



**LITERATURE REVIEW OF SYNTACTIC ERROR ANALYSIS IN  
TRANSLATING TEXT**

**THESIS**

*Submitted to English Teaching Department of Tarbiyah and Teachers Training  
Faculty to Fulfill One of the Requirements to Obtain Bachelor Degree in English  
Teaching Department*

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**Reg.No. 13 104 050**

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STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)  
BATUSANGKAR**

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This approval is granted and be used appropriately.

Batusangkar, October 2020

Advisor

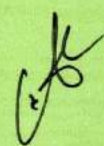
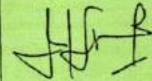


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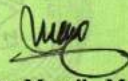
Thesis written by of META RISYA, Reg. No. 13 104 050, thesis entitled "LITERATURE REVIEW OF SYNTACTIC ERROR ANALYSIS IN TRANSLATING TEXT". has been examined by board of examiners of English Teaching Department of Tarbiyah Faculty of State Islamic Institute (IAIN) Batusangkar on and approved to be accepted as the requirement for obtaining Bachelor Degree in Teaching English.

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Batusangkar, October 2020

The researcher,

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## ABSTRAK

**META RISYA. NIM 13 104 050, (2020)** judul skripsi “**LITERATURE REVIEW OF SYNTACTIC ERROR ANALYSIS IN TRANSLATING TEXT**” Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Batusangkar.

Penelitian ini membahas tentang kesalahan sintaksis yang dilakukan oleh mahasiswa dalam *Translating Text*, dari bahasa pertama ke bahasa Inggris. Penelitian ini bertujuan untuk memaparkan kesalahan sintaksis apa saja yang dilakukan oleh mahasiswa ketika *Translating Text*.

Penelitian ini adalah penelitian studi pustaka (*literature review*). Data penelitian ini adalah dokumentasi yang bersumber dari 8 buah artikel Nasional dan Internasional sepuluh tahun terakhir (2011-2020) yang membahas tentang kesalahan sintaksis dalam *Translating Text*. Pada penelitian ini, peneliti menganalisis dan me *review* penelitian dari 8 buah artikel yang meneliti tentang kesalahan sintaksis yang dilakukan mahasiswa ketika *Translating Text* dan memaparkan apa saja kesalahan sintaksis yang dilakukan ketika *Translating Text*.

Teknik pengambilan data pada penelitian ini peneliti mengumpulkan data dari artikel yang relevan dengan penelitian ini, kemudian menganalisis penelitian yang telah dilakukan oleh peneliti sebelumnya. Dalam mengambil data, peneliti melakukan dalam empat tahap yang berdasarkan teori dari Arikunto in Yuni, yaitu: merumuskan masalah, *consideration of literature*, evaluasi data dan analisis interpretasi. Selanjutnya, pada tahapan alisis peneliti malakukan analisis kebutuhan yang berdasarkan teori dari Hamid Darmadi yaitu: merumuskan masalah, mempelajari literatur, evaluasi data dan menganalisis data.

Hasil penelitian ini menunjukkan bahwa ditemukannya 17 kesalahan sintaksis yang dilakukan oleh mahasiswa dalam *Translating text* meliputi: (1) *phrase* (2) *clause*, (3) *nonparallel combination*, (4) *misordering*, (5) *countability*, (6) *determiners*, (7) *relative*, (8) *tense*, (9) *articles*, (10) *pronoun*, (11) *word order error*, (12) *agreement rules error*, (13) *construction error*, (14) *fragments and runs-on*, (15) *sentences*, (16) *passive voice*, (17) *speech*.

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

Language as a means of communication is very important, therefore people have to master it. As human and technology grow, it is impossible to fulfill all human needs without interacting with other people that have different social conditions, cultures, and of course, language. People must learn not only their mother tongue, a language which only functions in the family or area where they live, but also an international language used in international world, that is, English.

English is one of major in English department at IAIN Batusangkar. To be a good student of English, the students must master the English language. Students are expected to be able to read, speak, listen, and write in English. There are four skills that must be taught to the students, they are: listening, speaking, reading, and writing. It is clear that the four skills cannot be separated each other. As a foreign language learner that learn English, students found significant difficulties deep in learning English. This matter is different grammar and rules between first language and foreign language. Its caused by lack understanding of learner about grammar in foreign language when learner try to translate the text from first language to foreign language or otherwise.

Talking about translate, translation is very crucial in the process of exchanging information. When English students do translation, they should do it as clearly as possible and with the same meaning, in order to make the reader of the translated text understand what the information and messages is delivered about. English students should know more about how to translate contextually because the errors can influence the meaning of the translation. Translation is one of many important aspects in English. Translation is a communication part by written form. Students cannot only understand what the people talk and write but also what they read and hear. In the other word,

translating can be said as a bridge which is relation between the people in one country to other country which have different language and culture. The purpose of translating is to master the translation.

However, translation is not an easy work. A translator have to get well knowledge of both language to make a good translation. Larson (1984:3) says that to make a good translation, a translator has to exceed several processes. First, translator have to study the lexicon, grammatical structure, communication situation and cultural context of the source language text. Then, translator have to analyze it in order to determine the meaning. And then, translator have to reconstruct this same meaning using the lexicon and grammatical structure which are appropriate in the target language.

Translation is one of significant subjects which is taught in English department because it is a part of communication. Then, they can get much knowledge and information through translation. State Institute for Islamic Studies (IAIN) Batusangkar, especially English Department, provides the students with two kinds of translation. Translation I for fifth semester and Translation for Specific Purposes for six semester. Translation I subject consists of three credit hours. In this subject, there are many things that students learn. Based on the syllabus, the students learn about some topics. The topics are definition of translation, process of translation, principle of translation, translation text, and translation noun phrase, number, article, verb group, modal auxiliary, participle, idiomatic expression, proverbs, and abbreviation. After students study about these topics, they hopefully can translate the topic of translate from English into Bahasa Indonesia and translate from Bahasa Indonesia into English.

Then, the students also learn about Translation for Spesific Purposes in seventh semester. Translation for Specific Purposes is one of the application skill subject in English language. It has two credits semester and it taught in two hours a week. In translation for specific purposes course, there are many topics that students learn. Based on the syllabus of translation for specific purposes subject, students learn definition of freelance Translator careers, how

to be good translator, how to become a successful translator, skills to be a freelance translator, translator advice, benefits of being translator, jobs in translator, how to translate MOU, translate movie subtitle and book.

By mastering translation, the students are hoped to be able to translate any kinds of text from source language into target language. The goal of teaching translation in university, especially in IAIN Batusangkar is that the students are taught how to translate words, sentences, and paragraphs. In English there are various types of text, and in Translations I subject the lecturer ask the students to translate English text to Bahasa Indonesia and from Bahasa Indonesia to English.

However, translation cannot be separated from syntax. As it is known, syntax is the main point of sentence in a language. Crystal in Faidah (2015:3) defined syntax as the study of the rules governing the way words are combined to form sentences in a language. In line with syntax, syntax error also relate to translation. It caused differences of grammar structure from first language to foreign language or foreign language to first language in sentence. Beside that, Ellis (1994:49) states that the errors that learners make can be influenced by a variety of factors, such as; mother tongue or language learning experience. error may happen in teaching learning process, and it is possibly caused by the teacher, who have lack of grammar competence in English teaching or by students who have different understanding or wrong perception then they save on the brain for long time and improve in their English grammar. In addition, mistakes or errors were made because of less attention. The learners do not apply the rule that they actually know.

However, in fact is there are many students get difficulties when translating and understanding word, even more from students' lazyness to enrich vocabulary from the dictionary, carelessness, low self-confidence, and anxiety in translating. In other way there is word or phrase that students always get difficulty and error when translate it, because grammatical problem. In addition, based on the results of research by one of researcher about error students in translation that researchers have read, the results of

research conducted by Pattanapong Wongranu, entitled "Errors in translation made by English major students: A study on types and causes, researchers know that students have translation syntactic error, semantic errors and miscellaneous errors. The causes of errors found from the study included translation procedures, carelessness, low self-confidence, and anxiety. As well as the results of research conducted by Devie Reztia Anjarani and Rohmah Indahwati, entitled " An Analysis Of Students' Errors In Using Simple Past Tense In Translating Narrative Text". The results of his research, the researcher found type error in translation are missed formation errors, omission errors, addition errors, missed ordering errors.

In addition, based on the results of unstructured interviews to several students in fifth semester of English Department students of IAIN Batusangkar. The researcher found many students get difficulties when translating and understanding word, even more from students' lazyness to enrich vocabulary from the dictionary and the students not convidence in translating. In other way there is word or phrase that students always get difficulty when translate it, because different.

Based on this phenomenon, researcher is interested in conducting research on Literature Review of Syntax Error Analysis In Translating Text. Not only the research conducted from Indonesia, but also several other countries research on literature reviews about errors in translating text.

## **B. Research Focus and Question**

This research will be focused on identifying literature review of students' errors in translation. The research question will be : What are the syntactic errors in Translating Text?

## **C. Definition of the Key Terms**

To avoid misunderstanding with several key terms in this research, the terms are defined as follows:

1. First language is a language that person has been exposed to from birth.  
First language also called as mother tongue that it used for language that a person learned as a child.
2. Translation is a process of transferring ideas from one language to another. It can be written or oral form, and it includes all of elements of the language, and translation is a process of substituting a text or oral in one language or source to another language or target of language.
3. Syntax is the study of principle and processes by which sentences are constructed in particular languages.

