

# **ERROR ANALYSIS IN TRANSLATING ENGLISH FROM INDONESIAN OF SEMESTER SIXTH STUDENTS OF COKROAMINOTO PALOPO UNIVERSITY**

**By**

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## **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.

The instrument consists of 17 texts as source language. Each text consists of several paragraphs which form a discourse. The paragraphs are from “Buku Dongeng Anti Korupsi Seri 1”. The translators are the undergraduate students of fifth semester of Cokroaminoto University. Data is located in the students’ English translation as target language. Data classified into 1) discourse errors, 2) syntactic errors, and 3) lexical errors. Syntactic errors will be classified into 1) sentence function, 2) tenses, 3) word order, 4) agreement rules, and 5) construction. Each sub-class is further sub-classified. Lexical errors are sub-classified into: 1) misselection of words, 2) derivational suffixes, and 3) function words.

**Keywords: Error analysis, discourse errors, syntactic errors, lexical errors**

## **Abstrak**

Penelitian ini bertujuan untuk mengetahui kesalahan mahasiswa dalam menterjemahkan bahasa Inggris dari sejumlah teks bahasa Indonesia semester lima mahasiswa universitas cokroaminoto Palopo Tahun Akademik 2014/2015, sebagian mahasiswa menganggap terjemahan adalah satu dari kemampuan yang paling sulit di dalam pembelajaran bahasa, sebagian orang menganggap bahwa terjemahan bahasa Indonesia ke bahasa Inggris bahkan lebih sulit dari menterjemahkan bahasa Inggris ke dalam bahasa Indonesia.

Instrument penelitian ini terdiri dari 17 teks sebagai bahasa sumber. Tiap teks terdiri dari sejumlah paragraf yang membentuk suatu diskursus. Paragrafnya berasal dari “Buku Dongeng Anti Korupsi Seri 1” Para penterjemah adalah mahasiswa Strata Satu semester lima universitas cokroaminoto Palopo. Data diklasifikasikan kedalam: 1) kesalahan diskursus, 2) kesalahan sintaksis, 3) susunan kata, 4) aturan kesepakatan, dan 5) konstruksi. Tiap sub-kelas selanjutnya di sub-klasifikasikan. Kesalahn leksikal disub-klasifikasikan kedalam: 1) kesalahan pemilihan kata, 2) sufiks derivasional, dan 3) fungsi kata.

## **A. Background**

In Translation, we did the mistakes and errors in the process, when we saw that errors and mistakes in some ways like analyzing linguistically, to see those errors and mistakes in terms of discourse, the other people errors and mistakes could be seen from the side of Interlingual and Intralingual. Later on, by distinguishing the discourse, syntactic, lexical errors, the error and mistakes like sentence level errors, syntactic errors, inappropriate lexical choice, the definition from the errors which are given by Dulay:

“Errors are the flawed side of learner speech or writing. They are those parts of conversation or composition from some selected norms of mature language performance.” (Dulay et al, 1982: 138). Chaudron also wrote the following:

“Any creation of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of a learner’s utterances.” (Chaudron: 31).

The early development of early error analysis as one of the linguistic branch in 1960s. Error analysis led to identify the strategy of language learning using, the identification of the language language which is used by learners, in facilitating the materials and information in language learning (Richard, 2000).

Although the contrastive analysis seems to be replaced by error analysis in the late of 1960s it does not mean it is totally different, because both of it belong to the same foundation and framework of error analysis because at the earliest of the aspects was identifying , describing, and explaining learners errors and later on became a domain in the field of language learning and second language acquisition, and in the next decade (after 1960s) in 1970s error analysis has renowned as a branch studies in the applied linguistics field of study (Ellis and Barkhuizen: 2009).

## **B. Research Question**

Based on the explanation above the writer would like to give the following problem statement:

What are the students' errors in translating "Buku Dongeng Anti Korupsi" from Indonesian into English of fifth semester Students of Cokroaminoto Palopo University?

### **C. Objective of the Study**

1. The objective of the study in this research is to know the discourse errors made by the students of the fifth semester in translating "Buku Dongeng Anti Korupsi."
2. To identify to analyze the fifth semester students' syntactical errors in translating "Buku Dongeng Anti Korupsi."
3. To identify and to analyze the fifth semester students' lexical errors in translating "Buku Dongeng Anti Korupsi."

### **C. Significance of the Study**

The writer puts forward two points as the significances of study, they are:

1. After identifying and analyzing the students' translating errors the writer could measure the students' ability in translating English language text especially short text.
2. After identifying and analyzing the students' translating errors the writer could find the suggestions for the improvement of the translating English language especially in English Education Study Program of Cokroaminoto palopo University.

### **D. Scope of Study**

The scope of the study is limited to the students' errors in translating paragraph texts of "Buku Dongeng Anti Korupsi" And the errors are classified and analyzed into some errors like discourse errors, syntactic errors, and lexical errors.

### **E. Previous Study**

Several research studies have been carried out concerning on error analyzes. In the research conducted by Dianpu Xing (2007: 34-36) entitled “Error Analysis in China English Language Teaching” dealt with the nature and treatment of learner errors, he commonly talked about classification of errors, source of errors, and significance of errors. Azizi Yahya et al (2012: 114-118) in their research entitled “Error Analysis of L2 Learners’ Writing, a Case Study” the identified and analysed the both Narrative and descriptive essays which students of the lower secondary schools were expected to write correctly and accurately, and they found that the errors was unavoidable due to the some factors like mother tongue interference, instability of learner’s linguistic knowledge, inconsistently in handling a linguistic system etcetera.

Jamuna (2011: 79-81) in his writing about error analysis wrote the errors are not only unavoidable but also necessary for the successful of the foreign language learning, she added the error analyses is concerned with identifying, defining, and classifying errors, an attempt to account for errors, and suggest how they can be eliminated.

