**JOURNAL**

**ERROR ANALYSIS IN ENGLISH ABSTRACTS OF THESES AND DISSERTATIONS OF POST GRADUATE PROGRAM OF UNIVERSITIES IN MAKASSAR**

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**GRADUATE PROGRAM**

**STATE UNIVERSITY OF MAKASSAR**

**2014**

ERROR ANALYSIS IN ENGLISH ABSTRACTS OF THESES AND DISSERTATIONS OF POST GRADUATE PROGRAM OF UNIVERSITIES IN MAKASSAR

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ABSTRACT

The aim of this research was to find out the kinds of translation error, the sources of translation error, the dominant kind and source of error, and to find out the format of abstract of theses and dissertations. This research used descriptive method. In getting the data, this research applied purposive sampling technique and the data of this research was taken secretly. The subject of this research was 61 abstracts of theses and dissertation taken from various universities in Makassar and analyzed by using error analysis technique. The result of the research showed that in the kinds of translation error, the most error made by the students was Omission with 72 errors (43.6%), Deviation with 40 errors (24.2%), Modification with 29 errors (17.5%), Addition with 14 errors (8.4%), and the least was Inversion with 10 errors (6.0%). In the sources of translation error, the most error made by the students was Syntactic with 120 errors (62.1%) Lexical with 42 errors (21.7%), Unclassified with 17 errors (8.8%), and the least was Morphological aspect with 14 errors (7.2%). The comparison of writing format of abstract showed that most students did not write their abstracts in single paragraph and did not put keywords. There were only 3 students wrote keywords in their abstracts and 58 students did not do it, while there were only 3 students wrote their abstracts in single paragraph and 58 students did not do it. It can be concluded that the dominant kind of error was omission of meaning while the dominant source of error was syntactic aspect and from 61 abstracts of theses and dissertation nothing abstract are agreeable with the format of international journal.

***Keywords:*** Translation, Error analysis, Kind of error, Source of error, Format of abstract

1. **INTRODUCTION**

Language learning is actually a process of trial and error, in which a student form a hypothesis and later on prove it, abort it or adjust it. Chiang (1981: 10) states that student’s errors are thus treated as a surface phenomenon and are sometimes the student’s own system to approximate the real system of the target language. The error analysis (EA) study, therefore, is to examine a learner’s errors in a longitudinal way in order to state the individual student’s hypothesis and locate the progress s/he is making. White in Bena (2010: 4) says that making errors is a natural part of learning a language. it is clear that errors are common in the learning process especially in the language skills.

Talking about language skill, the researcher normally refers to listening, speaking, reading, and writing. However, there is another skill in learning foreign language that is very important, and cannot be neglected, namely translation. Translation has a function to bridge a communication among different people with different language and culture. A true translation facilitate the reader to get good and true information while a false translation will mislead the reader and out of the content of the writing.

Bassnet (2002: 1) explains that translation has a crucial role to play in aiding understanding of an increasingly fragmentary world. Without translation, people of across cultural background cannot build a communication well. Communication can be the daily communication or communication in certain purposes such as educational communication, political communication, or trading communication. In regards to this statement, Jumpelt in Mehta (2010: 3) states that the twentieth century is the age of translation. It shows how significant translation is.

Without translation, the information available will not be known and used by other people as it should be. In fact, translation studies have been applied and taught in this country since long time ago following with the English teaching development. Translation study is not an independent program; it is just a kind of subject involved in language or linguistic program. However, most English teachers and linguistics cannot do translation well. Simply to say, translation study needs a new orientation or focus in its teaching or training.

Translation work focuses in the education area, particularly in higher education. Indonesian people absorb knowledge from developed countries and on the other hand institution of tertiary level or university is also to do research work. Hence, university students feel the need of translation work into English in order to inform what they have done. It is a contribution to the development of science. Post graduate program of Universities in Makassar also takes this role. They make an attempt by translating the abstract into English to convey the ideas of original text in the thesis and dissertation to the outside world. An abstract is the important part of a thesis and dissertation containing the basic ideas of a thesis and dissertation. By reading the abstract, the reader can decide whether he or she needs to read the whole content of thesis and dissertation or not.