## **D. Purpose of the Research**

Based on the research question, the main purpose of this research is to find out the the syntactic error analysis in translating text from first language into foreign language

## **E. Significance of the Research**

The Significance of the Research are follows:

### 1. Theoretically

Theoretically, the results of this study are expected to provide information about students error in translation from several researcher findings from several of researchers.

## 2. Practically

Hopefully, the researcher hopes that this research may be useful for:

### a. English Department Students

Through of this research is, it will be expected that the students can see their error in translating text.

### b. English Writing Lecturer.

This research is expected to provide information to the lecturers about students errors in translating text.

### c. Researcher

By doing this research, the researcher herself can add her knowledge about students' errors in translating text. In addition, this research also as requirement to finish her study in English Department in IAIN Batusangkar in order to get Bachelor Degree.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Review of Related Theories**

##### **A. Translation**

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

Translation can be defined in many ways by different experts. Brislin in Shafey (2012:3), states that translation is a general term referring to the transfer of thoughts and ideas from one language to another, whether the language is in written or oral form, whether the languages have established orthographies or not or whether one or both languages is based on signs, as with signs of the deaf. Based on the definition above, it is clear that translation is a process of transferring ideas from one language to another. It can be written or oral form, and it includes all of elements of the language, and translation is a process of substituting a text or oral in one language or source to another language or target of language.

Then, it is also supported by Wilss in Shafey (2012:3), who states that translation is a transfer process which aim at the transformation of a written source language text (SLT) into an optimally equivalent target language text (TLT), and which requires the syntactic, the semantic, and the pragmatic understanding and analytical processing of the source text. Syntactic understanding is related to style and meaning. Understanding of semantics is meaning related activity. Finally, Pragmatic understanding is related to the message or implication of a sentence. It is supported by Nida and Taber in Shafey (1982:12), who state that translation is a process of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly

in terms of style. This means that translation is process of transferring written text from source language into target language which includes linguistic components, style, meaning, and message of written language that will transfer. In other words, translation is a transfer of meaning, message, and style from one source language to the target language. The first priority when translate is meaning and message from text and style is put as a last priority when translate the text in the order of priority, style is put the last. Here the things to reproduce (transfer) is stated, message.

Next, Catford (1965:1), who defines translation as a process of substituting a text in one language for a text in another. Thus, translation is considered an operation performed on languages. It also supported by Hatim and Munday (2004:6), define translation as “the process of transferring a written text from source language (SL) to target language (TL)”. In this definition they do not explicitly express that the object being transferred is meaning or message. It is clear that translation is substituting or transferring the text from source language into target language and includes all of elements from source language to target language like meaning or message of the text, style and performance of the text.

Then, Larson (1984:4), viewed translation as a process consisting of studying the lexicon, grammar, structure, communication, and situation and culture context, analyzing it in order to determine its meaning using the lexicon and grammatical structure which are appropriate in the target language and culture context. It is also supported by Newmark in Shafey (1991:27), who defines the act of translating very briefly. It is the act of transferring meaning of a stretch or a unit of language, the whole or a part, from one language to another. Based on the theory above, translation is a process of substituting a text includes of studying the lexicon,

grammar, structure, communication, situation and culture context of text from source language to target language.

Based on the experts above, translation is the process of transferring thoughts and ideas from one language to another, both orally and in writing, while still paying attention to the grammar, language structure, and rules of the source language to the target language by not changing the meaning.

#### **b. Types of translation**

There are some kinds of translation. Brislin in Shafey (1976:3-4), classifies translation into four kinds. The first type is Pragmatic translation. Pragmatic translation is the translation of a message with an interest in accuracy of the information meant to be communicated in the target language form. The second type is aesthetic-poetic translation. This type does not only focus on the information, but also the emotion, feeling, beauty involved in the original writing. The third type is ethnographic translation. This explicates the cultural context of the source and second language versions. The last type is linguistic translation, the one that is concerned with equivalent meanings of the constituent morphemes of the second language and with grammatical form.

Next, according to Nida and Taber in Shafey (1982:28), dynamic translation is transferring the messages or ideas into a target language and to evoke in the target language readers the responses that are substantially equivalent to those experienced by the source text readers. A definition of dynamic translation centers on the concept of dynamic equivalence that is the closest natural equivalence to the source language message.

Then, Newmark (1988:45), classifies translation into eight kinds. They are:

1) Word-for-word translation

This is often demonstrated as interlinear translation, with the target language immediately below the source language words. The source language word-order is preserved and the words translated.

2) Literal translation

The source language grammatical constructions are converted to their nearest target language equivalents but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problems to be solved. Literal translation or form-based translation attempts to follow the form of the source language.

3) Faithful translation

A faithful translation attempts to reproduce the precise contextual meaning of the original text within the constraints of the target language grammatical structures. It transfers cultural words and preserves the degree of grammatical and lexical 'abnormality' (deviation from source language norms) in the translation. It attempts to be completely faithful to the intentions and the text-realization of the source language writer.

4) Semantic translation

Semantic translation differs from faithful translation only in as far as it must take more account of the aesthetic value, that is, the beautiful and natural sounds of the source language text, compromising on meaning where appropriate so that no assonance, word-play or repetition jars in the finished version.

5) Adaptation

This is the freest form of translation. It is used mainly for plays, comedy and poetry; the themes, characters, plots are usually preserved; the SL culture is converted to the target language culture and the text rewritten. The deplorable practice of having a play or poem literally translated and then rewritten by an established dramatist or poet has produced many poor adaptations.

6) Free translation

Free translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original, a so-called 'intra-lingual' translation, often prolix and pretentious.

7) Idiomatic translation

Idiomatic translation reproduces the message of the original text but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.

8) Communicative translation

Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership. In explanation above, translation method can be divided into eight methods. They are translation word to word, literal translation, faithful translation, semantic translation, adaptation, free translation, idiomatic translation, and communicative translation.

Next, Jakobson in Bassnett (2002:23), distinguishes three types of translation they are: first, Intralingual translation, or rewording (an interpretation of verbal signs by means of other signs in the same language). Second, Interlingual

translation or translation proper (an interpretation of verbal signs by means of some other language). Third, intersemiotic translation or transmutation is (an interpretation of verbal signs by means of signs of nonverbal sign systems).

Based on the quoted theories above, it can be summarized that there are twelve types of translation. They are pragmatic translation or dynamic translation, aesthetic- poetic translation or semantic translation, ethnographic translation or faithful translation, linguistic translation or literal translation, word for word translation, adaptation, free translator, idiomatic translation, communicative translation, intra lingual translation, inter lingual translation, and inter semiotic translation.

### **c. Translation process**

In translating, there are some steps according to expert the steps can be seen in the following part. Tou (1989: 134), mentions four main stages to be followed by translators in order to move the source into the target, the analysis of meaning, the discovery of meaning, the transfer of meaning, and the re-expression of meaning of the source into the target.

Next, according to Larson in Miska (1947:476), there are some procedures in translation. These procedures are as follows:

#### **1. Preparations.**

There are two kinds of preparation. First, there is the preparation that translator should have before beginning the translation task. Second, there is the preparation which he undertakes as he begins work on a specific translation project.

2. Analysis.

The translation should be careful at key words in order to get lexical equivalent in the receptor language. If the text is very long the translator will need to divide it into smaller units and work on one of this at a time.

3. Transfer.

Transfer is the process of going from the semantic structures analysis to the initial draft on translation, and transfer takes places in translator's mind.

4. Initial draft.

A translator needs to find more information or more background reading.

5. Reworking the initial draft

Reworking the initial draft is included for naturalness and for accuracy.

In short, by the expert there are seventh process of translating, preparations, the analysis of meaning, the discovery of meaning, the transfer of meaning, the re-expression of meaning of the source into the target, initial draft and reworking the initial draft.

#### **d. Kinds of Translation**

According to Larson (1984:15) says that, there are two kinds of translation. They are : form-based or literal translation is translation istransfering the form of language. It is useful for linguistic study and meaning based translation is a kind of translation, which focuses on the meaning, understanding of the target of translation.

Catford (1965:20) states another kinds of translations are:

### 1. Word-for-word Translation

This is often categorized as interlinear translation, with the target text immediately below the source text words. The structure of ST is preserved and the words translated one-by-one by their most common meanings, out of context. The sentence below is the example of word-for-word translation.

English : I will go to Jakarta tomorrow.

Indonesia : *Aku akan pergi ke Jakarta besok.*

### 2. Literal Translation

The ST grammatical constructions are converted to their nearest TT equivalents in order to get the natural meaning of the source text. Example:

English : My older brother is married to an English girl. He loves her very much.

Indonesia : *Kakak laki-lakiku menikah dengan seorang gadis Inggris. Dia sangat mencintainya.*

### 3. Free Translation

Free translation reproduces the source text without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original. So, it called as “intralingual translation”, as Catford said, free translation is unbounded.