Katharina (2011) in her research entitled “Contrastive Analysis, Error Analysis, interlanguage, and the Implication to Language Teaching” at the end part of her writing concluded:

“Contrastive analysis is the systematic study of a pair of languages with a view to identifying their differences and similarities with the assumption the different elements between the native and the target language will cause learning problems, while similar elements will not cause any problems. Contrastive analysis hypothesis is criticized for not all problems predicted by contrastive analysis always appear to be difficult for the students. On the other hand, many errors that do turn up are not predicted by contrastive analysis.

Error analysis was an alternative to contrastive analysis. Error analysis was criticized for misdiagnosing student learning problems due to their "avoidance" of certain difficult L2 elements. Interlanguage is a continuum between the first language and the target language along which all learners traverse. It is dynamic (constantly adapting to new information) and influenced by the learners. Some methods for error correction are: putting responsibility for error correction primarily on the student, post-lesson feedback. The cognitive, affective, negative, positive feedback should be given sufficiently and appropriately. We must avoid is the punitive reinforcement.”

## **F. Review of Related Theories**

### **1. Definition of Errors**

Error is something done wrong (Current: 1980). Error is systematic deviation from the accepted code (Norrish: 1987). Richard (1985) in relation to the speech or writing of a second a foreign language learner states that the use of linguistics 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.

Ellis (1997:15) classifies four kinds of errors that are: 1. Identifying Errors In this step, we have to compare the error sentences (the writer mentions it as ‘original sentence’) with what seem to be the normal or ‘correct’ sentences in the target language which correspond with them (the writer mentions it as ‘reconstruction’). But it is, in fact, easier said than done. Sometimes, it is difficult to make the reconstruction when we collide with the learner means to say. 2. Describing Errors This next step is the step where the errors are described and classified into kinds. This step can be done by several ways, 3. Explaining Errors, step of error analysis. In this step, a researcher tried to explain how and why a sentence called to be erroneous.

Dulay and Burt (1974) divides three kinds of errors:

1. The first source of errors is called interference (which is resulted from the mother tongue interference).
2. The second source of errors is called intralingual errors (it reflects the incorrect generalization of the rules in the target language).

The third source of errors is called developmental errors (it is happening when the learners’ hypothesize the target language based on their limited language).

Jack Richards (1974) Classifies errors into:

1. Interlanguage Errors (it is caused of the influence of the L1, and to make this more obvious, the contrastive analysis is necessary, in short we would like to say the interference indicates the learning process and it means there is the interference of L1 into L2 in the process.
2. Intralingual & Developmental Errors, this parts emphasizes the reflection of the learners competence at a particular stage, and it reflects the general characteristics of rule learning like generalization, later on, interlingual and developmental errors are classified into:
  - 1) Overgeneralization as the creation of one deviant structure in place of two regular structures.

- 2) Ignorance of rule restrictions as failure in observing the restrictions of the structure in it, and it is the application of rules to context where they do not apply.
- 3) Incomplete application rules this is mostly dealing with the systematic in the use of questions to be observed (Richards, 1974: 173-175).

## **2. Contrastive Analysis**

Contrastive analysis is the systematic study of a pair of languages with a view to identifying their structural differences and similarities. Contrastive Analysis was extensively used in the 1960s and early 1970s as a method of explaining why some features of a Target Language were more difficult to acquire than others. According to the behaviourist theories, language learning was a question of habit formation, and this could be reinforced by existing habits. Therefore, the difficulty in mastering certain structures in a second language depended on the difference between the learners' mother language and the language they were trying to learn. The theoretical foundations for what became known as the Contrastive Analysis Hypothesis were formulated in Lado's *Linguistics across Cultures* (1957). In this book, Lado claimed that "those elements which are similar to the learner's native language will be simple for him, and those elements that are different will be difficult". While this was not a novel suggestion, Lado was the first to provide a comprehensive theoretical treatment and to suggest a systematic set of technical procedures for the contrastive study of languages (Rustipa, 2011: 17)

Larsen et al (1992) sets out the aims of the contrastive analysis such as To find out the differences between the first language (L1) and the target language (L2) (, and to promote and to encourage the effectiveness of foreign language teaching, but beyond that there is also criticism toward the contrastive analysis hypothesis due to the prediction failures in it.

Fisiak in Rustipa (2011:18) claims that Contrastive Analysis needs to be carried out in spite of some shortcoming because not all Contrastive Analysis hypotheses are wrong. To overcome the shortcoming of contrastive analysis, it is suggested that teachers accompany contrastive analysis with error analysis. It is carried out by identifying the errors actually made by the students in the classroom. Contrastive Analysis has a useful explanatory role. That is, it can still be said to explain certain errors and mistakes. He further explains "...error analysis as part of applied linguistics cannot replace Contrastive Analysis but only supplement it." Schackne (2002) states "research shows that contrastive analysis may be most predictive at the level of phonology and least predictive at the syntactic level." A counter-theory was error analysis, which treated second language errors as similar to errors encountered in first language acquisition, or what the linguists referred to as "developmental errors." By the early 1970s, this contrastive analysis theory had been to an extent supplanted by error analysis, which examined not only the impact of transfer errors but also those related to the target language, including overgeneralization (Schackne in Rustipa: 2011: 17).

## **3. Error Analysis**

James (2001: 62) states that error analysis refers to the study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance.

According to Crystal (1980) the term “error” is referring to mistake, slip of tongue, speech or writing due to the malfunction of the brain. Crystal (1999: 108) adds error analysis in language teaching and learning is the study of unacceptable form produced by someone learning a language especially a foreign language.

Corder (1981) assumes mistakes in spontaneous speech and writing as being induced by slip of tongue, or lapses in memory arising from physical states and psychological conditions which have little to do with the language competence but rather more to do with performance.

