menunjukkan bahwa faktor-faktor penyebab siswa melakukan kesalahan dalam menerjemahkan teks yang diberikan. Ditemukan adanya beberapa penyebab siswa melakukan kesalahan saat menerjemahkan teks bahasa Inggris ke bahasa Indonesia. Penyebab tersebut diklasifikasikan sebagai penyebab interlingual dan intralingual, meskipun penyebab interlingual ditemukan dominan, terutama saat menerjemahkan kata atau frasa leksikal bahasa sumber ke dalam bahasa target. Kesalahan interlingual tersebut sebagian besar didorong oleh pengetahuan dan kosa kata siswa yang tidak mencukupi terhadap kesetaraan bahasa Inggris ke dalam padanan bahasa Indonesia.

**Kata Kunci : Terjemahan Dwibahasa, Masalah Leksikal**

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Learning a foreign language is a complex process because it needs some skills to comprehend, such as listening, speaking, reading, and writing. Therefore, the students always face some difficulties when they learn foreign language. As a result, they always make some errors in learning English when they improve it in writing and speaking ability especially in translating English text. By doing lexical error in translating English it can make us difficult to get what text want to convey.

English has an important role to give information to people whose language is different from one another. Because the language is a tool for communication so we must understand and master the skill in order not occurred misunderstanding in communication process. These skills are listening, speaking, reading, and writing. Including both English to Indonesian and Indonesian to English. This is important because we enter the era of globalization in order to proces the information in our country and to do it we will need reliable translators.

Translation inevitably coincides with equivalences and nonequivalences. The practice of translation as coined by Duff (1998) emphasizes two underlying principles. First, translation equivalences in terms of language form and content

constitute the ordering of words and ideas that should match the original texts as closely as possible. Second, the meaning of the target text should reflect the meaning of the source text accurately. In this perspective, translators attempt to establish equivalences for the purpose of readability, clarity, and accuracy of the source and target languages.

The articulation of translation focusing on the language form and content is regarded as a linguistic feature that puts into practice the analyses of lexical, grammatical, and semantic elements. In this way, the change of language form linguistically modifies the content area of the translation because the consistency for accurately delivering messages from the source text into the target text is of paramount importance.

In translating an article into the other languages, someone must understand the source article or the meaning of information well. It is important to know the intention of the writer, what is actually she wants to inform. Sometimes, the materials have an implicit meaning. So, to make a proper translation, we must be careful to know the context as an entire, not as a partial.

One reason for these mistakes that the students often translate the source language to the target language literally, without paying attention to the participles of translation, in this case the participles of English and Indonesian translation Based on the tittle "*Lexical Problems in the Bilingual Translation by the Students of English Department Student Unhas*".

## **B. Identification of Problems**

There are some aspects in translation from English into Indonesian , the writer will be interested to analyze:

1. Students sometimes make grammatical mistake when translating English words, phrases, and sentences into Indonesia.
2. Lexical issues in translation still become a big problem faced by students.

## **C. Scope of Problem**

The writer tries to indentify the student difficulties and analysis of the grammatical mistakes and lexical problems in the English into Indonesian translation. Relying on sentence structure makes a language good for our hearing and so for our understanding.

## **D. Research Question**

1. What are the grammatical mistakes are frequently found in their students translation?
2. What are the lexical problems found in the translation of English Department?

## **E. Objectives of the Study**

1. To explain the grammatical mistakes are frequently found by the students of English Department in translating an English into Bahasa Indonesia.
2. To explain the lexical problem found by the students of English Department in translating an English text into Bahasa Indonesia.

## **F. Significances of Study**

This study is expected to be beneficial in two ways, theoretically and practically. Theoretically, the writer tries to apply the theory about translation and how it work in the student English Department of translation and also this research can be used as a reference for the further research of English Department students. Practically, this research hopefully gives a brief of information for everyone who want to know the lexical problem on translation.

## **CHAPTER II**

### **THEORETICAL BACKGROUND**

#### **A. Previous Studies**

1. Tenry Ajeng (2003), Translation services in Tamalanrea (A Case Study)

- Her subject is also about translation and she focuses on translation services in Tamalanrea.
- The writer chooses the translation an English text into Bahasa Indonesia and it is different with Tenry Ajeng's thesis. The writer tries to make it specific and clear, so the writer chooses to explain the lexical problems and grammatical mistakes are frequently found by the students of English Department in translating an English into Bahasa Indonesia.

