AN ERROR ANALYSIS OF TRANSLATION FROM   TETUM TO ENGLISH AT FIRST GRADE SECONDARY SCHOOL   COLÉGIO PAULO VI DILI - TIMOR LESTE IN ACADEMIC YEAR 2017

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Abstract—Timor Leste is one of the countries in the world that uses the two Official Languages (Officially Bilingual), namely Portuguese and Tetum. Both the languages and used as a communication tool   in the office, school or other places. While English used as working language and compulsory subject in school and university. In the schools, English is taught as second language. Students often have difficulty in understanding English texts. To facilitate better understanding of vocabulary and grammar, they are likely to translate into Tetum language or vice versa. However, in translation often encounter several errors.

This study aims to determine what are problems faced by students when they translate text from English language to Tetum language. In addition to analyze   kinds of errors that they write in text which they translate and analyze source of error. Method used for this research is descriptive qualitative method, while the samples used in twelve classes only taken one class to research using random sampling. To obtain   data in this study, the writer uses text in Tetum with the title "Wainhira ita lokon etika" or "When did we lose ethics?" Which will be translated into English, the author also conducted observation studies that aims at determining problems arise in classroom when students are being translated the texts and interviews to some of the students to determine what problems they face when they translate text from Tetum to English. From the results of the study it is found that kinds of errors in translation are: competence error, error performance, fundamentally error consisting of local and global error and the author uses surface strategy taxonomy such as: omission, addition, misinformation and misordering. While the source of errors in the translation found four things, namely overgeneralization, ignorance of Rule Restrictions, incomplete application of rules restrictions and false concept hypothesized. Students have a lot of trouble for did translation. It can be seen from result of their translation. In general, the students felt overwhelm and difficult to put their ideas in a coherent way. Students did not know how to write correct English sentences. They translated word by word as the result translation has shifted from   real meaning. Other problems, Students have problem in placement and the use verbs in their sentences

From these results the writer concluded that there is a need for a teacher to gives translation exercises to students so that teachers can know weaknesses and shortcomings of the students through text they translated, for the necessity of the need for teachers to provide training on this to students, because by doing translation can add students vocabulary, train them to construct grammatical sentences correctly based on what they have learned in school.

Keywords—Tetum to English translation error, error competence, performance error, Ensino Secundário Colégio Paulo VI Timor Leste

I. INTRODUCTION

According to the Constitutional Repúlica Democrática de Timor Leste, article 13º "Tétum and Portuguese are stated as official languages" [3]. Tetum and Portuguese are used for daily communication in East Timor including in teaching learning process. In addition, English is first foreign language in Timor Leste, therefore English should be taught as compulsory subject in Senior High school until university without sacrificing Tetum, Portuguese and the local language.

It is not easy to teach English as foreign language because environment does not support the students, they only used English in English class; they did not use it in their daily life. Even the teachers of English most use Tetum as medium of instructions. However after graduated from secondary school and University, the students could not use English as a medium of communication.

English has got a very important role and it is one of the subjects that are common both to Natural and Social Science course. These skills are structured by levels of comprehension (reading and listening) and production (writing and speaking) which become more and more complex. Student Book for Senior High School consists of four language skills and translation is kind of skill students learned. In translation, students can learn to arrange sentence if students often translate text to another language, their vocabulary would be developed. Furthermore students can apply grammar and punctuation in text. Translation was written words into another language. Translation is not easy but difficult because students need to comprehend as contents. Students can translate text from Tetum to English or English to Tetum but students ought to be careful, because their translation can shift from the contents of text. For that reasons above, the researcher found some problem, when the students did it. Firstly, students have some problem in translating to arrange sentences. Secondly, the students translate word by words, so make contents of text shift from their meaning. Thirdly students are poor in vocabulary; it is made them difficult to choose suitable words for their translation. Fourthly, the students have difficulties to put and applying tenses in the sentences.