Error analysis assumes that errors indicate learning difficulties and that the frequency of a particular error is evidence of the difficulty learners have in learning the particular form (Schachter; 1974). While Crystal (1999:108) states “error analysis in language teaching and learning is the study of unacceptable forms produced by someone learning a language, especially a foreign language. *Error analysis* is an applied linguistics approach used to identify areas of great difficulty for second language learners by applying a system of formal distinction to differentiate between the learner's first language (L1) and target language (L2) (Dulay, 1982).

Error in writing foreign language is the inevitable process of their ongoing way to be better in their second language proficiency, this is what Reid (1993) says as the systematic & reasoned in the problem of error analysis, and Reid (1993: 35-36) this area of error analysis has been a developing of the research interests among the researchers to examine the writing errors on both “first language interference and developmental.

According to Brown (2000), a “mistake” refers to a performance error in that it is a failure to use a known system correctly, while an “error” is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner.

#### **4. Discourse Errors**

Mode of Discourse it said as the thing should be in relationship with the mode of linguistic presentation that is why the approach to be applied in correcting the oral or spoken errors should be differ with the approach in correcting the errors in the written all discourse mode need the distinguishable correction in it's periods (Hendrickson, 1981).

When people want to acquire the proficiency in a foreign language they are not only need the precision in the individual syntactic structure and lexical items but also have to use it in the right context, because the discourse level error will happen due to the falsehood in using it in appropriate context (Suri, 1993).

#### **5. Syntactic Errors**

According to Finch (2000: 77) "is a term used for the study of rules governing the way words and combined to form sentences". And Bell (1991) states that syntax is the knowledge of manipulating sentence elements in the chain and choice of the system within the proposition semantic unite and he also defines syntax asa matter of knowing what elements exist in a language and how they may be legitimately combined.

#### **6. Lexical Errors**

Like morpho-syntactic errors, lexical errors are errors which are habitually corrected by teachers. On the whole it is easy for teachers to correct lexical errors as one only needs to pinpoint the change in meaning and provide the correct word. (While it would not be accurate to conflate 'lexis' and 'semantics', for practical error correction purposes most meaning choices do involve lexis). However, lexical errors can easily arise in combination with other error categories. An example is from the above sample speaker's error from [gold] to [God], which can be seen as a lexical error that has been phonologically induced. Other examples might involve syntactic restrictions for certain lexical items. Under such circumstances, even if a teacher was aware of all the parameters of an error, it would often be difficult or unhelpful to explain all the complexities of a student's error (Lee, 1990).

Borsley (1999) argues that problems of syntax are referring to the reality that languages are not 'clearcut objectives'. Aronoff & Fuderman (2011:2) defined *morphology*as "the mental system involved in word formation or the branch of linguistics that deals with words, their internal structure, and how they are formed". Moreover, they believe that morphology should not be only

a secondary data source in theories for analyzing other language elements but it has to be handled in its own as a subject of study.

## **G. Research Design**

The instrument to collect data consists of 17 texts. Each text consists of several paragraphs, which form a discourse. The paragraphs are from “Buku Dongeng Anti Korupsi Seri 1.” Then, the students (the sixth semester student of English Education Study Program) translated the text, which is in the source language (Indonesian) into the target language (English). Source of the data is the students’ English translation. The data are the errors, which the students made in their English translation. By using the qualitative and descriptive method, data are collected by using those instruments mentioned above, and are further classified into discourse errors, syntactic errors, and lexical errors. Those three classes of errors are further sub-classified and sub-sub classified. Interpretations of the data are in the discussion sections.

## **1. Population and Sample**

### **1) Population**

The population of the study is 40 students of the sixth semester students of English Education Study Program Cokroaminoto Palopo University.

### **2) Sample**

Sample of data consist of 17 students of the sixth semester students of English Education Study Program Cokroaminoto Palopo University.

### **3) Instrument**

The instrument to collect data consists of 17 texts. Each text consists of several paragraphs, which form a discourse.

### **4) Data Collecting Procedures**

1. The writer will distribute the 15 paragraphs of the “Buku Dongeng Anti Korupsi Seri 1” to 17 students of the sixth semester of English Education Study Program Cokroaminoto Palopo University.
2. The students will be done the translation of “Buku Dongeng Anti Korupsi Seri 1” one paragraph for each student (in total 15 paragraphs).
3. After completing the translating process, the students’ translation result will be checked, identified, and analysed (discourse, syntactic, and lexical errors).

### **5) 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).

## **H. Findings**

Based on the research conducted on April 2015 at Cokroaminoto Palopo University, the writer got the data needed to be analyzed in this chapter. The data were collected from the sample by means of a translation test consists of 17 respondents. As stated in technique of analyzing data in the previous chapter, the procedure used by the writer after collecting the data are identifying the errors, classifying the errors, describing errors and calculating the percentages of every type of errors.

**Table 1. The List of Discourse Errors Made by Students**

No	Initial Name of Student	Number of Errors	Correct Sentences	Percentage
1.	Student Number 1	1	23	4,17%
2.	Student Number 2	1	18	5,26%
3.	Student Number 3	0	22	0%
4.	Student Number 4	0	19	0%
5.	Student Number 5	0	27	0%
6.	Student Number 6	3	19	13,64%
7.	Student Number 7	5	9	35,71%
8.	Student Number 8	1	14	6,67%
9.	Student Number 9	4	5	44,44%
10.	Student Number 10	1	19	5%
11.	Student Number 11	1	15	0%
12.	Student Number 12	0	22	4,35%
13.	Student Number 13	0	26	7,14%
14.	Student Number 14	1	19	0%
15.	Student Number 15	2	18	5,26%
16.	Student Number 16	0	14	12,5%
17.	Student Number 17	1	11	15,38%
		2		