The final step of writing a thesis or dissertation is abstract writing. In this case, in recent years, students of post graduate program are required to write thesis and dissertation abstracts in English although they are not English department students. The post graduate program has given English as subject in their study. However, not all of post graduate students have good skills in English particularly in doing translation. Therefore some translation errors still occurred.

Seeing this condition, the researcher concerned with those problems in considering that those abstracts would be published globally. Outside world could underestimate the educational quality of post graduate students in Makassar by seeing the translation abstracts which contain a lot of errors. In addition, they do not pay attention to the technique of translation. In doing a translation, at least the students should master two languages, in this case, Indonesian and English. Unluckily, by seeing the result of the translation, the students still face an ambiguity of English word, phrase, and sentence.

Doing translation is not an easy task. The translator should have equal knowledge of the source language (SL) and target language (TL). This requirement must be fulfilled because translating a text particularly abstract is not just translating the words but also concepts and ideas. Moreover, the researcher chose the translation of abstract of theses and dissertations as a source of investigation to find out the error translation and the source of translation which is from Indonesian text into English. The researcher conducted a research under the title “Error Analysis in English Abstracts of Theses and Dissertations of Post Graduate Program of Universities in Makassar.”

Based on the the background above, there were many problems arose and they can be identified as follows:

1. What kinds of translation errors found in abstracts of theses and dissertations?
2. What were the sources of translation errors found in abstracts of theses and dissertations?
3. What was the dominant kind and source of translation errors found in abstracts of theses and dissertations?
4. Was the abstract of thesis and dissertation agreeable with the format of international journal?
5. **REVIEW OF LITERARTURE**
6. **Definition of Translation**

Rachel (1998: 5), translation is the transfer of the meaning of a text (which maybe a word or a book) from one language to another for a new readership. Newmark (1981:7) states that translation is mastery in transferring written message from one language into written message of another language. Here, Newmark restricts the definition only in the scope written language.

Nida and Taber (1974: 12), translation consist in reproducing in receptor language the closest natural equivalent of the source language, first in the term of meaning and second in the term of style.

Bassnet (1991: 13) asserts that translation involves the transfer of meaning contained in one set of language signs through competent use of dictionary and the process also involves a whole set extra linguistic criterion. The good translation should be accurate, natural and communicative in meaning.

Catford (1965: 1)) asserts that translation is an operation performed on language, a process of substituting a text in one language for a text in one language for a text in another. Furthermore, Catford (1965: 20) states that translation maybe defined as the replacement of textual material in one language (source language) by equivalent textual material in another language (target language).

Fundamentally, all the above statements about translation have the same ideas, in the sense that translation is a process of transferring messages, ideas, and information from the source language (SL) to the target language (TL) interpreting the same meaning. The core point in the translation is that a translator may not change the meaning of the message of the original text.

1. **Definition of Error Analysis**

Errors can occur in grammatical, phonological, and semantic level. Foreign language teachers should realize that errors made by the students need to be analyzed, that is by conducting error analysis.

Brown (1994: 206) identifies the fact that learners make errors and that these errors can be observed, analyzed and classified to reveal something of the system operating within the learner, led to a surge of study of learners called error analysis. Whereas, according to Ellis (1985: 298) error analysis is a procedure involving collecting sample of the learner’s language, identifying the errors in the sample, describing these errors, classifying them according to their hypothesized causes, and evaluating their seriousness.

Based on the definition above, the researcher concluded that error analysis defined as a study of student’s errors covering identifying, describing, classifying, and evaluating to see the students’ error.

1. **Kinds of error**

Sager in Akil (2006), there are five kinds of error, they are:

1. **Inversion**

Inversion is the expression of meaning of the source language text in another way round. In this case, the target language’s intension contradicts with that of source language.

Example: *“Permasalahan yang dibahas di dalam penelitian ini menyangkut kesantunan bahasa guru terhadap siswa”* translated into “The problem of this research is about the suavity of the student’s language to the teacher.”

1. **Addition**

Addition of meaning is the inclusion of intension or ideas which are not mentioned or implied in the source language. In the other words, the intention of the source language is broadened.

Example: *“Permasalahan yang dibahas di dalam penelitian ini menyangkut kesantunan bahasa guru terhadap siswa”* translated into “The problem of this research is about the suavity or politeness of the teacher’s language to the students.”