Newmark (1988:45) distinguish type of translation in term of translation method as follows: the first is word-for-word translation. The source language word order is preserved and the words translate singly by their commend meaning. The second is literal translation. The source language grammatical construction are converted to their nearest target language equivalent but the

lexical words are gain translated singly. The third is faithful translation. It attempts to reproduce the precise contextual meaning of the original within the constraints of the target language grammatical structure. Fourth is semantic translation. Differ from faithful translation only in as far as it must take more account of the authentic value. Fifth is adaptation. It is use mainly for plays( comedies) and poetry. The source language culture converted to the target language culture and the text written. Sixth is free translation. Reproduces the matter without the manner, as the content without the form of original. Seventh idiomatic translation. Reproduces the message of the original but to distort nuances of meaning by preferring colloquialism and idiom where these do not exist in the original. Eight is communucative translation. Attempt to the readers the exact contextual meaning of the original in such a way that both content and language readily acceptable and comprehensible.

#### e. Principles of Translation

Principles translation is important thing in translating. According to Duff in Rahmadika (2011:11) state that a translator should know some general principles of translation, there are:

**Tabel 1 : Principles of Translation**

Principles of Translation	Meaning
1. Meaning	The translation should reflect the meaning of the original text accurately.
2. Form	The translation should be matched the ordering words and ideas as closely as possible the original one.

3. Register	That is different of formality of language in a given context.
4. Source language	Influence in which the translator should be aware of difference of two languages which might influence the translation does not sound natural.
5. Style and clarity	That is the translator should not change the style of the original.
6. Idiomatic expression used by the source language	That might not be found or expressed differently in the target language. It is expected by the fulfilling such requirements and by doing lots of practice, the translator will successfully convey the meaning intended by the source language writer in an accurate and effective way to the reader of the target language. In doing that case, the translator should find the equivalent word or expression of the two languages and keep maintaining the style of the source language writer.

According to El-Syafei in Gustiana(2015:17), there are three main principles for a good translation as follows:

1. The translator should understand the knowledge of the grammar of the source language and also the knowledge of vocabulary, as well as good understanding of the text to be translation.
2. The translator should have an ability in reconstitute the given.
3. Text from the source language into the target language.
4. The translation should capture the style or atmosphere of the original text; it should have all the case of the original composition. The translation of the target language should has the same atmosphere as well as the source language.

Based information above, it can be concluded that there are many principle of translation that must know by translator. It can be seen from the context (meaning) or the face (style).

## **2. Syntax**

### **a. Definition of Syntax**

Syntax is the way how the words are put together to form phrases and sentences. Crane in Faidah (2015:3) defined that syntax as the way words put together to form phrase and sentences. In other words, syntax is the study of the structure of sentences. In line with to study, syntax is to study the patterns and relationship of words, phrases and clauses. Syntax attempts to uncover the underlying principles, or rules for constructing well-formed sentences.

Noam Chomsky (2002:1) defines syntax as the study of the principles and processes by which sentences are constructed in particular languages. It is one of the branches of linguistics studying about the rules or patterned relation that govern the way

words combine to form phrases, or phrases combine to form sentences. In sum up, syntax is the set of rules, principles and processes that build of sentence structure.

Syntax and grammar are different. Both of them useful in the construction of sentences, phrases as well as word in any language. Syntax is how a sentence is worded and structured or the way words are organized structurally. While grammar is the study governing the use of language that has the set of rules that are used regarding how syntax should be structured.

### **b. Kinds of Syntax**

The study of syntax includes three kinds like phrase, clause and sentence. They are explained as follow:

#### **a. Phrase**

- 1) Prepositional phrase (PP) with a preposition as head. For example: in the school, on the table.
- 2) Noun phrase (NP) with a noun as head. For example: a short man, my lovely mother.
- 3) Verb phrase (VP) with a verb as head. For example: is writing, play beautifully
- 4) Adjectival phrase with an adjective as head. For example: very interesting
- 5) Adverbial phrase with adverb as head. For example: very carefully.

#### **b. Clause**

Clause divided into two kinds, they are : independent clause and dependent clause. An independent clause is complete sentence. It contains the main subject and verb of a sentence while dependent clause is a clause that cannot stand alone as a complete sentence because it does not express a

complete thought. Dependents clause an act as adjectives, adverbs, or nouns.

### c. Sentence

Sentence divided into three kinds. They are : simple sentence, compound sentence, and complex sentence. *First*, simple sentence contains only one dependent clause. Faidah (2015:4) stated that simple sentence is the most basic sentence which contains only one clause. *Second*, compound sentence had at least two independent clauses. *Third*, A complex sentence contains one independent clause and at least one dependent clause. Unlike a compound sentence, a complex sentence contains clause which are not equal.

## 3. Error Analysis

According to Richards (2010:201), error analysis is the study and analysis of the errors made by second language learners. Error analysis may be carried out in order to: a) Identify strategies which learners use in language learning, b) Try to identify the causes of learner errors. c) Obtain information on common difficulties in language learning, as an aid to teaching or in the preparation of teaching materials. Error analysis developed as a branch of applied linguistics in the 1960s, and set out to demonstrate that many learner errors were not due to the learner's mother tongue but reflected universal learning strategies.

Error Analysis (EA hereafter) is the first approach to the study of Second Language Acquisition (SLA) which includes an internal focus on learners' creativity ability to construct language (Saville-Troike 2006: 38). The primary focus of error analysis is on learner errors and the evidence of how learner errors could provide an

understanding of the underlying processes of second language learning or second language acquisition.

Meanwhile, Ellis (2008: 16-19) describes that error analysis is contain a set of identifying, describing, and explaining errors made by learners in a language learning.

Thus, the researcher can conclude that error analysis is reflected some universal learning strategies. Moreover, it is a tool to investigate learners' error in acquiring language which is consists of identifying, describing, analyzing and explaining.

#### **4. Error**

##### **a. Definition of Error**

According to Richards (2010:201), error is the use of a linguistic item (e.g. a word, a grammatical item, a speech act, etc.) in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning. Errors are sometimes classified according to vocabulary (lexical error), pronunciation (phonological error), grammar (syntactic error), of a speaker's intention or meaning (interpretive error), production of the wrong communicative effect, e.g. through the faulty use of a speech act or one of the rules of speaking (pragmatic error). In the study of second and foreign language learning, errors have been studied to discover the processes learners make use of in learning and using a language.

Human learning is fundamentally a process that involves the making of error and mistake assumptions that form an important aspect of learning virtually any skill or acquiring information, Ellis (1994:51) defines errors as a deviation from the norms of the target language. It means that there is something wrong in norms of language performance; the

making of errors is so unavoidable in learning process. Besides, the making of errors is one part of learning and no one can learn without the making of errors.

Meanwhile, Ellis (1994:49) states that the errors that learners make can be influenced by a variety of factors, such as; mother tongue or language learning experience. From the statement above we know that error may happen in teaching learning process, and it is possibly caused by the teacher, who have lack of grammar competence in English teaching or by students who have different understanding or wrong perception then they save on the brain for long time and improve in their English grammar.

According to Harmer (2001: 100) states the error is a part of the learner interlingua that it the version of the language which a learner has at any one stage of development an which is continually reshaped as he/she aims toward full mastery. When responding to errors teachers should be seen as providing feedback, helping that reshaping process rather than telling students off because they are wrong.

In the other hand, error is naturally in learning second language, since error is language variety in order that students can learn continually, thus their language can develop and be mastered by the learners. We can make teachers' errors as feedback to help the learning process developing. And the error analysis is the study identifying about students' error in English.

## **b. Types of Error**

In classifying linguistic errors, Tarigan (1988: 276) states that there are four taxonomies, those are as follows:

1. Linguistic category taxonomy, which classifies errors, based on linguistics components, using linguistics terms.

Based on Linguistic Category Taxonomy, errors are classified according to “both the language component and the particular linguistic constituent the error affects” Dulay, Burt, Krashen (1982: 146). These taxonomies classify errors according to the language component or linguistic constituent (or both of them) which are affected by the error. Among language components we count phonology, syntax and morphology, semantics and lexicon, and discourse. Dulay, Burt and Krashen (1982: 146). Politzer and Romirez, who studied 120 Mexican-American children learning English in the United States, classified the errors into the following types:

- a. Morphology
  - 1) Indefinite article incorrect
  - 2) Possesive case incorrect
  - 3) Third person singular incorrect
  - 4) Simple past tense incorrect
    - a) Regular past tense
    - b) rregular past tense
  - 5) Past participle incorrect
  - 6) Comparative adjective/adverb incorrect
- b. Syntax
  - 1) Noun phrase
    - a) Determiners
    - b) Nominalization
    - c) Number

- d) Use of pronouns
  - 2) Verb phrase
    - a) Omission of verb
    - b) Use of progressive tense
    - c) Agreement of subject and verb
  - 3) Verb and verb construction
  - 4) Word order
  - 5) Some transformation
    - a) Negative transformation
    - b) Question transformation
    - c) *There* transformation
    - d) Subordinate clause transformation
2. The surface strategy taxonomy which classifies errors into four categories namely omission, addition, misordering and misformation. According to Ellis (2008: 18), once errors have been identified they can describe and classified into types. There are several ways of doing this. One way is to classify errors into grammatical categories. They are as follows:
1. Omission
 

Omission is when leaving out an item that is required for an utterance to be considered grammatical. For example is learner often leave out the third person singular morpheme-s, the plural marker –s, and the past tense inflection –ed. Learner could say, for example : “I play football last night”, instead of “I played football last night.

## 2. Misinformation

Misinformation happened when using grammatical form in place of another grammatical. For example the use of small instead of smaller, and the use of was playing instead of were playing.

## 3. Misordering

Misordering considered when putting the words in an utterance in the wrong order. This kind of error can be found when learners aid: “He is woke upping now”, the learner attaches the inflection–ing to the particle of the two words verb “wake up”.