Based on problem above, the writer chooses the title "Error analysis of translation from Tetum to English" and location for research at "Secondary school Colêgio Paulo VI Dili, Timor Leste". The objectives of research are to know types and sources error, in addition to find students' problem in translation.

II. RESEARCH METHOD

According Anggrosino : To conduct a research, the writer uses qualitative research method. The writer finds resources as ideas to support this writing as follows;
"Qualitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic picture of the social and cultural setting in which such behavior occurs. It does support by analyzing words rather than members and by reporting the details a views of the people who have been studied".[1] The above statements shows that to obtain qualitative research data, the writer uses Interview, words analysis on numbers and documentation to support other data

III. RESULT OF RESEARCH

Here, the writer displays some findings and discussions to answer the problem statements previously decided. Findings included types of translation error; the sources of translation error and the students' problem in translating from Tetum to English which conducted at Secondary School of Colegio Paulo VI in academic year 2017. Meanwhile, the discussion analyzes the findings that have been found in conduction the research.

A. Findings

In this part, the researcher presents data during research process to answer problem statements stated. Findings data regarding types of translation error, sources of error and students' problem translation in the classroom.

1) Types of translation error from Tetum to English

There are types of translation error from Tetum to English they are error of competence, error of performance, fundamental errors and surface strategy Taxonomy.

a. Error of competence

It occurs when second language or foreign language learners do know the rules of target language adequately

TABLE I. ERROR OF COMPETENCE (EOC)

No	EOC	Tetum	English	
			Mistake	Correct from
1	Inter lingua error	Iha manu ansa lubun ida, depois semu oras hirak nia laran ikus mai sira tun no deskansa iha lagoa	In a number of nations after the birds to fly for several hours they finally come down and rest in lake. In roster one group, after to fly a few clock inside finally they down and to rest in lake. . There were a swan a lot, and fly couple time finally come they down and take a rest in lake.	A horde of swan stopped and took a rest in the lake after flying for several hours.
2	Intra lingua error	Nia kaer manu ansa ida, depois nia tesi no fokit sae nia liras fulun.	He took the birds a nation after cut and uprooted birds underneath hair He hold one roster after he cut and lift go out wings feather He catched one swain and then he cut and cut of swain up wings fetter swain	He holds a swan then he cuts and pulls off its wings feathers.

b. Error of Performance

Error of Performance is the outcome of the mistake in language such as false starts or slips of the tongue.

TABLE II. ERROR OF PERFORMANCE

No	Tetum	English	
		Mistake	Correct form
1	Iha manu ansa lubun ida,......	There were a swain a lot of, and .... Have many birds, before....... Have many geese birds, then	A horde of swans..........
2	Ema ne'ebe liu ne'e nia hahalok at duni.	They where saw really bad. The people are long draw out this he character is bad Those that he actually atrocities.	Person, who went by, behaves really badly.
3	Ita ema nebe mat enek namos iha sentimentu ne'ebe sensitive, maibe dala-barak laiha etika.	We of human wisdom and a sense that both sensitive, but often no ethics We human where claver and then have feeling where sensitive, but how much don't have etic. Human been clever and then have feeling sensitive, but many times there's no ethic	Humans are diligent and have sensitive feeling, but many times they do not be ethically have.

c. Fundamentally of translation errors

Fundamental translation errors are divided two parts; they are local error and global error.

1. Local error

It affects merely a part clause or phrase of a sentence.