2. Jeni Tangke (2006), The Most Common Errors made by The Translator in Translation Bureaus in Trannslating Indonesian Text into English ( A Case Study)

- Her subject is about the translation and it is the same with the writer. She also use a text and then it is translate by the student of English Department

- The difference is the writer chooses the translation of an English text into Bahasa Indonesia and Jeni Tangke choose the translation of an Indonesian text into English.

3. A.M.Yusri (2004), The Ability in Translating English Text into Indonesia: A Case Study.

- He focused his study on the common error and part of translation done by the students who take the subject English-Indonesia Translation.
- The difference is the writer chooses the lexical problem's in the bilingual translation by the students of English Department.

In this study, the writer focus on Lexical Problem on English Department Student in Translation. There are some difference between previous studies and this research focus on the difficulties and analysis of the form and meaning of words, and sentences structural analysis in English into Indonesian translation.

This research takes English as the source language and Indonesian as the target language. The result of translation analyzed this research show how far the background knowledge of the student to know their ability of translation.

## **B. Literature Review**

### **a. Definition of Translation**

Generally, translation means to transfer the meaning of the material in the source language into target language. But it is better if we consider some expert opinions about the meaning of translation.



Kridalaksana Harimurti (1982.p128) defines as:

“Translation is the process of transferring inter-culture and/or inter-nation message in term of grammatical and lexical rules in purpose to maintain the form”

Newmark (1981:7) expresses an idea as follows:

“Translation is a craft consisting of attempt to replace a written message and or statement in another language”. From the above opinions it is clear that the ,most important thing in translating is the meaning and it is form being fitted with the form to target language.

According to Nida and Taber Hanafi (1986:25) translation consist of reproducing in the receptor language the closest natural equivalent of source language message, first in terms of meaning, and second, in terms of style.

This means that the first and the most important thing in translating is the meaning. This means that the meaning of the message of the source language must be obtained in the target language, while the second priority is the style. The style is important that the translation result can be enjoyed by the target audience.

#### **b. Text Errors**

The term text is sometimes used to refer exclusively to a unit of written language larger than the sentence - for which paragraph might be a suitable term. In that case, one wonders what its spoken counterpart might be. We shall use ‘text’ in a much broader sense to designate any instance of language that results from applying the rules of encoding and of lexico-grammar. Text is usage.

Text error arise from ignorance and misapplication of the lexico-grammatical rules of the language, including how these rules are exploited to achieve texture. It would be convenient to be able to make general and valid statements about how a unified system called lexico-grammar operates in language, but no such accounts are yet available; all we can do in the next section is suggest what directions such a system could take. For the present we must be content to account for lexical and grammatical (sub) systems separately.

### **c. Grammar Errors**

Knowing grammar knows which elements of the language should go together, and in what order. Everybody knows of his spoken language. Grammar may be defined as the science which classifies the elements of language and the principles by which they (the elements of language) combine to form units of meaning. Hall (1993:3) defined that grammar is a description of certain organizing aspects of a particular language. It usually includes phonological (sound) morphological (word composition), and syntactic (sentence composition) points.

Furthermore Hornby (1986 : 375) stated that grammar is a study or science of rules for the combination of words into sentences (syntax), and the forms of words (morphology). In constructing a sentence we have to pay attention to the rules. A verb must agree with its subject in person, number and pronouns must agree with the antecedents. In other words, the combination between two grammatical elements should be concerned. As Quirk (1972 : 395) stated that concord can broadly define as the relationship between two grammatical elements.

It means that a grammatical element contains a particular feature. It is clear that subject and predicate should have a relationship, for example :

1. incorrect : He go to school yesterday
2. correct : He went to school yesterday

The above example shows that the learner will make grammar error if they do not pay attention to the rules of grammar.

#### **d. Causes of Errors**

Richard (1985:174) stated that there are two types of causes of errors that are interlingual and intralingual. Errors are a deviation due to language competence and tend to be systematic. Corder (1973:260) said that errors are those features of the learners' utterance which are different from those of any speakers and learners which do not recognize their errors.

From the explanation above, it can be obtained that error is any systematic and consistent deviation from the accepted system of the target language and the learners are not aware of it because they do not know how to use the system correctly.