## 4. Addition

Addition is the opposite of omission errors. They are characterized by the presence of an item which must not be present in a well-formed utterance.

Example of addition:

- a) They did not came here (went must be revised become come).
- b) Womans (womans should be revised become women).
- c) I am is a nurse (is must not exists).

## 3. The comparative taxonomy

Dulay, Burt, Krashen (1982: 163-164) state that the Comparative taxonomy classifies errors on the basis of comparing the structure of second language errors to other types of constructions, most commonly to errors made by children during their first language acquisition of the language in question. In this taxonomy, there are four error categories:

- a) Developmental errors
- b) <sup>Interlingual</sup> errors

- c) Ambiguous errors
  - d) unique errors / the ‘grab bag category’ of other errors.category’ of other errors.
4. The communicative effect taxonomy classifies errors into global errors and local errors. Dulay, Burt, Krashen (1982 : 189) argue that “errors that affect the overall organization of the sentence hinder successful communication, while errors that affect a single element of the sentence usually do not hinder communication”. They call the former (1) global errors and the latter (2) local errors.
- a) Among global errors they include:
    - 1) Wrong order of major constituents
    - 2) Missing, wrong, or misplaced sentence connectors
    - 3) Missing cues to signal obligatory exceptions to pervasive syntactic rules
    - 4) Regularization of pervasive syntactic rules to exceptions
    - 5) Wrong psychological predicate constructions (predicates describing how a person feels)
    - 6) improper selection of complement types (subordinate clauses)
  - b) Local errors include, according to Dulay , Burt, and Krashen (1982: 191-192), errors in noun and verb inflections, articles, auxiliaries, formation of quantifiers, etc.

### c. Causes of Error

According to Richards in Ellis (1994: 58) there are three sources or causes of errors, they are:

- 1) Interference errors occur as a result of ‘the use of elements from one language while speaking another.’
- 2) Intralingual errors ‘reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn condition under which rules apply’.
- 3) Development errors occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience.

## B. Review of Relevant Studies

Based on literature that researcher read, the researcher has found a researcher that have relevance with the problem that discussed in this study. The first, Riki Yakub (2015) has conducted the research entitle “An Analysis of Students’ Translation on English Modality in Expressing Certainty Into *Bahasa Indonesia*”. He found that the percentage of the seventh semester students translation of English Department STAIN Batusangkar in translating *modality in expressing certainty* for *acceptable* category with an average percentage of 35.40% and for the *unacceptable* category with an average percentage of 64.60%.

The similarities with this research are both researchers discuss about an analysis of students translation. Whereas, the differences with this research is the researcher discuss about an error analysis of students' in translating text.

The second, Anggi Rahmadika. (2012) has conducted the research entitle “ An Analysis Students’ Ability in Tanslating Hortatory Exposition Text from English into Bahasa Indonesia”. She found that the highest

percentage of the students' translations in less accurate-acceptable category with an average of 23.23%. The average accurate-acceptable percentage is 15.65%, accurate-less acceptable 5.58%, less accurate-less acceptable 10.17%, inaccurate-acceptable 0.69%, inaccurate-less acceptable 20.139% and inaccurate-unacceptable is 16.35%.

The similarities with this research are both researchers discuss about analysis students translation. Whereas, the differences with this research is the researcher discuss about an error analysis of students' in translating text, but she discuss students' ability in translating hortatory exposition text.

The third, Novi Santika Dewi (2018) has conducted the research entitle “ Error Analysis In English Narrative Text Produced By Schema Based Translating Model”. She found that the most dominant error that occurs with the percentage 43. 82% was error of misformation with total 39 from 89 errors. Error of omission relates to the absence of an item that must appear in well-formed utterances. Error of addition relates to the presence of an item that must not appear in well-formed utterances. Error of misformation relates to the use of the wrong form of the morpheme or structure. Error of misordering relates to the incorrect placement of a morpheme or group of words in an utterance.

The similarities with this research are both researchers discuss about error analysis students translation. Whereas, the differences with this research is the researcher discuss about an error analysis of students' in translating text, but she discuss error analysis students' in english narrative text.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This research was literature review research. LeCompte & colleagues in Randolph (2009:2), states that conducting a literature review is a means of demonstrating an author's knowledge about a particular field of study, including vocabulary, theories, key variables and phenomena, and its methods and history. Conducting a literature review also informs the students of the influential researchers and research groups in the field. Finally, with some modification, the literature review is a legitimate and publishable scholarly document. In this study, researchers used a literature review design to determine Analysis Error in Translating Text in the Translation course in several other people's research journals.

In conclusion, this research concerns with a literature review to describe the syntactic errors in translation course in several other people's research journals.

#### **B. Data and Source of Data**

The data is a collection of facts, such as values or measurements. It can be members, words, measurements, observations or even just description of things. Data source or source of data is source where of data are collected. According to Arikunto (2010:129) the source of data in the study in subjects from which the data can be obtained.

The data that researcher used in this study was secondary data. Secondary data was data obtained that did not from direct observation. But the data was obtained from the result of research that has been conducted by previous researchers. The data from this study came from scientific reports contained in articles or journals. Therefore, The researcher discusses of literature review of syntactic error in traslating text from first language into English.

### C. Technique of Data Collection

The technique of Data collection used in this research was documentation. The documentation was collecting the data by searching for or extracting data from literature related with formulation of the problem in this research. Based on Arikunto in Yuni (2013: 27), The data that has been obtained from various literatures collected as a unified document used to answer problems that have been formulated. In collecting the data following the steps below:

#### 1. Formulation of the problem

The researcher chose to discuss of literature review of syntactic error in translating text from first language into english

#### 2. Consideration of literature

The researchers found eight articles from the internet about syntactic. and then the researcher Reading the journal or article to consider the analysis. It consist of Research designs (Quantitative and qualitative), Population, samples and informants, Data collection techniques, data analysis techniques and the last testing of data validity for the comparison to analyze the results of journals or articles.

#### 3. Evaluating data

The researcher used a method of library research by analyzing eight in translating with Descriptive research is a method of research which tries to picture out and interprets the object as in the fact. So, in this study descriptive research is carried out in the purpose to describe systematically about the fact and characteristics of the eight journal about syntactic error research.

#### 4. Analyzing and interpreting

After collecting data, the researcher analyzed ten articles about microteaching and classified each article that is consist of Research designs (Quantitative and qualitative), Population, samples and informants, Data collection techniques, Data analysis techniques and the last Testing of data validity.

#### D. Research Instrument

The research instrument of this research, it can be follow the table of Note Taking:

**Tabel 2 : Note Taking Tabel**

Author	
Year	
Title	
Name of journal	
Volume	
Issue	
Pages	
Doi	
Website	
Abstract	
Purpose/reseach question (s)	
Literatur review	
Methods (describe how the study conducted by the reseacher)	
a. Research design/type	
b. Population /sample	
c. Instruments	
d. Research procedure	
e. Techniques of data	

analysis	
Result/finding	
Discussion	

### E. Data Analysis and Interpretation

Data analysis based on Hamid Darmadi (2011:257) states the part which consists of the process of data reduction which the final of this part is going to conclude the data. In this research, the researcher used one way that is descriptive research. The research procedures in this research were described below:

#### 1. Formulating the problem

Formulating the problem was the first step to find the issues that related with this research. Researcher identify the topic of journal that related with syntactic error analysis in translating text from first language into foreign language.

#### 2. Searching of the literature

The purpose of this step was to found literature that relevant to this research. For this research, researcher used academic journals as research material that could be obtained through the internet

#### 3. Evaluating of the data

After searching of the literature of journal, researcher looked for the right data to support this research.

#### 4. Analyzing and interpretation of the data

After searching of the literature of journal, researcher analyze the data by used instrument sheet to made it easier for researcher to draw conclusion from some extant journal. The purpose of this step was to discussed the findings from existing the journal.

## CHAPTER IV

### DISCUSSION

This research discusses about the finding of syntactic error analysis in translating text. A content analysis based on published journals between 2011 to 2020. The data in this study are 8 article taken from national and international journal sites on the internet. The research finding of the article were:

#### 1. Article 1

The title of the article “An Analysis of Translation Errors: A Case Study of Vietnamese EFL Students” the wrote by Pham Thi Kim Cuc in 2017. This article discussed about the analyze the mistakes made by EFL Vietnam students, and identify their sources error, then give some pedagogical implications for improving students' translation skills. For this finally, 36 Vietnamese students, who were currently studying English as their major, were targeted to the Vietnamese-English translation test.

Methodology of this research was qualitative approach. The process included collection of data, identification and classification of errors, quantification of errors, error source analysis and error remediation. The result of this research of Syntactic error are: (a) Wrong position of adjective in a noun phrase *to choose the items with price reasonable (reasonable price) and necessary information.*(b) *Customers do not need to walk on the street to find the products and waste of time and energy* ..(Nonparallel combination). (c) *In Vietnam, the enterprises succeeded in electronic commerce are thoses specializing in service product high technology (high technology service product) or import-export.* (Misordering). (d) *These are one of the modes operation simplest (the simplest operation modes) of commerce electronic (electronic commerce).* (Misordering).

## 2. Article 2

The title of the article “Errors in translation made by English major students: A study on types and causes”<sup>32</sup> the wrote by Pattanapong Wongranu in 2017. This article discussed about to find and study type of error translating text from Thai to English and also to discover the possibilities the cause of the error.