1. **Omission**

Omission of meaning is the exclusion of idea or ideas of the source language in target language, so that the intention of the source language is not completely transferred.

Example: *“Permasalahan yang dibahas di dalam penelitian ini menyangkut kesantunan bahasa guru terhadap siswa”* translated into “The problem of this research is about the suavity of the teacher’s language.”

1. **Deviation**

Deviation of meaning is the diversion of the intention of the source language to other notion, or a vague translation.

Example: *“Permasalahan yang dibahas di dalam penelitian ini menyangkut kesantunan bahasa guru terhadap siswa”* translated into “Problem studied concern on the teacher’s language suavity to the students.”

1. **Modification**

Modification of meaning is the expression of the intention of the source language into an unclear form. Any errors which do not belong to the above categories are included as modification.

Example: *“Permasalahan yang dibahas di dalam penelitian ini menyangkut kesantunan bahasa guru terhadap siswa”* translated into “The problem of this research is about the teacher of the suavity’s language to the students.”

1. **Sources of Error**

Sager in Akil (2006: 57) states that source of errors are any factors which lead the students to make errors in transferring the intentions or messages of the source language text into the target language. In this research, sources of error might be due to

1. Morphological (word forms and morphological process). For example: the word good (adjective) becomes goodly (adverb) while actually the adverb form of ‘good’ is ‘well’. Writing the plural form of ‘sheep’ (singular) with ‘sheeps’ while the true plural form of “sheep” is same with the singular form.
2. Lexical (word choice or diction, register, or idiom). There are many words in English have different meaning in Indonesian based on its word class. It can be the source of error if the translators disable to determine the real meaning of a word. For example the word ‘well’ can be translated into ‘sehat’ in adjective class, ‘secara baik’ in adverb class, and ‘sumur’ in noun class.
3. Syntactic aspect (word order, phrase construction, clause and sentence construction). Every language has its own word order and most of language has different word order such as the phrase ‘rumah baru’, ‘rumah’ in English is ‘house’ and ‘baru’ is ‘new’. So, in translating that phrase by using Indonesian word order it will be “house new’ but in English word order it is ‘new house’ by putting the adjective (new) before noun class (house).
4. **Definition of Abstract**

Graf (2008: 2) states that abstract is the most important part of journal article. It is the most widely read, and it includes all the main points. However, it may also be the most difficult to write. So much must be included within a limited number of words.

Zoltan (2005: 1) defines; the word abstracts comes from the Latin *abstractsum,* which means a condensed form of a longer piece of writing.

It can be concluded that abstracts is a brief comprehensive summary of the contents of an article or project that allows reader to survey the contents quickly.

By considering the some formats and looking at some abstracts in international journals, it can be concluded that the criteria of a good abstract can be adopted from APA (American Psychological Association) style. Baris, Wikihow & Jeff (2014) state that a standard APA abstract consists of: 150 to 250 words long, Single paragraph without indentation, Purpose, Method, Scope, Result, Conclusion, Keywords.

1. **METHOD**

In this research, the researcher used descriptive method to analyze and expose the errors of abstracts of theses and dissertation in order to answer the questions which are formulated in the research questions. Fraenkel and Wallen (1993: 23) states that descriptive method is used to explain, analyze, and classify something through various techniques, survey, interview, questionnaire, and test.

This research applied purposive sampling in getting the data. This research is hidden research and the data of this research was got secretly. The data of this research was the abstracts of theses and dissertations of universities in Makassar. The researcher chose 61 abstracts of theses and dissertations from different universities. The Procedure of Collecting Data was the researcher coming to the library of post graduate program of Universities in Makassar and gather 61 (sixty one) theses and dissertations to get abstracts for each thesis and dissertation purposely. After collecting the data, the abstracts were analyzed through error analysis technique.

The techniques of data analysis in this research involved four steps as follows:

1. Analyzing the translation error of abstracts of theses and dissertations by using descriptive method. For this purpose, content analysis applied by taking sentence as the unit of analysis. The analysis did base on the kinds of error (inversion, addition, omission, deviation, and modification) and the sources of error (morphological, lexical, and syntactic).
2. Classifying the translation errors into five kinds of errors and three sources of errors.
3. Calculating the total number and percentage of each kind and source of errors to find out the amount of each kind and source of errors by using the following formula:

$$P= \frac{F}{N }x100\%$$

P: Number of percentages

F: Frequency of kinds and sources of errors in translation

N: Number of whole errors in abstracts.