#### **e. Lexical Error**

Chomsky has made the lexical the golden age of syntax, and until recently the description of vocabulary was relatively neglected by linguist. Lexis has been sharply differentiated from grammar. Latterly, lexis has begun to take a central role in language study. There are a number of reasons for this. First, the boundaries between lexis and grammar are now seen to be less clear-cut than was

assumed. Many lexical items consist of more than one word and have a structure of their own.

This is the case with idioms like “pull my leg or kick the bucket”, the integrity of which is easily shown by the impossibility of pluralizing the noun in each. But the expression does not have to be idiomatic: Becker (1975), Pawley and Syder (1983) and Nattinger and Decarrico (1975) have shown how productive lexical phrases are and how central they are to native speaker.

Secondly, learners themselves believe that vocabulary is very important in language learning, sometimes equating a language with its vocabulary. Wrong as this view may be, it has to be taken into account, since such learner-belief is likely to influence learning.

Thirdly, for some learners groups, lexical errors are the most frequent category of error.

Fourthly, native speakers consider the lexical errors in learners' IL to be more disruptive and irritating than other types-a question we shall discuss in the context of error gravities.

Finally, vocabulary carries a particularly heavy functional load, especially in early IL. There is little grammar in such IL, and the message often has to be inferred, mainly from the lexical terms assembled for its representation.

Lexical is a pattern in which words are combined to make sentences. Richard (1985 : 293) said that in studying a language, a distinction is usually

drawn between grammar and what is called lexical. Then, Dinnen (1980 : 265) wrote that lexical has grammatical forms and thus meaningful. It is not enough just to combine words but it should also be considered whether it is meaningful or not.

In reaching the purpose, one should follow the system. for example, (only one was can place your bed). The sentence is incomprehensible because it is not a good sentence for it is against the against the syntactic rule of the language. The sentence has a lexical error. The correct sentence is (Your bed was only for one person).

#### **f. Translation**

Translation by dictionary definition consists of changing from one state or form to another, to turn into one, own or another's language. (The merriam-webster, dictionary, 1974) translation is basically a change of form when we speak of the form of a language, we are referring to the actual words, phrases, clauses, sentences, paragraphs, etc, which are spoken or written. These forms are referred to as the surface structure of a language. It is the structural part of language which is actually seen in print or heard in speech.

In translation, the form of the source language is replaced by the form of the receptor (target) language. But how is this change accomplished ?. What determines the choices of form in the translation ? The purpose of this text is to show that translation consists of transferring the meaning of the source language

into the receptor language. This is done by going from the first language to the form of a second language by way of semantic structure.

The form from which the translation is made will be called the source language and the form into which it is to be changed will be called the receptor language. Translation then consists of studying the lexicon, grammatical structure, communication situation, and cultural context of the source language text, analyzing it in order to determine its meaning and then reconstructing this same meaning using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context.

Catford (1996:20) translation is the replacement of textual material in one language by equivalent textual material in another language. Then, Nida and Taber (1962:12) stated that translation consists of reproducing in the receptor language the closest natural equivalent of source language message the first in the terms of meaning, and secondly in the terms of style.

Further, Brislin (1976:1) said that translation is the general term referring to the transfer of thoughts and ideas from one language (source) to another (target) whether the language is written or oral form.

Then, Mc. Quire (1980:3) stated that translation is the rendering of a source language text into the target language so as to ensure that :

1. The surface meaning of the two will be approximately similar.

2. The structures of the language will be preserved as closely as possible but not so closely the target language structures will be seriously distorted. If it is reviewed more profoundly, the four definitions above have something in common which can be considered as the characteristics of translation. That is the change of source language form into target language, on the other hand they have different on the stress of what is to be elements and grammatical forms of the source and the target language.

#### **g. Lexical Equivalence**

Larson (1984) mentions a term called “lexical equivalents” that refers to (1) concepts in the source text which are known (shared) in the receptor language, (2) concepts in the source language that which are unknown in the receptor language, and (3) lexical items in the text which are key terms, translated using a special treatment. If this is the case, lexical equivalences help translators bridge the gap between the source and target texts.

In addition, lexical equivalences are produced using a technique called transliteration, defined as the letter-by-letter rendering of the source language name or term in the target language when the two languages have distinct scripts (Hatim & Munday, 2004). For example, the Pusat Pembinaan dan Pengembangan Bahasa promotes the use of the word “anggit” as the new equivalence of “concept.” However, Indonesian writers in general and Indonesian translators in particular avoid using this new equivalence because of its unfamiliarity with the

target readers. Instead, they use the old and popular transliteration “konsep” (Nababan, 2005).