Methodology of this research was qualitative research. The participants of this research were 26 students of third year English Major Students at Kasetsart University. This research used a content analysis. Aside from content analysis, the researcher also interviewed five students individually to obtain insightful information on the causes of errors. Students were selected based on their performance in the exercises, which was categorized into low, medium, and high performance. Each interview took around 15 min.

The result of this research wasThe three notable syntactic errors were countability, determiners, and tense. Countability refers to errors involving countable, uncountable, singular, and plural nouns. Students are often found committing mistakes such as not putting an “s” after countable using the plural form with uncountable nouns.

## 3. Article 3

The title of the article “Translation Errors in Students’ Indonesian-English Translation Practice” the wrote by Hanifah Nur Najibah Koman, Rudi Hartono, and Issy Yuliasri in 2019. This articlediscussed about the translation errors in Indonesian-English translation practice that were made by the students. It is based on the research in English Education Undergraduate Program, UNNES.

Methodology of this research was descriptive qualitative research. The subjects of this research were the students in Indonesian-English Translation Course. The object of the research was the Indonesian-English translation product, produced by the students. The object of the study was

translation products which were produced by the students. The data were collected by using a translation test, questionnaires, and interviews. Moreover, the data were analyzed using qualitative data analysis.

The result of this research syntactic error: the sample above indicates the error on the underlined phrase “system education national”. The reason is that the word order on the phrase is incorrect. In the noun phrase, the main word should be on the last part of the phrase.

#### 4. Article 4

The title of the article “Syntactical Error Analysis On Students’ Translations From Indonesian Into English Text” the wrote by NurulFrijuniarsi in 2016. This research discussed about analyzing errors in the translation of Indonesian texts into English for students who are equivalent to high school because this level is the level where students start wanting to learn to translate from Indonesian to English or vice versa, sometimes they want to know the meaning of a English songs that they often sing.

Methodology of this research was qualitative descriptive reasearch. This research was conducted by collecting the necessary data to be analyzed and processed based on the symptoms that arise which refer to the theory and library materials. The results of the research are then described qualitatively which do not require complicated statistical calculations. In the process of analyzing the data, the first thing that must be done is to correct syntactic errors found in the student's translated text. Syntax errors are focused on phrase and clause errors, this is because they are complex elements and best represent a sentence. The result of this research was syntactic, clause (adjective and adverb) and phrase ( nomina, adverbial, verb and preposition).

#### 5. Article 5

The title of this article “Syntactical Error Analysis On Report Text” the wrote by Soraya Grabiella Dinamika and Ridwan Hanafiah in 2019. This research discussed about analyzing the syntactical errors made by students of Department of English Literature of FIB-USU.

Methodology of this research was qualitative descriptive approach. In this research, to analyze the student’s syntactical error, only the student whose L1 is Indonesian and L2 is English taken as the data source. The participant of this research were 20 undergraduate students of English Literature Department of FIB-USU, class of Regular A & B in the academic year of 2015/2016 involved in this research.

The result of this research was found that the students made major syntactical errors within the use of article ‘a/an’, ‘the’ in terms of omission and addition of articles, the use of relative pronoun, and the use of subject-verb agreement in terms of past tense agreement and number agreement.

#### 6. Article 6

The title of the article “Error Analysis In Translating English From Indonesian Of Semester Sixth Students Of Cokroaminoto Palopo University” the wrote by Muhammad Hasby and Magfirah Thayyib in 2015. This research discussed about students errors in translating English from Indonesian from several text of the semester fifth students of Cokroaminoto Palopo University academic year of 2014/2015.

Methodology of this research was qualitative descriptive approach. The instrument to collect data consists of 17 texts. Source of the data is the students’ English translation. The data are the errors, which the students made in their English translation. Participants of this research were 17 students of the sixth semester students of English Education Study Program Cokroaminoto Palopo University. Result of this research was syntactic Error : tenses error, word order error, agreement rules error and construction error.

#### 7. Article 7

The title of the article “Investigating Morpho-Syntactic Translation Errors Made by Yemeni EFL Students” the wrote by MuayadShamsan and Abdul-MajeedAttayib in 2016. This research discussed about to identification of errors is frequent and clarifies the problem for EFL students and translation teachers in Yemen in general and UST in particular, regarding the importance of having good command of Arabic and English.

Methodology of this research was quantitative and qualitative approaches. This is an empirical study that examines the morpho-syntactic errors made by the fourth level students in the English Department (Translation Program) at the UST, Yemen. It describes the morpho-syntactic errors made by the respondents and attempts to identify the causes of these errors. Data for this study was collected by using a translation test which is designed and administered to a sample of Yemeni students doing a translation course at UST. The result of this research were tense, noun, verb, preposition, pronoun, relative, speech, article, voice errors, case errors, agreement violation errors, terms of agreement, word order.

#### 8. Article 8

The title of the article “Using Awareness Raising in Syntactic and Semantic Errors to Foster Translation Performance among Majmaah University EFL Students” the wrote by Eman Abdel-Reheem Amin in 2019. This research discussed about developing English as a foreign language (EFL) college students’ translation performance through raising their awareness of related syntactic and semantic errors.

Methodology of this research was adopted one group pre-posttest design. The participants of the present study were the 4th level (n= 48, Mean age = 18.5 years) female students enrolled at Introduction to Translation course ENG224. In the first semester 1439/1440 H, at the English language department, Zulfi College of Education, Majmaah University, KSA. They almost had the same level of proficiency in English according to their GPA,

and their native language is Arabic. All the participants completed 128 credit hours of study in their study plan.

The result of this research was syntactic error. Syntactic error: sentence structure errors, word order errors, fragments and runs-on, errors in translating participles, adjectives, and adverbs, prepositional phrase errors, errors in translating conditional sentences and errors in translating tenses and passive voice.

Based on the result of researched in journals above, in researched by Pham Thi Kim Cuc (2017), found that syntactic error wrong position in of adjective in a noun phrase, Nonparallel combination and misordering. The results of this study have similarities with one of the results of previous research conducted by Nurul Frijuniarsi (2016) who also found syntactic errors in phrase errors. Not only finding errors in phrases, Nurul Frijuniarsi (2016) also found clause errors. phrase (nomina, adverbial, verb and preposition) and clause (adjective and adverb).

In researched that found by Hanifah Nur Najibah Koman, Rudi Hartono, and Issy Yuliasri (2019) also found syntactic errors in phrases, that was *the error on the phrase "system education national"*. *The reason is that the word order on the phrase is incorrect. On the noun phrase, the main word should be on the last part of the phrase.*

Different from the three research results above, in the result of the research conducted by Pattanapong Wongranu (2017) was found three notable syntactic errors were countability, determiners, and tense. Students are often found committing mistakes such as not putting an "s" after countable plural nouns, or using the plural form with uncountable nouns.

Based on the result of research by Soraya Grabiella Dinamika and Ridwan Hanafiah (2019) was found that syntactic error in within the use of article 'a/an', 'the' in terms of omission and addition of articles, the use of relative pronoun, and the use of subject-verb agreement in terms of past

tense agreement and number agreement. The result of this research was different with the fourth result of the research above.

There were different and similarities the results of research the found by previous researchers with Muhammad Hasby and Magfirah Thayyib (2015), a syntactic error by students were tenses error, word order error, agreement rules error and construction error. The results of this study also had a slight similarity with the results of research found by Eman Abdel-Reheem Amin (2019) who also found syntactic errors in word order errors, sentence structure errors and errors in translating tenses. on errors in translating participants, adjectives, and adverbs and phrasing Errors were also found in the results of the research by previous researchers above. Other errors these researchers found were fragments and runs-on, errors in translating conditional sentences and passive voice.

The result of the research by Muayad Shamsan and Abdul-Majeed Attayib (2016) was found that tense, noun, verb, preposition, pronoun, relative, speech, article, voice errors, case errors, agreement violation errors, terms of agreement, word order. There were some of result had similarity with the research by researchers above.

Based on the eight article finding above the researcher argue that syntactic errors are important and were found in students translations, and syntactic errors also had several sections of errors found in the eight article that had been analyzed by researcher, there were:

1. Phrase is a combination of two or more words that have one word as the subject. Phrases consist of noun phrases, verb phrases, adverb phrases, adjective phrases and prepositional phrases which have central meaning according to the types of word classes.

Example:

Article 1: Wrong position of adjective in a noun phrase *to choose the items with **price reasonable** (reasonable price) and necessary information.*

Article 3: *System education national*. The correct answer (*National education system*)

Article 4: *Mosque Agung* . The correct answer (*Agung Mosque*)  
*Located* . The correct answer (*Is located*)

2. Clause is comprised of a group of words which includes a subject and a [finite verb](#). A clause contains only one subject and one verb. The subject of a clause can be mentioned or hidden, but the verb must be apparent and distinguishable.

Example:

Article 4: *Because, in mosque also there is a kraton white field*. The correct answer (*That's why, in this mosque there is also a Kraton with a large field*)

*Which build to Kesultanan Mataram*. The correct answer (*That was built in front of Kesultanan Mataram*)

3. Nonparallel combination is sentence that does not indicate equality or questions between one another.

The example :

Article 1: *Customers do not need to **walk on the street to find the products and waste of time and energy*** .

4. Misordering is the process or result of putting things in the wrong order. Some speech errors involve consonant misorderings.