1. Analyzing the format of abstract of thesis and dissertation by adapting abstract format of international journal.
2. **FINDINGS AND DISCUSSION**
3. **Kinds of Translation Error**

There have been many researches related to the kinds of translation error such as Akil (2006) found that the most error of translation made by the students was modification of meaning while Krisetyawaty (2010) concluded that the highest number of error in students’ translation was omission of meaning.

Abstract of theses and dissertation taken from universities in Makassar have been analyzed based on the kinds of translation error namely inversion, addition, omission, diversion and modification of meaning. It was found that the most kind of translation error made by the students of universities in Makassar was omission of meaning with 72 errors (43.6%), the second was deviation of meaning with 40 errors (24.2%), the third was modification of meaning with 29 errors (17.5%), the fourth was addition of meaning with 14 errors (8.4%), and the least was inversion of meaning with 10 errors (6.0%).

The findings above show that there are five kinds of translation errors which are dominated by omission which the least error is inversion error.Omission of meaning is the exclusion of idea or ideas of the source language in target language, so that the intention of the source language is not completely transferred. The students do not generally transfer the source language into the target language with the equivalent content, meaning, and message. They should revise the target language text by comparing it with the source language text to ensure a proper rendering.

Focus or concentrate to the subject matter is a way to get the best result of translation. Transferring the message from the source language to the target language is the aim of translation, while the result above showed that most students did not transfer the whole message from the source language to the target language even, there are many sentences were not translated into target language. This happened not only because of less of focus and concentrate to the message of the source language when translating the sentence but also because of lack of competence in translation.

1. **Source of Translation Errors**

Based on the result of error analysis in translation of abstract, there are three categories of source of errors i.e. morphological aspect, lexical, and syntactic aspect. All categories find in this research. The writer concludes that the students’ abstract still involve errors in morphological, lexical, and syntactic aspect. The writer concludes that syntactic aspect is the most dominant source in this research with 120 errors (62.1%) and the least error is morphological aspect with 14 errors (7.2%). Besides, the second source of error in translation is lexical aspect. In this research, the percentage of error in lexical aspect is 42 errors (21.7%). The findings show that the students in abstract works produce many errors. The students contribute a big number source of errors in syntactic aspect, in contrary only few number of errors in lexical errors.

Through this study, it is identified that there are three kinds of source of errors which involved in producing abstract actually. This is not only supported by the statement that the students encountered difficulties in lexical aspect in doing translation. The difficulties were caused by the limitation of students’ competences. Besides the different strategies applied for the same units of text, the students also had different ways to solve the same problems they deal with in their translation activity.

The finding shows that there are three aspects of source of errors which is dominated by syntactic aspect in abstract translation. In this sense, most of students fail in constructing sentences for the target language. This can be proven by many sentences which have different sense to the target language. This is because of the lack of knowledge about English grammar. Besides, they lack of understanding to select an appropriate word to interpret their individual meaning. In syntactic error, most of the students are confuse about an appropriate word order to express their meaning. It is caused by incomplete learning of grammar. The essential composition of the nature of word which involved meaning, sense, and nuance is not taught well on the students’ learning activity. There must be a good teaching about syntactic itself to the students in order to avoid erroneous word order in the sentences in writing abstract.

It is in line with Mashhady (2012) stated that all people know the importance of translation. But the act of translating is not an easy act for the translator who deals with two languages having different syntactic, semantic, and pragmatic rules. In addition, the students fail to understand Basic English grammar which is associated with the sequence development of learning English for technical communication. The result will have benefit for material development especially in the provision of materials in the Language Learning Centre. This statement obviously shows that English language learning must instill Basic English grammar to reduce error particularly in abstract writing activity.

In this research, the researcher found any source of error that can be classified into the three sources of error (morphological, lexical, and syntactic) eventually named “unclassified aspect”. For classifying the error, the researcher should analyze the sentence writing by the students while in this case, the researcher did not classify the error with the three sources of error (morphological, lexical, and syntactic) because the students do not translate the whole sentence from the source language to the target language in the other word, the translation to the target language is nothing.