**Tabel 2****The List of Sentence Function Errors (syntactical Error)**

No	Initial Name of Student	Number of Errors	Correct Sentences	Percentage
1.	Student Number 1	1	18	5,26%
2.	Student Number 2	0	18	0%
3.	Student Number 3	0	18	0%
4.	Student Number 4	0	20	0%
5.	Student Number 5	0	23	0%
6.	Student Number 6	0	19	0%
7.	Student Number 7	0	15	0%
8.	Student Number 8	0	13	0%
9.	Student Number 9	0	11	0%
10.	Student Number 10	0	19	0%
11.	Student Number 11	0	18	0%
12.	Student Number 12	0	19	0%
13.	Student Number 13	0	22	0%
14.	Student Number 14	0	14	0%
15.	Student Number 15	0	21	0%

16.	Student Number 16	0	16	0%
17.	Student Number 17	0	13	0%

**Tabel 3**

**The list of Tenses Errors (Syntactical Error)**

No.	Initial Name of Student	Number of Errors	Correct Sentences	Percentage
1.	Student Number 1	9	11	45%
2.	Student Number 2	11	8	57,89%
3.	Student Number 3	10	11	47,62%
4.	Student Number 4	11	9	55%
5.	Student Number 5	10	16	38,46%
6.	Student Number 6	7	14	33,33%
7.	Student Number 7	11	14	44%
8.	Student Number 8	7	8	46,67%
9.	Students Number 9	12	2	85,71%
10.	Students Number 10	5	16	23,81%
11.	Student Number 11	10	6	62,5%
12.	Student Number 12	9	16	36%
13.	Student Number 13	7	13	35%
14.	Student Number 14	9	9	50%
15.	Student Number 15	6	17	26,09%
16.	Student Number 16	9	7	56,25%
17.	Student Number 17	7	6	53,85%

**Tabel 4**

**The List of Word Order Errors (Syntactical Errors)**

No.	The Initial Name of Student	Number of Errors	Correct Sentences	Percentage
1.	Student Number 1	6	14	30%
2.	Student Number 2	9	9	50%
3.	Student Number 3	5	18	21,74%
4.	Student Number 4	6	14	30%
5.	Student Number 5	4	22	15,38%
6.	Student Number 6	6	14	30%
7.	Student Number 7	8	10	44,44%
8.	Student Number 8	1	14	6,67%
9.	Student Number 9	7	4	63,64%
10.	Student Number 10	2	17	10,53%
11.	Student Number 11	2	17	3,85%
12.	Student Number 12	1	25	9,52%

13.	Student Number 13	2	19	10%
14.	Student Number 14	2	18	12,5%
15.	Student Number 15	1	22	14,29%
16.	Student Number 16	2	14	2.38%
17.	Student Number 17	2	12	2.89%

**Tabel 5**

**The List of Agreement Rules Errors (Syntactical Errors)**

No.	The Initial Name of Student	Number of Errors	Correct Sentences	Percentage
1.	Student Number 1	0	21	0%
2.	Student Number 2	0	19	0%
3.	Student Number 3	1	23	4,17%
4.	Student Number 4	0	18	0%
5.	Student Number 5	2	24	7,69%
6.	Student Number 6	0	21	0%
7.	Student Number 7	0	16	0%
8.	Student Number 8	0	14	0%
9.	Student Number 9	0	10	0%
10.	Student Number 10	0	20	0%
11.	Student Number 11	0	19	0%
12.	Student Number 12	0	20	0%
13.	Student Number 13	2	18	10%
14.	Student Number 14	1	19	5%
15.	Student Number 15	1	18	5,26%
16.	Student Number 16	0	16	0%
17.	Student Number 17	0	13	0%

**Tabel 6**

**The List of Construction Errors (Syntactical Errors)**

No	The Initial Name of Student	Number of Errors	Correct Sentences	Percentage
1.	Student Number 1	8	13	38,1%
2.	Student Number 2	9	10	47,37%
3.	Student Number 3	9	15	37,5%
4.	Student Number 4	10	9	52,63%
5.	Student Number 5	12	13	48%
6.	Student Number 6	7	13	35%
7.	Student Number 7	9	8	52,94%
8.	Student Number 8	5	8	38,46%
9.	Student Number 9	12	15	44,44%

10.	Student Number 10	5	25	16,67%
11.	Student Number 11	8	12	40%
12.	Student Number 12	5	10	33,33%
13.	Student Number 13	9	20	31,03%
14.	Student Number 14	11	15	42,31%
15.	Student Number 15	6	8	42,86%
16.	Student Number 16	6	8	42,86%
17.	Student Number 17	5	8	38,46%

**Tabel 7**

**The List of Misselection of Words (Lexical Errors)**

No	The Initial Name of Student	Number of Errors	Correct Sentences	Percentage
1.	Student Number 1	6	109	5,22%
2.	Student Number 2	2	110	1,79%
3.	Student Number 3	15	99	13,16%
4.	Student Number 4	16	112	12,5%
5.	Student Number 5	5	133	3,62%
6.	Student Number 6	17	86	16,5%
7.	Student Number 7	19	78	19,59%
8.	Student Number 8	11	104	9,57%
9.	Student Number 9	25	33	43,1%
10.	Student Number 10	4	115	3,36%
11.	Student Number 11	3	97	3%
12.	Student Number 12	1	108	0,92%
13.	Student Number 13	2	110	1,79%
14.	Student Number 14	4	52	7,14%
15.	Student Number 15	2	105	1,87%
16.	Student Number 16	1	106	0,93%
17.	Student Number 17	4	72	5,26%