TABLE III. LOCAL ERROR

No	Tatum	English	
		Mistake	Correct form
1	Fukit sae	Cut, uprooled, took of	Pull off
2	Liras fulun	Wing frozen hair, wigs feather	Wings feathers
3	Loron ba loron	Long time, day after day, everytime	Day by day
4	Morris fali to'o naruk	A life long	Long grow up
5	Dala barak	Sometimes , everytime, how much	Many times
6	Nia moris rasik	Their own selves,He's life	Its grow up

2. Global error

It affects the interpretation of the whole sentence**s**

TABLE IV. GLOBAL ERROR

No	Tetum	English	
		Mistake	Correct form
1	Iha lagoa, sira kontente tebes no fo-haris sira nia an.	In lake, they are very happy and give bathe themselves	They were very happy and bathed themselves in the lake
2	Sira komesa tauk no triste tamba sira hatene ema nia hahalok at ne'ebe gosta estraga no oho animal	They start scary and sadly because they're know that people's bad behaviours that always destroy and kill animal.	They started to worry and anxious because they feel familiar with the nature of ignorant and vile man who like to torture and kill animals
3	Ho historia ne'e, nia hanesan goja, katak ita ema ho dignidade ne'ebe as tebes, maibe prova hatudu katak ita mos tenki aprende etika no hahalok husi animal sira ne'ebe nia grau iha okos liu	This story, it's mocking, that as human with a very high dignity, but the prove shows that as human we also have to learn ethica and some behaviour from the animals that has the lowest level.	This story is actually insinuates human being who considers them selves dignified high prove still have to learn ethics of creatures that are considered to be lower .
4	m Ita umanu ne'ebe matenek nomos iha sentiment ne'ebe	Human which are intelligent and have sensitive feeling, but a lot	Humans are intelligent and have sensitive feeling but many

	sensitive, maibe dala-barak laiha etika.	of times don't have ethica	times they do not have ethic.

d. Surface Strategy Taxonomy

Surface strategy Taxonomy highlights the ways in which surface structures are altered by means of such operations as omission, addition, misinformation and misordering

TABLE V. SURFACE STRATEGY TAXONOMY (SST)

No	SST	Tetum	English	
			Mistake	**Correct form**
1	Omission	Iha lagoa, sira kontenti tebes no fo-haris sira nia an.	In lake * * very happy and gave bath themselves. In lake, they* very happy and took a bath for themselves	They were very happy and bathed themselves in the lake.
		historia ne'e hakerek husi Albert Schweitzer. Ita umanu ne'ebe matenek nomos iha sentiment ne'ebe sensitivu, maibe dala-barak laiha etika.	This history text * written by Albert Schweitzer. Human which are intelligent and have sensitive feeling, but many times * don't have ethics.	he text was written by Albert Schweitzer. Humans are intelligent and have sensitive feeling but many times they do not have ethics conduct
2	**Addition**	Ema ne'ebe liu ne'e nia hahalok at duni. ...ikus mai sira tun nu deskansa iha lagoa. Manu ansa sira seluk ho laran triste hare no koko fo suporta.....	**Those that** he actuallyatrocities. Finally **the** a lot of swan fly down to lake. The other swans with sad hearths saw and **were trying** (tried) to	Person who went by behave really bad. Finally they flew down and took a rest in the lake. The other swan watched and tried to give support to others..

			give support	
		Tuir lolos sira hakarak atu kontinua semo maibe.........	Actually, they **really** wanted to fly but	Actually, they wanted to continue flying but........
3	**Misformation**	**....**sira tun no deskansa ...	...they **fly** down and **take** some rest	.......They flew down and took a rest .....
		Ema ne'ebe liu ne'e nia hahalok at duni.	The person who passed them **is** bad person	Person who went by behave really bad.
		Tekstu historia ne'e hakerek husi Albert Schweitzer.	The history text **is** writing by Albert Schwestzer	The text was written by Albert Schweitzer
		Sira komesa tauk no triste tamba	They **start** afraid and sad because	They started worried and anxious because
4	**Misordering**	Sira hatene ema nia hahalok at ne'ebe gosta estraga no oho balada.	They knew this people have action bad **who** liked destroy and kill animals	They knew his behaviour, really liked to kill and destroy animals.
		Manu ansa lubun ne'e ikus mai sira tun fali ba lagoa no sira hein.	The horde swam **in the end** went back to the lake and they waited it.	Finally, a herd of swan went back to the lake and waited for their friend to fly.
		Ita umanu ne'ebe matenek nomos iha sentiment ne'ebe sensitive , maibe dala barak laiha etika.	We are human being with intelligent and have **feeling sensitively** but many time, we didn't have ethics	Humans are intelligent and have sensitive feeling but many times they do not have ethics.
		Peritus ne'e sai ona hanesan simbolo ba	The story above becomes a symbol **attitude universal.**	The story above has a symbol of universal attitude.

		attitude universal.		