#### **h. Principles of Translation**

Sufficient knowledge of the source and target language is needed to produce a good translation and there are basically more things to be taken into account by a translator. The principles give much help to a translator. They show what to do and to leave. Tyler (1978) and Mc. Quire (1980) formulated general principles as follows:

1. Translation has to be able to present a perfect transferring of ideas conveyed in the original text.
2. The style and way of translation have to have similarities with the original text
3. The translator has to perfect knowledge of the source language and target language
4. A translator has to use the form of speech generally used
5. A translator has to avoid translating word by word

6. A translator has to select and arrange the words accurately and properly

On the other hand, Snell and Hornby (1986:1234) said that could raise error in catching what is meant. It is because the culture aspect and context of the source language are ignored. Therefore purpose of an opinion before the analysis of grammar and meaning of word relationship is done.



Identification of text in culture context and its circumstance should be firstly conducted. Having analyzed the source language text carefully, the second step is transferring the elements carried in the meaning of source language into target language which take place in translator is mind. The third step is piling back the transferred elements based on the vocabulary, grammar, and general type in the target language.

#### **i. Types and Categories of Translation**

After knowing the definitions of translation we should also study the types and categories of translation in order to have a wider scope of it. Catford (1969:21) divided translation into three distinctive types namely :

1. Full translation V.S Partial Translation

2. Total Translation V.S Restricted Translation

3. Rank of Translation The distinction between full and partial translation relates to the extent of SL text, which is submitted to the translation process. In a full translation to the entire text is submitted to the translation process that is very part of SL is replaced by text material.

Examples : Indonesia English

1. Aku cinta Indonesia I love Indonesia

2. Dia akan pergi kesana He will go there

3. Mereka tidak membeli apa-apa They did not buy anything In partial translation, however some parts of the SL text are left untranslated. They are simply transferred to and incorporated in the TL text, either because they are regarded as untranslatable or the liberate purpose o introducing local color into TL text or even because they are so common and frequently used that translation is not needed.

#### Indonesia English

1. Saya senang hamburger I like hamburger

2. Orangutan sejenis monyet The Orangutan is a kind of ape

3. Kami memerlukan Micro Film We need micro film The distinction between total and restricted translation relates to the levels of language involved in translation. In total translation SL grammar and lexis are replacement which entails the replacement of SL phonology. For example : The Child / has slept / for / three / hours Anak itu / telah tidur / selama / tiga / jam Restricted translation at the grammatical and lexical level means respectively, replacement of lexis, and replacement of lexis by equivalent.

#### **j. Interlingual**

Interlingual is errors which are caused by the interference of the learner's native language. (Richard, 1985 : 175). When the learners transfer their native language system into the target language, the learner automatically transfers their native language into the target language, because he/she can only apply her/his system. This type of errors will occur without carrying the system. Then, Corder

(1973:34) wrote that interlanguage studies came into prominence. It means that errors are focused to the psycholinguistics processes of second language acquisition and the status of learner-language systems.

For example : Rina was a girl beautiful

The example above shows that the learner directly transfers word by word to the target language. It is because in Bahasa Indonesia, adjectives as modifier are generally placed after noun. Ubol (1981:8) stated that the causes of errors made by the students can be due to the interference from the native language and the interference with the target language.

#### **k. Intralingual**

Intralingual is the errors which are caused by the very complicated system of the target language itself. (Selingker, 1969:27). Here, the learners are not familiar with the sentences appropriately. Hence, the new system of a language is very important to make comparison of the two languages, because it can enlarge students' knowledge about the new rule of grammar. Further, Richard (1985:176) stated that intralingual errors are those that reflect the general characteristics of rule learning.

For examples :

1. incorrect : Was the novel interested ?  
correct : Was the novel interesting ?
2. incorrect : John go to school yesterday  
correct : John went to school yesterday

3. incorrect : He buys the book yesterday

correct : He bought the book yesterday

The sentences above show that the students do not know or realize what kind of word must be used in a special utterance. In this case, they do not know what part of speech they should use. In addition, we find that the word interesting (in example 1) means “menarik” and interested means “tertarik”. These words have the same class that is adjective but the students do not know exactly how to use them in English.