**Tabel 8**

**The List of Derivational Suffixes (Lexical Errors)**

No	The Initial Name of Student	Number of Errors	Correct Sentences	Percentage
1.	Student Number 1	0	22	0%
2.	Student Number 2	2	17	10,53%
3.	Student Number 3	0	25	0%
4.	Student Number 4	0	20	0%
5.	Student Number 5	0	22	0%
6.	Student Number 6	0	21	0%
7.	Student Number 7	0	16	0%
8.	Student Number 8	0	14	0%

9.	Student Number 9	0	25	0%
10.	Student Number 10	0	18	0%
11.	Student Number 11	1	19	5%
12.	Student Number 12	0	25	0%
13.	Student Number 13	0	19	0%
14.	Student Number 14	0	19	0%
15.	Student Number 15	0	20	0%
16.	Student Number 16	0	15	0%
17.	Student Number 17	0	10	0%

**Tabel 9**  
**The List of Function Words Errors (Lexical Errors)**

No	The Initial Name of Student	Number of Errors	Correct Sentences	Percentage
1.	Student Number 1	5	15	25%
2.	Student Number 2	6	11	35,29%
3.	Student Number 3	4	19	17,39%
4.	Student Number 4	3	15	16,67%
5.	Student Number 5	1	22	4,35%
6.	Student Number 6	6	15	28,57%
7.	Student Number 7	3	9	25%
8.	Student Number 8	5	9	35,71%
9.	Student Number 9	4	9	30,77%
10.	Student Number 10	1	19	5%
11.	Student Number 11	3	96	3,03%
12.	Student Number 12	1	25	3,85%
13.	Student Number 13	5	13	27,78%
14.	Student Number 14	2	19	9,52%
15.	Student Number 15	1	18	5,26%
16.	Student Number 16	1	14	6,67%
17.	Student Number 17	2	13	13,33%

**Tabel 10**  
**The List of Error Based on Error Items**

No	Item of Error Classifications	Number of Errors	Percentage
1.	Discourse Errors	24	8%
2.	Syntactic Errors (Sentence Function,		

3.	Tenses, Word order, Agreement Rules, Construction)	360	29%
	Lexical Errors (Misselection of Words, Derivational Suffixes, Function Words)	193	8,40%
	Total	577	45,4%

**Tabel 11**  
**The List of Students Errors in all Items**

No.	Initial Name of Student	The classification of Students' Error			
		Discourse Error	Syntactic Error	Lexical Error	Total
1.	Student No. 1	1	24	11	36
2.	Students No. 2	1	29	10	40
3.	Student No. 3	0	25	19	44
4.	Student No. 4	0	27	19	46
5.	Student No 5	0	28	6	34
6.	Student No 6	3	20	23	46
7.	Student No. 7	5	28	22	55
8.	Student No. 8	1	13	16	30
9.	Student No. 9	4	31	29	64
10.	Student No. 10	1	12	5	18
11.	Student No. 11	0	20	7	27
12.	Student No. 12	1	15	2	18
13.	Student No. 13	2	20	7	29
14.	Student No. 14	0	23	6	29
15.	Student No. 15	1	14	3	18
16.	Student No. 16	2	17	2	21
17.	Student No. 17	2	14	6	22

## I. Discussion

### 1. Discussion on Discourse Analysis

The researcher has counted the number of errors in translating of Indonesian text into English in this category such as the translating of the words “dari peternakan kecil = by little animal husbandry, because it means to show a thing or a person does something (Cambridge Dictionary Software version) and different to the konteks “dari” in Indonesian and that also far

from the real meaning of the text, the adding of the pronoun “it” referring to Suci is not precise because Suci is not an animal or things, she is a human being, meanwhile the pronoun of “it’s” is a short form of determiner and it is merely suitable for using in the context of non human being, in the translation of student number 4, the words “akrobat wortel” still translated in Indonesian style and it makes the translation is not really English, the translation of student number 6 in the words “semua kesiangan” which is translated “Daylight All” according to the explanation of Indonesia-English Dictionary written by Hassan Shadilly and John Echols (2007) this sentence is better to be translated “All Caught up by Daylight” the discourse also happened in the sentence “...of bird in tree already not heard” this translation explains the bird is inner body of tree and “not heard” is very Indonesian style and shows the both falsehood in meaning and grammatical, the next is the words “...tetap tenang” incorrectly into English “constant staid” and it should be changed “keep in silence.”

Then, the errors in the following translations: “all dripping”=the word dripping is better to be replaced by “hatched” because in the context of the word eggs “hatch” is more suitable, other translation is more questionable and has no exact meanings like: “lure little hay”, “sum numerous”, “child fom a line ya”, “my shall know amon other animal, “boni word, “to see the rice harvest will be in tomorrow”, “days at happening in ranch”, “yes happening Tulus Grandfather a crop”, “transporting paddy form garden”, “paddy is lap over”, “to sacred rice field with exuberant happy”, “cried poor fledgling feathers it”, “children laugh be happy”, “return the monkey in the mirror”, “are of ten fulfilled”, “smart Cici Acrobatic”, “Bird chirp in grove have do not be heard”, “hen bony all crack”, “the cute chicks ask is huged by its mother”, “the morning sky falt fresh”, “yes I rasalt fight with hawk.transporting paddy form garden”, “paddy is lap over”, “to sacred rice field with exuberant happy”, “cried poor fledgling feathers it”, “children laugh be happy”, “return the monkey in the mirror”, “are of ten fulfilled”, “smart Cici Acrobatic”, “Bird chirp in grove have do not be heard”, “hen bony all crack”, “the cute chicks ask is huged by its mother”, “the morning sky falt fresh”, “yes I rasalt fight with hawk”.