2). Sources of translation error from Tetum to English

A non- contrastive approach to error analysis show four main clauses or sources of errors. They are:

a Overgeneralization
Overgeneralization covers instances where the learner creates deviant structures in the target language.

TABLE VI. OVERGENERALIZATION

No	English	
	Mistake	Correct form
1	In a number of nation, after the birds to fly for several hours they finally come down and rest in the lake.	A horde of swan stopped and took a rest in the lake after flying for some hours.
2	In lakeThey are happy very happy and give bath them selves	They were very happy and give bathed themselves in the lake .
3	He catched one of the swan and took feather of swans.	He holds a swan then he cut and pulled off its wings feathers.
4	The group of swan in the end went to the river and they waited	Finally, a horde of swan returned into the lake and waited

b. Ignorance of Rule Restrictions
It involves the application of rules to contexts where they do not apply. Example:
- They wanted continue *to* flyin*g*.
- A horde of swans *go* back to the river.
- They started feel *to scare and sad because they knew him like to hurt and kill animals.*

c. Incomplete Application of Rules
These errors involve a failure to fully develop a structure.
Example:
- *That bad person was watching* the entire incident
- He is watching solidarity of the other entire swan, to a swan who get torture
- Slowly, that person is starting to follow her
- From that incident, make him learn some ethic of those entire swan

d. False Concept Hypothesis
It rises when the learners do not fully comprehend a distinction in the target   language.
for example:
- Use "was" as   marker of   past tense, as in sentence "The text *were*   written by Albert Schweitzer".

- Use "were", the man with bad attitude, he *were* there to watch all the incident. He *were* happy to see the swans   fly again to continue their adventure

3) Students problem in translating from Tetum to English in the classroom

Students have many difficulties, when they did translating in the classroom. Researcher met several students and interviewed them. Majority of   students have similar problem, such as vocabulary, example:" duck, chicken stuck, goose, nation" and correct word is "swan"; Students have difficulties to understand the text,, example: "A horde of swans go back to the river". Correct sentence: "*A horde of swan went back to the lake";* furthermore students have difficulties applying   tenses in their sentence Example: "They **start** afraid and sad," correct sentence is" *They started to worry and" m*any students confuse with the words they used in translation.
Example:

TABLE VII. VOCABULARY

No	Tetum	English	
		Mistake	Correct form
1	Manu ansa	Goose, nation, duck	Swan
2	Peritus/ matenek nain	Peritus	Expert
3	Hahalok at	Atrocities	Bad behaviour
4	acompana	Companion	Watch, see
5	Moris fali	A live long enough	Grow up
6	Prosperu	Simplifying	Prosperity
7	Tristy	Sadly	Sad
8	Fokit sae	Rip out	Pull out
9	Fulun	Frozen hair	Feather
10	Liras	underneath	Wings
11	Dala barak	Often, everytime	Many time
12	Sofre	Torture	Suffer
13	Loron ba loron	Long time	Day by day
14	Liu	Walking	Passed
15	Caer	Pick up	Catch
16	Etika	Morals	Ethics

The students are not only poor in vocabulary and comprehension of structure but they faced difficulties for arranging words to become good sentences.