Example:

Article 1: *In Vietnam, the enterprises succeeded in electronic commerce are thoses specializing in **service product high technology** (high technology service product) or import-export.*

*These are one of **the modes operation simplest** (the simplest operation modes) of **commerce electronic** (electronic commerce).*

5. Countability refers to errors involving countable, uncountable, singular, and plural nouns. Students are often found committing mistakes such as not putting an "s" after countable plural nouns, or using the plural form with uncountable nouns.

Example:

Article 2: *Try following these advices.* The correct answer (*Try following this advice*)

*...in many culture.* The correct answer (*...in many cultures*)

6. Determiners is a word that introduces a noun. It always comes before a noun, not after, and it also comes before any other adjectives used to describe the noun. Determiners are required before a singular noun but are optional when it comes to introducing plural nouns.

Example:

Article 2: *If you are the real man...* the correct answer (*If you are a heterosexual...*)

7. Relative pronoun used to describe what someone or something is like when compared with or measured against someone or something else. relative pronoun, which was projected to the use of relative pronoun unit, such as; *who, whom, which, whose, that*.

Example :

Article 5: *The party who receive 25% of national vote, was out of number.* The correct answer (*The party wich receive 25% of national vote, was out of number*)

8. Tense is the time described by a verb, shown by its grammatical form.

Example:

Article 2: *This shocking situation happens in Africa.* The correct answer (*This shocking scene occurred in Africa*).

Article 6: The following is the tenses errors made by the students in translating text from Indonesian into English: “*by little*”, “*granda tulus*”, “*around home*”, “*they playing*”, “*black cloud*”, “*wanna rain*”, “*shout out*”, “*the ra...,profit all animals*...”, “*in the eastern..*”, “*blade..*”, “*scream, don’t lazy,the morning*”, “*to improve..*”, “*help*”, “*cut of*”, *scream*, “*the animals*”, “*yes apology nice*”, “*first day*”, “*momentary*”, “*Suci*”, “*scream bird*”

9. Articles is an adjective. Like adjectives, **articles** modify nouns. English has two **articles**: the and a/an. The is used to refer to specific or particular nouns; a/an is used to modify non-specific or non-particular nouns. We call the the definite article and a/an the indefinite article.

Example:

Article 5: ....*their logo which called Red Garuda*. The correct answer (*....their logo which called the Red Garuda*)

10. Pronoun is any of a small set of words in a language that are used as substitutes for nouns or noun phrases and whose referents are named or understood in the context.
11. Word order error is an error in the syntactic arrangement of the language constituents.

Example:

Article 6: The following are the word order error made by the students: *by little, of a mountain, lose sky..., shout out, came pouring, at dawn flushed, blade flaaping, into the field, he cut, for clicking word, to see grandfather the work, singing accompany sound, that to hang in fence, ...accompany laugh happy, ...holiday school, scream bird*

12. Agreement rules error is error in agreement rule happens when a word changes form depending on the other words to which it relates.

Example:

Article 6: The following are the agreement rules errors made by the students in translating text of dongeng anti korupsi jilid 1 : *looking for birds parented, to add house, many animal, immediately takes umbrella and smal bags, ...add homes., to animal husbandry, "they playing, running, and enjoying the warm of the sun.*

13. Construction error is the error act or result of construing, interpreting, or explaining.

Example:

Article 6: The following are the students errors in translating text of teks dongeng anti korupsi jilid 1 in this category: *sunny day, by little*

*animal husbandry, enjoy warm sun, close sky and the wind blowing, wanna rain, shout out buffalo Bocil, the rain came pouring profit*

14. Fragments and runs-on . Fragments also means excerpts or excerpts of a story or whole play. Runs – on is a sentence can be considered a RUN-ON if it joins two independent clauses with a comma or no.
15. Sentence is a set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses.
16. Passive voice is a form of sentence where the subject takes action, not takes action.
17. Speech commonly referred to as a slip of the tongue or misspeaking, is a deviation (conscious or unconscious) from the apparently intended form of an utterance.

From the eight articles, there were 17 syntactic errors made by students. The errors are phrases, clauses, non-parallel combinations, misordering, countability, determiners, relative, tense, article, pronoun, word order error, agreement rules error, construction error, fragments and run-on, sentences, passive voice and speech. Based on data analysis, the researcher found that syntactic error the students often make when they translating text is Phrase. from the eight articles that were analyzed, there were four articles that found the wrong phrase.

The reason why the students' phrase errors are often made when translating is because the students do not fulfill the rules of written language. This error occurs also due to the students' lack of understanding of the language they use and inaccurate language teaching. In line Richard (1984: 182) suggests that many of the students' mistakes occur due to the strategies they use in second language acquisition.

Another factor that causes students to make many mistakes of phrases is the carelessness factor or the low awareness of the language itself and also

the different language structures between the first language and foreign language. Error in translating there will be wrong intentions and misinterpretations of the text conveyed by the author, and also miss communication between the author and the reader.

In accordance with the research results of Hanifah Nur Najibah Koman, Rudi Hartono, and Issy Yuliasri the errors were mostly influenced by extratextual factors such as sender, intention, recipient, medium, time, motive, and text function. In addition, lexis was also an influencing factor in making errors.

## **CHAPTER V**

### **CONCLUSION**

#### **A. Conclusion**

Based on the research finding, the researcher found syntactic errors are important and were found in students translations, and syntactic errors also had several sections of errors found in the eight journals taken from national and international journal sites on the internet that had been analyzed by researcher, there were 17 section error in syntactic error, they were: (1) phrase : noun, adverbial, verb and preposition, (2) clause : adjective and adverb, (3) nonparallel combination, (4) misordering, (5) countability, (6) determiners, (7) relative, (8) tense, (9) articles, (10) pronoun, (11) word order error, (12) agreement rules error, (13) construction error, (14) fragments and runs-on, (15) sentences, (16) passive voice, (17) speech.

#### **B. Suggestion**

Based on the result of this research, the researcher would like to give some suggestions follow:

1. English Students

Considering the result of the research above, the researcher expects that students who followed translation research on the Library reseach. It helps the students improve knowledge and method of teaching skill better in the future.

2. The Lecturer

From the result of the research, The lecturer know Syntactic Error Analysis in Translating Text Research ( A content analysis of publish article between 2011 and 2020 in general was very good analysis on Syntactic Error Analysis in Translating Text Reseach. Therefore, the researcher would like to suggest to the lecturer to make

the students more active in the class. The lecturer try to push the students to active on the Translation subject to respond the lecturers' fun, and more careful in translating to be a good and profesional translator.

### 3. The Next Researcher

Related to this case, it is expected to other researchers to do further research to analyze syntactic error in translating text. It can be said that the other researcher can do a research about The Error Analysis in Translating Text in Indonesian, and so on.

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<b>APPENDIX 1 : DATA COLLETION (NOTE TAKING)</b>
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**Article 1**

Author	Pham Thi Kim Cuc
Year	2017
Tittle	An Analysis of Translation Errors: A Case Study of Vietnamese EFL Students
Name of journal	International Journal of English Linguistic
Volume	8
Issue	1
Pages	22-29
Doi	<a href="https://doi.org/10.5539/ijel.v8n1p22">https://doi.org/10.5539/ijel.v8n1p22</a>
Website	<a href="https://www.researchgate.net/publication/320676202_An_Analysis_of_Translation_Errors_A_Case_Study_of_Vietnamese_EFL_Students">https://www.researchgate.net/publication/320676202_An_Analysis_of_Translation_Errors_A_Case_Study_of_Vietnamese_EFL_Students</a>
Abstract	<p>The study aimed to analyze the translation errors committed by Vietnamese EFL students, and identify the source of errors, then inform some implications of pedagogy to improve the translation ability of the students. To this end, 36 Vietnamese students, who at the time of the study were studying English as their major, were subjected to a Vietnamese-English translation test. Translation errors were analyzed using a threefold perspective proposed by Popescu (2012) including linguistic errors, comprehension errors, and translation errors. Findings showed that translation errors and linguistic errors are the most common errors, of which errors related to lexical choice, syntax and collocations are the most frequently committed by the students. The source of the errors could be attributed to inter-lingual, intra-lingual interference or errors can be the integration of the source. Results were discussed and implications for the improvements of translation ability and recommendations for future research were presented.</p> <p>Keywords: Translation errors, Linguistic errors, Comprehension errors, Translation errors, Source of translation errors.</p>
Purpose/reseach question (s)	The study aimed to analyze the translation errors committed by Vietnamese EFL students, and identify the source of errors, then inform some implications of pedagogy to improve the translation ability of the

	students.
Literatur review	<ol style="list-style-type: none"> <li>1. Errors</li> <li>2. Translation Errors</li> <li>3. Translation Error Analysis</li> </ol>
Methods (describe how the study conducted by the reseacher)	
a. Research design/type	Qualitative Approach
b. Population /sample	The group of 36 fourth year English major Linguistic students, Department of Foreign Languages, Hung Vuong University Vietnam in Translation Practice 3 Subject.
c. Instruments	Translation test.
d. Research procedure	<ol style="list-style-type: none"> <li>1. Among the group examined the translations of the participants.</li> <li>2. Identified the translation errors.</li> <li>3. The researcher and the other teacher-evaluator rechecked the translation error identifications.</li> <li>4. The researcher herself classified the translation errors.</li> </ol>
e. Techniques of data analisys	Qualitative Analysis
Result/finding	<p>Syntactic</p> <ol style="list-style-type: none"> <li>a. Wrong position of adjective in a noun phrase <i>to choose the items with <b>price reasonable</b> (reasonable price) and necessary information.</i></li> <li>b. <i>Customers do not need to <b>walk on the street to find the products and waste of time and energy</b> ..(Nonparallel combination).</i></li> <li>c. <i>In Vietnam, the enterprises succeeded in electronic commerce are thoses specializing in <b>service product high technology</b> (high technology service product) or import-export. (Misordering).</i></li> <li>d. <i>These are one of <b>the modes operation simplest</b> (the simplest operation modes) of <b>commerce electronic</b> (electronic commerce). (Misordering).</i></li> </ol>