## **2. Discussion on Syntactic Errors**

### **1) Tenses Error**

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 annals”...,”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”, “say Suci”, “you will”, “say Suci”, “looking for”, “but”, “on day Baba Ong”, “invite”, “Suci and..”, “played”, “a Moli”, “scream by”, “the mongkey used”, “and than”, “the children”, “a moli, a back a mongkey”, “Tulus grandpa to add”, “since he is”, “many”, “everyday she is”, “she said...while...”, “repeat and try follow me”, “one two three”, “although”, “moli never”, “Cici begin”, “Radiance..”, “Day move”, “of bird in”, “why”, “where is animals”, “we daylight”, “a scream”, “eggs in the hen”,

“exclaimed”, “because”, “rooster always”, “my shall”, “Boni word”, “you child”, “word moly”, “the energetic”, “dream of”..”go around stall”, “beautiful winged”, “then all eyes”, “in bandages”, “asked”, “when”, “sincere”, “to see”, “days at”, “happening”, “since morning”, “transporting”, “pigeon”, “because”, “that rushing”, “while”, “suddenly”, “my harvest”, “tomorrow”, “globally”, “of small”, “accompanied”, “the play”, “dark clouds”, “like”, “Rooster”, “his scream”, “that morning”, “for improve”, “she is”, “suci scream see”, “follow voice”, “animals to”, “new stable be”, “workhard be easy”, “Suci..”, “the second”, “Suci find”, “cried poor”, “you are fall”, “after take it”, “you wanna back”, “say that”, “but she not”, “the day”, “invited”, “Suci and..”, “they see.”., “yadi..”, “the children”, “return”, “sun shieen”, “day bolt”, “bird chirp”, “why..”, “why”, “where”, “scream”, “grandfather sincere”, “since”, “everyday”, “she exclaimed”, “when falled”, “try not”, “although rabbit”, “moli”, “smart cici”, “The eggs”, “shout the”, “because”, “Boni”, “fortune”, “the children”, “your children”, “while jump with”, “the hen while”, “falt”, “butterfly”, “and yellow”, “yes”, “brokenwings and”, “when, to see.”

## **2) Word Order Error**

The following are the word order error made by the students: by little, of a mountain, they playing, ..close 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, ...plum growing that, you will back, ...but her finding it, on day baba ong is owner, ...give show, a moli go...,and than fly around, a moli make itself, to add houses..to live moli monkey,...never bored learning, cici begin smart, ranch small grandfather tulus, Day move, of bird...already not heard,...constant staid..., we daylight, a scream the kitchen, eggs in the hem Boni chicken all dripping, exclaimen chicken,requested in it’s parents, because sum numerous,my shall know you,Boni word, you child healthy,happy leap,...in bandages, Days at happenings, ..grandfather a crop, fill to be happy, lap over, is ready ranch, fortunately harvest, globally jubilant, with exuberant happy, like rain, follow voice from radio, who hanging, cried poor fledgling feathers it, invited the monkey was performing,...happy village, try not, smart cici acrobatic, a tulus grandfather, ask is hubged by its...,amount is many, yes I result.

## **3)Agreement Rules Error**

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.

## **4)Construction Error**

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, entered in stable, in the eastern sky at dawn flushed, the sky is reddish in the eastern at dawn, blade flapping wings, scream is waking up all animals in the cattle breeding, don't lazy in day that beautiful this, the morning sincere grandfather deliberately did, in help Suci granddaughter, he cut several sections of bamboo for clicking-replace wood enclosure damage, scream Suci to see grandfather the work at the same time singing accompany sound of radio that to hang in fence, working while singing like a singing sounded from the radio, the animals also accompany laugh happy, first day after holiday, the day was early day after holiday, Suci leave to school, momentary after grandfather go to field, found a small birdie chirping on the ground, scream bird a new one it's plume growing that, say Suci after catch it, you will back to your den?, Say Suci while sees tree at it's peripheral, but her finding it, on day Baba ong is owner kelontong shop, invite the mask monkey give show, Suci and children village, a Moli go to the market, scream by Mr yadi is owner, the mongkey used tuft trouser that take umbrella and small bag, and than fly around, the children laught very havefun, a Moli make itself, and back a mongkey take to mese up while it sit in the chair, Tulus grand grandpa too add house...to live Moli monkey, in there animal husbandry, many animal..., ...which once...,...she is learn, in two hands...,she said spin around the carrot, she said while fail, try follow me, said Moli giving example, after complain, Cici begin smart to acrobating carrot, Radiance sun...begin heating ranch small grandfather Tulus, day move afternoon, of bird in...,...constant staid,arrives, we daylight, a scream the kitchen roster rend clarity, eggs in the hen boni chicken all dripping, exclaimen chicken lure little hay requested chicken, because sum numerous, fortunately rooster always accompany, my shall know you amon other animal, Boni word, you child healthy, word Moli monkey, the energetic while happy leap, answer mother chicken while dream of childs, play in the jasmine and yellow blooming in front of grandparents, then all eyes fixed on...must be in bandage, when the invete grandparents, harvest will be in tomorrow, days at happening in ranch, happening tulus grandfather a crop, ..buffalo Bocil is rull caravan, transporting paddy fom garden, pigeon and chicken family's fill to be happy, because paddy is lap over, That rushing happens until day eventide, while is ready ranch occupant gets a sheep suddenly devont Tulus grandfather comes in den, my animal pet, fortunately harvest and lintar;s recovery pigeon, we throw a party, globally jubilant animals, the foot mounth willis, to sacred rice field with exuberant happy, dark clouds passing, like rain, cried Bocil buffalo, sky in east redden at dawn, rooster flapped wings, no go to ricefield, she is cut some bamboo.., follow voice, animals to follow laugh happy, new stable be finish, that workhard be easy because worked with happy, Suci find a bird to ciap-ciap, Cried poor fledgling feathers it, you are fall the nest, while see to tree in her around, but she not find it, the day Babah ong grocery store owner, invited the monkey was performing, Suci and children's happy village, Yadi pack owner shouted monkey, monkey pants tassel, and then road, Yadi shout, Moli make up, return the monkey in the mirror, since to learn acrobatics, every day he learn acrobatics, play three carrot on the two wishful, fal again..fal again, said Suci when falled, try not imitate I, said moli give an example, rabbits are of ten fullled, Moli not get bored teaching, ultimately smart Cici acrobatic, sun shien.. a tulus grandfather, day bolt noon, bird chirp in grove have not be heard, where animals?, we is too late.., scream jago cock, the eggs is brooded by hen Bony all crack,

