

## ABSTRACT

**Yusuf Zaenal Muttaqin, 1152040122: “The Analysis of English Translation Errors found in Students’ Translation Project”** (A Case Study in the 4<sup>th</sup> Semester Students of English Education Department at the State Islamic University of Sunan Gunung Djati Bandung).

Translation is interlanguage communication. It has a purpose to provide communication between two different languages. However, translating is not a simple work to do. In fact, it needs some techniques to transfer meaning from Source Language (SL) into Target Language (TL).

The purposes of this research are; 1) to find out the types of translation errors frequently found in translation made by the students from Indonesia into English and 2) to describe the students’ difficulties in translating Indonesian text into English in their translation project. This research uses qualitative method. The participants are selected by using purposive sampling. The data are collected by using technique of document analysis and interview. The document analysis is used to analyze students’ translation errors found in narrative text from Indonesia into English and to find out the percentage of each type of errors that compiled by Dulay (1982). While the interview is used to find out students’ difficulties in their translation work. However, the data is analyzed by data analysis process adopted from Miles and Huberman (1994) namely; data collection, data reduction, data display and conclusion.

Moreover, based on the data analysis, the finding are: first, nine participants of English Educational Department in the 4<sup>th</sup> semester in UIN Sunan Gunung Djati Bandung made 116 errors in translating narrative text from Indonesia into English. The errors are Omission, addition, misformation, and misordering. In this case, the highest errors that found in students’ translation work was misformation error that attained (39%) from four error categories and the lowest errors was misordering error that attained (4%) from four error categories. Moreover, addition error was (19%), and omission was 38%. Second, Students’ difficulties caused by some factors that influence student learning in Translation course. Students’ interest towards learning can be influenced by the lecturer or the subject. In addition, less practice in translating was an obstacle factor for the students in translating a text into English. The problem in grammar especially tenses and lack of vocabulary mastery as the crucial problem faced by the students. It was caused by lack of knowledge about it, lack of practice, and lack of reading English book. Beside grammar and vocabulary, different culture understanding also becomes their difficulty in translating. In conclusion the students need to improve their translation skills by increasing their translation practice and learning grammar deeply.