1. **The Format of Abstract**

In this research, the researcher has compared the abstract of theses and dissertations of universities in Makassar with the format of international journal based on the APA (American Psychological Association) style. The result showed that most students did not write the keywords in their abstract of theses and dissertations and did not write their abstracts in single paragraph.

The finding shows that there were only 3 (5.0%) students write keywords in their abstract and 58 (95.0%) students did not do it while there were only 3 (5.0%) students write their abstracts with single paragraph and 58 (95.0%) students did not do it. This condition indicated that most students do not know the format of abstract and most of them write the abstract only based on the available abstracts without seeing the true format of abstract. Based on the result above, it can be concluded that from 61 abstracts of theses and dissertation taking from various universities in Makassar, no abstract are agreeable totally with the format of international journal.

1. **CONCLUSION AND SUGGESTION**
2. **Conclusion**

The aims of this research was to find out the kinds of translation error namely Inversion, Addition, Omission, Deviation and Modification of meaning, to investigate about the sources of translation error namely Morphological, Lexical and Syntactic aspect, and to investigate the abstract writing format of thesis and dissertation of universities in Makassar.

Based on the findings in the previous chapter, the researcher concluded that the students of universities in Makassar still difficult to transfer the message from the source language to the target language. The most students’ error in the kinds of translation error is Omission – Deviation – Modification – Addition - and the least is Inversion. The students were difficult to transfer the whole message to the target language because of the lack of competence about the target language but unfortunately, sometimes the students put new words or sentence in the target language that nothing in the source language. In the sources of translation error, the most students’ error is Syntactic – Lexical – Unclassified – and the least is Morphological aspect. The students are difficult to choose the appropriate word order, word choice and word form for making a good sentence in the target language.

The format of abstract of theses and dissertations that were quoted from some universities, they are; the university 1 stated that Abstract contains the important part of writing including the aim of study, methodology, result of the research and the implication of the research. The university 2 stated that the contents of abstract consist of three paragraphs. First paragraph consists of background, problem statement, and objective of the research. Second paragraph consists of methodology that describing procedures and techniques of collecting and analyzing the data. Third paragraph consists of result of the research. The university 3 stated that abstract is consisted of 150-300 words with proportional amount of sentence i.e. Background (1 sentence), objective of the research (1 sentence), methodology (4-5 sentences), result of the research (5-7 sentences), and conclusion (1 sentence). While based on the APA (American Psychological Association) style, Baris, *at al* (2014) state that a standard APA abstract is 150 to 250 words long and contained in a single paragraph without indentation. The abstract consist of the purpose, methods, scope, results, conclusions and keywords. It can be concluded that there is not format of abstract of universities are agreeable with the format of abstract in international journal. The result of this research showed that most students did not put background and keywords in their abstract of theses and dissertations. This research indicating that from 61 abstracts of theses and dissertations taking from various universities in Makassar, no abstract are agreeable totally with the format of international journal.

1. **Suggestion**

Referring to the conclusion above, the researcher offers some suggestions considering with the writing and translation of abstract of theses and dissertation of universities in Makassar. Here, the researcher would like to present the following suggestion:

1. The lecturer
2. The lecturer should have many references about translation error to be an evaluation tool for evaluating the competence of their students.
3. The lecturer should lead the students to have more experiences in reading and ability to explain the material in the other language without changing the intention of the material.
4. The foundation
5. To adapt the format of international journal in writing abstract to facilitate publishing the journal internationally.
6. To hold training in writing abstract of theses and dissertations.
7. The students
8. The students should master more vocabularies both source and target language.
9. The students should master the English structure and know to choose appropriate words for creating good sentence construction.
10. The students should practice their knowledge by translating more articles or scientific writing for avoiding the kinds and sources of error in translation.
11. In translating writing, the students should transfer the whole message and intention from the source language to the target language.
12. The students should know about the format of abstract of thesis and dissertation both the format in their own universities and the writing format of international journal.
13. The researcher

The researcher believed that this writing is far from being perfect, so the researcher will accept good suggestions and constructive criticism to perfect this writing. The researcher also hopes that this writing will be useful to contribute some valuable thing to the researcher and the readers.

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