ask is huged by it's mother, because amount is many, fortune jago the cock always accompany it you children is health, while jump with happy, falt fresh, butterfly wingod play in the flower jasmine, and yellow the blossom, honest grandfather, when that all...the out of the house...,yes i resalt fight with hawk, broken wings and should in bandages, when buffalo are you wndering...when they..., to see yan rice will be harvested tomorrow.

### 3. Discussion on Lexical Errors

#### 1) Misselection of Words

From the sentence“.dari peternakan kecil di Desa dekat kali Gunung Wilis..” the student number 1 translates the word “dari” becomes “by” it should be translated “from” because the word “by” can be also meant “nearby” or this student translated the words (sentence) as we usually write on the envelope of letter or on the book cover “written by Hasby” or autorship, for example “Generative English by Noam Chomsky.”In the sentence“kaki Gunung Wilis” the student number 1 it is translated“Wilis foot of a mountain”the context of the word “kaki gunung=foot of a mountain” is more suitable to be putted in the context hill=foothill which means the lower area of the hill. In the words “wanna rain” is the erroneous when this student tried to translate the words “mau turun hujan” this should be translated “it is going to rain”, the next is the words “hujan lebat” is translated carelessly “the rain came pouring” which should be written “the heavy rainfall.” Again the word “Untungnya” is translated in brief which is the same in meaning but the context is less aproprate “profit” because the word “profit” it means gain in the economics term context, the words should be replaced with “fortunately” or “luckily.” The student number ten translated “Suci=sacred” (the grandchild of Kakek Tulus which is not necessarily to be translated in this case) and the word “mau hujan=like rain” showed the somewhat letterlate naive Indonesian-English translation.

The students number 2translated the word “memerah” from the sentence “Langit di timur memerah...=flushed”which is more suitable to be describe the watering of toilette or watercloset after use, it should be replaced with the word “reddish.” The student number 2 wrote the incorrrect of the word flap becomes “flaaping” later on te word “dihari yang indah ini” should be translated “in such a beautiful day”instead of the incorrect sentence“in day that” next the words ‘kakek tulus’ is translated “sincere gandfather” should not be necessarily translated because it is a proper noun equally in the context of place like Makassar, Palopo, and so on, in the words “memperbaiki kandang” the word improve it means “memperbaiki” but this is not always suitable with any context especially to express the direct physical condition, it is better to be replaced with the words “fix” in translation “dibantu cucunya Suci yang cantik” menjadi “...in help Suci granddaughter its very beautiful.”The word“in help” is incorrect her shoul be replaced with the sentence “was being helped by..” and “it’s” is also mismatch because it should be for non human or in other words cannot be used for human being. The word “very” also incompatible to the word “beautiful” because “very” in English is the highest level “beautiful-more beautiful-most beautiful/very beautiful.”In the sentence translation “...untuk mengganti

kayu-kayu yang rusak” incorrectly translated “for clicking replace wood enclosure damaged” which is not indicating any meaning, it should be changed “to replace the broken timbers” moreover, the errors in the translation of the word “asyik=absorbed” which is not related in meaning, and in the translation “teriak Suci melihat kakeknya bekerja sambil bernyanyi mengikuti suara dari radio yang digantung dipagar” in English is translated by the student number 2 for the word “the work” as if as a noun which is able to do the two activities at the same thing.

The student number 3 translated the words “..sesaat setelah..” became “..momentary after..” this seems not categorized as incorrect but there is a more common in use for the same context that is “..shortly after..”. The next translation error when translating the sentence “..teriak burung yang baru tumbuh bulu-bulunya itu...” is translated into English as “..scream bird a new one it’s plume growing that..” the next is the word “sarang” which is translated as “den” this thing actually is not wrong but in use there is a more general word in use like “nest” especially for the context of bird’s shelter. The word “pheripheral” in the next translation is better to be changed as “surrounding” and “birds parented” to be replaced “nest” and by the end of the sentence the sentence errors “but her finding it” should be changed into “but she doesn’t/didn’t find it.”

In the translation of the student number 4 in the word “is’ on the first line of the text it should be substituted with “the” to emphasize the explanation of the owner of the grocery shop (toko kelontong), this student did not translated the words “toko kelontong” even in the words “topeng monyet” the student translated “mask Monkey” it should not be translated, the next is the words “give show” it should be changed into “to perform” the word “Moli” is not necessarily preceded with an ‘a’ like any other words like: “a ball, a pole, etcetera” the translation is too far, then in the next translation of the sentence “lalu berjalan berkeliling” was translated “ and than fly around” it should be “and then go around” the next is the word “laught” is never ended with the letter “t” it has to be written “laugh”, and in the sentence “si Moli merias diri sendiri” is translated “a moli make itself” it should be changed into “Moli make up it self/Moli made up itself”, the next in the sentence “kembali si monyet mengaca sambil duduk di kursi kecil” is translated “ and back a mongkey take to mese up while it sit the small chair” it should be changed into “and again the monkey made up itself whilesitting on a small chair.” The student number 13 is also incorrect in at least two sentences: “pemilik topeng monyet=pack owner,” it should be “the owner of Topeng Monyet, dan kalimat= lalu berjalan berkeliling=and then road,” it should be “and then went around.”