## Article 2

Author	PattanapongWongranu
Year	2017
Title	Errors in translation made by English major students: A study on types and causes
Name of journal	<i>Kasetsart Journal of Social Sciences</i>
Volume	38
Issue	2
Pages	117-122
Doi	<a href="https://doi.org/10.1016/j.kjss.2016.11.003">https://doi.org/10.1016/j.kjss.2016.11.003</a>
Website	<a href="https://www.sciencedirect.com/science/article/pii/S2452315117300851">https://www.sciencedirect.com/science/article/pii/S2452315117300851</a>
Abstract	<p>Many Thai English major students have problems when they translate Thai texts into English, as numerous errors can be found. Therefore, a study of translation errors is needed to find solutions to these problems. The objectives of this research were: 1) to examine types of translation errors in translation from Thai into English, 2) to determine the types of translation errors that are most common, and 3) to find possible explanations for the causes of errors. The results of this study will be used to improve translation teaching and the course "Translation from Thai into English". The participants were 26 third-year, English major students at Kasetsart University. The data were collected from the students' exercises and examinations. Interviews and stimulated recall were also used to determine translation problems and causes of errors. The data were analyzed by considering the frequency and percentage, and by content analysis. The results shows that the most frequent translation errors were syntactic errors (65%), followed by semantic errors (26.5%) and miscellaneous errors (8.5%), respectively. The causes of errors found in this study included translation procedures, carelessness, low self-confidence, and anxiety. It is recommended that more class time be spent to address the problematic points. In addition, more authentic translation and group work should be implemented to increase self-confidence and decrease anxiety.</p> <p>Keywords: translation assessment, translation errors, translation in English language teaching and learning, translation teaching</p>

Purpose/research question (s)	<ol style="list-style-type: none"> <li>1. To examine types of translation errors in translation from Thai into English.</li> <li>2. To determine the types of translation errors that are most common.</li> <li>3. To find possible explanations for the causes of errors.</li> </ol>
Literatur review	Types of translation errors
Methods (describe how the study conducted by the reseacher)	
a. Research design/type	Qualitative Research
b. Population /sample	26 students of third year English Major Students at Kasetsart University.
c. Instruments	Students exercises and examinations. Interviews and stimulated recall were also used to determine translation problems and causes of errors
d. Research procedure	<ol style="list-style-type: none"> <li>1. The data were collected from the students' exercises and examinations.</li> <li>2. Interviews and stimulated recall were also used to determine translation problems and causes of errors.</li> <li>3. The data were analyzed by considering the frequency and percentage, and by content analysis.</li> </ol>
e. Techniques of data analisys	Content analysis
Result/finding	The three notable syntactic errors were countability, determiners, and tense. Countability refers to errors involving countable, uncountable, singular, and plural nouns. Students are often found committing mistakes such as not putting an "s" after countable plural nouns, or using the plural form with uncountable nouns.

### Article 3

Author	Hanifah Nur Najibah Koman, Rudi Hartono, and Issy Yuliasri
Year	2019
Title	Translation Errors in Students' Indonesian-English Translation Practice.
Name of journal	English Educational Journal
Volume	9
Issue	2
Pages	206-218
Doi	-
Website	<a href="https://journal.unnes.ac.id/sju/index.php/eej/article/view/29372">https://journal.unnes.ac.id/sju/index.php/eej/article/view/29372</a>
Abstract	<p>This article discusses the translation errors in Indonesian-English translation practice that were made by the students. It is based on the research in English Education Undergraduate Program, UNNES. Descriptive qualitative research method, specifically qualitative data analysis was used in this research. The subjects of the study were the students in Indonesian-English Translation Course. The object of the research was the Indonesian-English translation product, produced by the students. The object of the study was translation products which were produced by the students. The data were collected by using a translation test, questionnaires, and interviews. Moreover, the data were analyzed using qualitative data analysis. The result of the analysis showed that there were 21 translation errors of 26 error categories according to ATA's Framework for Standardized Error Making. In conclusion, the three most prominent error categories made by the students were grammar, syntax, and faithfulness error. The errors were mostly influenced by extratextual factors such as sender, intention, recipient, medium, time, motive, and text function. In addition, lexis was also an influencing factor in making errors.</p> <p>Keywords: Translation Errors, Student's Translation, Indonesian-English Translation, ATA's Standard Errors</p>
Purpose/research question (s)	To understand the rules and culture of the target language to minimize errors in translation.
Literatur review	1. Translation

	2. Translation Errors
Methods (describe how the study conducted by the reseacher)	
a. Research design/type	Descriptive qualitative.
b. Population /sample	Students in Indonesian-English Translation Course of English Education Undergraduate Program, Universitas Negeri Semarang (UNNES),
c. Instruments	Test, questionare and interview.
d. Research procedure	1. Data reduction 2. Data display 3. Conclusion drawing and verification.
e. Techniques of data analisys	Qualitative data analysis.
Result/finding	Syntax / Syntactic: The error on the underlined phrase “system education national”. The reason is that the word order on the phrase is incorrect. On the noun phrase, the main word should be on the last part of the phrase.

#### Article 4

Author	Nurul Frijuniarsi
Year	2016
Title	Syntactical Error Analysis On Students' Translations From Indonesian Into English Text
Name of journal	DEIKSIS
Volume	8
Issue	3
Pages	288-301
Doi	<a href="http://dx.doi.org/10.30998/deiksis.v8i03.903">http://dx.doi.org/10.30998/deiksis.v8i03.903</a>
Website	<a href="https://journal.lppmunindra.ac.id/index.php/Deiksis/article/view/903">https://journal.lppmunindra.ac.id/index.php/Deiksis/article/view/903</a>
Abstract	<p>Error in translating Indonesian text into English especially in level of syntax is commonly produced by students due to the lack of understanding on syntax rules. This is normal because syntax itself is not learned by the students in high schools level. The aim of this study is to analyse the syntactical error made by the students of Putra Bangsa Vocational School, Depok grade XI. Survey Method with Descriptive Qualitative Approach are adopted in this research. Research Findings show that there are 138 errors found, which is classified into phrase errors (112 errors) and clause errors (26 errors).</p> <p>Key words: Error, Analysis, Syntax, Translation</p>
Purpose/research question (s)	The aim of this study is to analyse the syntactical error.
Literatur review	<ol style="list-style-type: none"> <li>1. Error Analysis</li> <li>2. Kinds of error</li> <li>3. Syntactic</li> <li>4. Translation</li> </ol>
<b>Methods</b> (describe how the study conducted by the reseacher)	
a. Research design/type	Descriptive Qualitative
b. Population /sample	Students Of Putra Bangsa Vocational School, Depok Grade XI.
c. Instruments	Test
d. Research procedure	-
e. Techniques of data analisys	Content Analysis
Result/finding	Syntactic:

	<ol style="list-style-type: none"><li>1. Clause:<ol style="list-style-type: none"><li>a. Adjective</li><li>b. Adverb</li></ol></li><li>2. Phrase:<ol style="list-style-type: none"><li>a. Nomina</li><li>b. Adverbial</li><li>c. Verb</li><li>d. Preposition</li></ol></li></ol>
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## Article 5

Author	Soraya Grabiella Dinamika and Ridwan Hanafiah
Year	2019
Title	Syntactical Error Analysis On Report Text
Name of journal	JOALL (Journal of Applied Linguistics and Literature)
Volume	4
Issue	2
Pages	120-129
Doi	<a href="http://dx.doi.org/10.33369/joall.v4i2.7681">http://dx.doi.org/10.33369/joall.v4i2.7681</a>
Website	<a href="https://www.researchgate.net/publication/335409692_SYN_TACTICAL_ERROR_ANALYSIS_ON_REPORT_TEXT">https://www.researchgate.net/publication/335409692_SYN_TACTICAL_ERROR_ANALYSIS_ON_REPORT_TEXT</a>
Abstract	<p>This study aims at investigating and classifying the syntactical errors in the writing of report text made by 20 students of Department of English Literature of FIB-USU. Syntactical errors in writing made by EFL students are needed to be investigated by using the Error Analysis theory developed by Gass &amp; Selinker in 2008 as it provides six appropriate investigation procedures, namely; collecting data, identifying errors, classifying errors, quantifying errors, analyzing errors and remediation. Each of students was assigned to write a topic-based report text with the length of 150 up to 250 words in count. This study dealt with a qualitative descriptive approach. After the EA procedures applied, in this study found that the students made major syntactical errors within the use of article 'a/an', 'the' in terms of omission and addition of articles, the use of relative pronoun, and the use of subject-verb agreement in terms of past tense agreement and number agreement. Based on the error analysis procedure applied, it was obtained that the most predominant syntactical errors made by the students was the use of article which comprises of 125 errors (50.2%), followed by the use of subject-verb agreement with 117 errors (47%) and followed by the use of relative pronoun as the least error which comprises of 7 errors (2.8%). The syntactical error made by the students caused by two major sources, intra-language error and intra-language error. By seeing at these problematic areas, the researcher has suggested to take out several related pedagogical remediation to the students.</p> <p><b>Keywords:</b> <i>report text writing, syntactical error, error analysis, pedagogical remediation</i></p>
Purpose/research question (s)	This study aims at investigating and classifying the syntactical errors in the writing of report text
Literatur review	
Methods (describe how the study conducted by the reseacher)	

a. Research design/type	Qualitative Descriptive Approach
b. Population /sample	20 Students of Department of English Literature of FIB-USU.
c. Instruments	Test
d. Research procedure	(1) collecting data (2) identifying errors (3) classifying errors (4) quantifying errors (5) analyzing errors (6) remediation
e. Techniques of data analysis	Content Analysis
Result/finding	In this study found that the students made major syntactical errors within the use of article 'a/an',' the' in terms of omission and addition of articles, the use of relative pronoun, and the use of subject-verb agreement in terms of past tense agreement and number agreement.