In the translation of student number 5, the word “menambah” is translated “to add” which seems incorrect because the word “to” indicates the things to do, and then the “rumah-rumahan” which is translated “houses” is also inappropriate for this context because it is generally used for human being. In the sentence “untuk tempat tinggal si Moli” it is not suitable to be translated “to live Moli Monyet.” The last error which is made by the student of number 5 in the context of the misselection of word in the translation “Cici mulai pintar” mistranslated into “Cici begin smart” meanwhile the errors in selecting the words in translation text of “Kakek Tulus”

“Tulus=sincere” this word (Tulus) is not necessarily to be translated because it is considered as a proper noun, while the word “of ten=sering” cannot be separated because it changes the meaning “sering berubah menjadi dari sepuluh,” “wishful=dua tangan” this word should be changed into “two hands,” and the unobvious meaning translated by the student in the word “fulied” translation from the word “mengeluh.”

In the translation of the student of number 6 “sinar matahari=radiance” is less exactly right because the word “radiance” it means the heat of the sun and is considered as a noun, while the more correct context is “sunshine” and then in the words “mulai memanasi” is translated “begin heating”, the word “latern on “in tree” have to be translated “on tree” because “in tree” it means inner body of tree while on tree is on the surface of a tree. The other error is the words “constant staid” should be translated “still anima husbandry” the word “where is animals?” is only suitable if only referring to one animal but the letter “s” at the end of the sentence it indicates more than one animal. The word “tiba-tiba” is incorrectly translated by the student of number 6 “arrives” is also for the words “kita kesiangan” is translated into “we daylight” which is as if it means the sunshine as the noun which is introduced itself, and then the last error from the student of number 6 “the kitchen rooster rend clarity” it should be translated into “the rooster shouted and broke the silence.” The student number 15 is also did some erroneous like in the sentence: “hari beranjak siang=day bolt noon” and also the sentence “pepohonan=grove” should be “groves” or “trees”.

In the translation of student number 7, the word ‘are/were’ is not suitable with the word family, because if the context is seven families, it means the sentence should be “there were seven families.” The word “dripping” which is expressed the hatched eggs therefore the translation of student number 7 in this context is incorrect at all it has to be corrected into “hatched” while the word “excrement” is not suitable to translate the word “seru” in English because it means the human/non human wastes (defecate, urinate etcetera), and then the confusing translation of the sentence kemudian “.seru ayam-ayam kecil minta dipeluk induknya” is incorrectly translated into “lure little hay requested in its parent” it is not getting the point of what is intended by the sentence “karena berjumlah banyak” is incorrectly translated into English into “because sum numerous”, later on in the second paragraph of the translation “fom a line” should be changed into “make a line.” In the sentence “saya mau mengenalkan kamu (my shall know you.), ‘anakmu sehat-sehat (you child healthy), “sambil memimpin anak-anaknya (while dream of child).

Translation of the student number 8 in the sentence “bermain di bunga melati” the word “di” is translated “in” it is incorrect and should be changed into “on” connector word, the other sentence which is also incorrect is the sentence “untuk melihat padi yang akan dipanen besok” is incorrectly translated into English “to see the rice harvest will be in tomorrow” it seems like this student is heavily thinks in native language (his L1) as to make his translation is very Indonesian style.

The most Indonesian style translation is also appeared in the translation “terjadi kesibukan” into “happening” “kakek tulus panen (mahasiswa menterjemahkan: Tulus Grandfather a crop), the word “tertumpuk (diterjemahkan lap over oleh mahasiswa nomor 9 ini). The next are the errors made by the students of number 9: “sampai senja hari=until day eventide, ketika penghuni peternakan siap tidur=while is ready ranch occupant gets a sleep, kakek Tulus=devont Tulus, mengadakan pesta=throw a parti, dan yang terakhir adalah serentak hewan-hewan bersorak gembira=globaly jubilant animals.

## **2) Derivational Suffix**

The student in this category was translating text from Indonesian into English such as the word “flapping” derivative suffix of that word is correct but the basic word “flap” it should be “flapp” and when it gets derivative it becomes “flapping” which means spread wings, wave the wings (widely used for poultry like chicken or bird), and then the word “beautifull” the one last letter is incorrect “L” and it should be written “beautiful” meanwhile the word “gratefuling” is a too much in derivational suffix because “grateful” is enough, therefore the gratefuling is obviously incorrect.

## **3) Function Words**

The following are the errors in the function word errors such as: by little, around the home, close the sky, entered stable, in the eastern the sky, wake up in the animal husbandry, don’t lazy, the morning, not go the field, in fence, that day first day, scream, you must, you will be, on day, give show, scream by, in stable, small ranch, of birds in, why in ranch, where is the aimal, screaming the rooster chicken rend clarity, exclam chickens, fortunately rooster, go around stall, in that morning air, the beautiful, when the all, must be in, will be in, in ranch, grandfather...a crop, paddy form garden, jubilant the animal, on fence, new stable be finish, that work hard be easy, in her around, babah ong..., the owner of the grocery store, play variety of games, yadi pack..the owner, the children laugh be happy, one of them Cici rabbit, giving examples, jago cook, morning is, and yellow, fight with hawk.

## **H. Conclusion**

The students’ errors in translating of “Dongeng Anti Korupsi Jilid 1” are at all categories such as: the most common are the syntactical errors (Sentence function, tenses, word order, agreement rules, construction), the next are lexical errors (misselection of words, derivational suffixes, function words, and the less errors of all categories are discourse errors.

## **I. Suggestions**

1. For the teacher and students. It helps the students to know their weaknesses and difficulties in translating Indonesia into English.
2. From the errors found on this research, teacher/lecturer will be able to recognize and do the further efforts in order to minimize the errors of the students' translation especially from Indonesia into English.

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