## Article 6

Author	Muhammad Hasby and Magfirah Thayyib
Year	2015
Title	Error Analysis In Translating English From Indonesian Of Semester Sixth Students Of Cokroaminoto Palopo University
Name of journal	(IDEAS) Journal on English Language Teaching and Learning, Linguistics and Literature
Volume	3
Issue	2
Pages	1-26
Doi	<a href="https://doi.org/10.24256/ideas.v3i2.147">10.24256/ideas.v3i2.147</a>
Website	<a href="https://ejournal.iainpalopo.ac.id/index.php/ideas/article/view/147">https://ejournal.iainpalopo.ac.id/index.php/ideas/article/view/147</a>
Abstract	This research is aimed to know the students errors in translating English from Indonesian from several text of the semester fifth students of Cokroaminoto Palopo University academic year of 2014/2015, some people considered translating is one of the most difficult skills in learning language, some people considered translating Indonesian to English even more difficult than translating English into Indonesian.
Purpose/research question (s)	To know the students errors in translating English from Indonesian from several text of the semester fifth students of Cokroaminoto Palopo University academic year of 2014/2015
Literatur review	<ol style="list-style-type: none"> <li>1. Definition of Errors</li> <li>2. Contrastive Analysis</li> <li>3. Error Analysis</li> <li>4. Discourse Errors</li> <li>5. Syntactic Errors</li> <li>6. Lexical Errors</li> </ol>
Methods (describe how the study conducted by the reseacher)	
a. Research design/type	Qualitative Descriptive
b. Population /sample	The Population are 40 students of the sixth semester students of English Education Study Program Cokroaminoto Palopo University. Sample of data consist of 17 students of the sixth semester students of English Education Study Program Cokroaminoto Palopo University.
c. Instruments	The instrument to collect data consists of 17 texts. Each text consists of several paragraphs, which form a discourse.
d. Research procedure	1. The writer will distribute the 15 paragraphs of the "Buku Dongeng Anti Korupsi Seri 1" to 17 students of the sixth

	<p>semester of English Education Study Program Cokroaminoto Palopo University.</p> <ol style="list-style-type: none"> <li>2. The students will be done the translation of “Buku Dongeng Anti Korupsi Seri 1” one paragraph for each student (in total 15 paragraphs).</li> <li>3. After completing the translating process, the students’ translation result will be checked, identified, and analysed (discourse, syntactic, and lexical errors).</li> </ol>
e. Techniques of data analysis	The data will be identified and analysed by using the standardized theories on error analysis in translating the texts of “Buku Dongeng Anti Korupsi Seri 1” (from Indonesian into English).
Result/finding	<p>Syntactic Errors</p> <ol style="list-style-type: none"> <li>1. Tenses Error</li> <li>2. Word Order Error</li> <li>3. Agreement Rules Error</li> <li>4. Construction Error</li> </ol>

## Article 7

Author	Muayad Shamsan and Abdul-Majeed Attayib
Year	2016
Title	Investigating Morpho-Syntactic Translation Errors Made by Yemeni EFL Students
Name of journal	Arab World English Journal (AWEJ)
Volume	-
Issue	5
Pages	281-298
Doi	-
Website	<a href="https://www.academia.edu/26160012/Investigating_Morpho_Syntactic_Translation_Errors_Made_by_Yemeni_EFL_Students">https://www.academia.edu/26160012/Investigating_Morpho_Syntactic_Translation_Errors_Made_by_Yemeni_EFL_Students</a>
Abstract	<p>This study investigates the most common morpho-syntactic Arabic-English and English-Arabic translation errors made by fourth year students of the English Department (Translation Program) at the University of Science and Technology (UST) in Yemen. It identifies how frequently these errors occur and sheds light on issues for EFL students and translation teachers in Yemen in general and the UST in particular, regarding the importance of having a good command of both Arabic and English. This may help learners identify and reduce such errors. In this empirical study, a test of 20 English and 20 Arabic sentences was given to the subjects of the study to be translated into Arabic and English respectively. Findings from the study show that the students make significantly more errors in tense, noun, verb, preposition, pronoun, relative clauses, article, and voice when they translate sentences from Arabic into English. There are also no significant differences in the students' translation in terms of agreement, word order, mood, and condition. The study concludes with some important recommendations such as adding a course on contrastive analysis and other Arabic language courses to the curriculum of the Translation Program in the English Department. Teachers and students are advised to take into account the different morpho-syntactic rules when teaching or translating respectively.</p> <p><b>Keywords:</b> errors, morpho-syntactic, text type, translation</p>
Purpose/research question (s)	To identifies how frequently these errors occur and sheds light on issues for EFL students and translation teachers in Yemen in general and the UST in particular, regarding the importance of having a good command of both Arabic and English.
Literatur review	
Methods (describe how the study conducted by the reseacher)	
a. Research design/type	Quantitative and Qualitative Approaches
b. Population /sample	Fourth level students in the English Department (Translation Program) at the UST, Yemen.
c. Instruments	Test
d. Research procedure	Identified and analyzed
e. Techniques of data analisys	Quantitative dan Qualitative Analysis
Result/finding	Tense, noun, verb, preposition, pronoun, relative, speech, article, voice

	errors, case errors, agreement violation errors, terms of agreement, word order.
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## Article 8

Author	Eman Abdel-Reheem Amin
Year	2019
Title	Using Awareness Raising in Syntactic and Semantic Errors to Foster Translation Performance among Majmaah University EFL Students
Name of journal	Arab World English Journal (AWEJ)
Volume	10
Issue	2
Pages	196-212
Doi	<a href="https://dx.doi.org/10.24093/awej/vol10no2.16">https://dx.doi.org/10.24093/awej/vol10no2.16</a>
Website	<a href="https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3418113">https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3418113</a>
Abstract	The present study aimed at developing English as a foreign language (EFL) college students' translation performance through raising their awareness of related syntactic and semantic errors. During the pilot study, the researcher analyzed fifty translated passages from students' assignments. The aim of this systematic analysis was necessary to build a list of their most frequent errors. Besides, a checklist was used to determine students' level of awareness of these errors. As a result, a program based on some metacognitive strategies was developed to raise students' awareness of syntactic and semantic errors to improve their translation performance. Metacognition awareness went through five stages of preparation, presentation, practice, evaluation, and expansion. Students worked together in the process of translation to translate the given passages. They worked in pairs to proofread their translation by identifying their errors, correcting them, and finally editing their final copy. A pre-post translation test was developed to assess students' translation performance. Data obtained from the test was dealt statistically with SPSS software. The results indicated improvement in students' translation performance. Key words: error analysis, metacognition awareness raising, metacognitive strategies, syntactic and semantic awareness, translation performance
Purpose/research question (s)	To aimed at developing English as a foreign language (EFL) college students' translation performance through raising their awareness of related syntactic and semantic errors.
Literatur review	<ol style="list-style-type: none"> <li>1. Teaching Translation</li> <li>2. Difficulties, problems and errors in translation</li> <li>3. Translation and metacognition</li> </ol>
Methods (describe how the study conducted by the reseacher)	
a. Research design/type	This study adopted one group pre-posttest design.
b. Population /sample	The participants of the present study were the 4th level (n= 48, Mean age = 18.5 years) female students enrolled at Introduction to Translation course ENG224. In the first semester 1439/1440 H, at the English language department, Zulfi College of Education, Majmaah University, KSA. They almost had the same level of proficiency in English according to their GPA, and their native language is Arabic. All the participants completed 128 credit hours of study in their study plan.
c. Instruments	A translation test
d. Research procedure	A Pilot study was conducted by applying a content analysis of 50 translated texts to identify

	the most frequent syntactic and semantic errors in translation from Arabic to English and vice versa. As a result, a list of these errors was developed, and then an awareness checklist was applied to check students' awareness of them.
e. Techniques of data analysis	Pre-test and post- test
Result/finding	<p>Syntactic error</p> <ol style="list-style-type: none"> <li>1. Sentence structure errors</li> <li>2. Word order errors</li> <li>3. Fragments and runs-on</li> <li>4. Errors in translating participles, adjectives, and adverbs</li> <li>5. Prepositional phrase errors</li> <li>6. Errors in translating conditional sentences</li> <li>7. Errors in translating tenses and passive voice</li> </ol>