B. Discussion
In this part, the researcher   discusses about three important parts. They are types of translation error from Tetum to English; the sources of translation error from Tetum to English and the student's problem in translating from Tetum to English in the classroom

1) The types of translation error from Tetum to English
There are types of translation error from Tetum to English they are error of competence, error of performance, fundamental error and surface strategy Taxonomy.

a. Error of competence *see table 1*

It occurs when second language or foreign language learners do know the rules of target language adequately

1. Interlingua error: it depends on linguistic differences between first language and target language and it is traditionally interpreted as interference problem. The researcher has found Interlingua error at translation Tetum to English in texts, which are clearly presented below:

  a) **In a number of nations after the birds to fly for several hours they finally come down and rest in lake.**

  b) **In roster one group, after to fly a few clock inside finally they down and** to rest **in lake.**

  a) **here were a swan a lot, and fly couple time finally come they down and take a rest in lake**.

Three sentences above are incorrectly but correct sentence is "*A horde of swan stopped and took a rest in the lake after flying for several hours'*.. *Ansa* in (tetum)and in English is "*Swan*". and "*fly*" instead of "*flying* " and three translators wrote no verb after subject "*they down*" instead of " *a horde of swan stopped* after "*and*" three translators write "*take a rest in Lake*" should be : *"took a rest in the lake."* Their translation is influenced by the first language and it is interpreted traditionally

2. Intralingua error: it relates to a specific interpretation of the target language and manifests itself as a universal phenomenon in any language learning process. It is mainly overgeneralization found in both the first language and the target language learning. The sentences are:

  a) **He took the birds a nation after cut and uprooted birds underneath hair.**

  b) **He hold one roster after he cut and lift go out wings feather.**

  c) **He catched one swain and then he cut and cut of swain up wings fetter   swain.**

Three sentences above from three translators are incorrect, words they had used such as "*took,   and catched*" instead of "*hold* " from Tetum word "*kaer*". In Tetum word "*ansa*" three translators wrote " *the birds anation , roster, swain*" instead of " *a swan*" because he only hold one swan   . The word "*no pukit sae manu nia liras fulun*" first translator wrote "*and uprooted underneath hair*", second translator *"and lift go out wings feather*" and the last translator had written "*and cut of swain up wings swain*" correct sentence is " *cuts and pulls cut of of its wings feathers*" So, correct sentence for three false sentences above is " *He hold a swan   and then he cuts and pulls cut of its wing feathers".* The students wrote wrong sentences in translation because a universal phenomenon in language learning process.

b. Error of Performance *see table 2*

Error of Performance is the outcome of the mistake in language such as false starts or slips of the tongue.

1. Iha manu ansa lubun ida,…………..

  a) *There were a swain a lot of*, and.........

  b) *Have many birds*, before.......

  c) *Have many geese birds*, then …

Three sentences above are incorrect because they are   influenced by their language. Sentence no1"*a swan a lot of*" is incorrect because many swan not only one swan, which do not need *article "a*" Sentence no 2 *birds.* and sentence no 3 *geese birds* incorrect too and correct sentence for three sentences above is "*A horde of swan*s"

2. Ema ne'ebe liu ne'e nia hahalok at duni.

    a) *They where saw* **really bad.**

    b) *The people are long draw out this his character is bad*.

    c) *Those tha*t *he actually atrocities*.

Three sentences above are incorrect and the correct sentence is*" Person, who went by here Behave really badly"* Sentence no.1 word "*where* "refers to place and instead of "*who"* because refers to people and "*really bad* "is adjective, instead of " *behaves really badly* "because it indicates adverb. Sentence no.2 *The people* indicate many person or plural. Sentence no.3 "*Those"* is plural whereas only one person refers to thing or concept so needn't in that sentence after that word" *atrocities* "is a noun, meaning extremely violent or shocking instead of *" really badly"* modifier of adjective

3. Ita umanu ne'ebe matenek nomos iha sentimentu ne'ebe sensitivu, maibe dala-barak laiha etika.

    a) *We of human wisdom and a sense that both sensitive,* but often no ethics.

    b) *We *human where claver and then have feeling where sensitive, but how*

    c) Human *been clever and then have feeling sensitive,* but many times **there's* no ethic.

Sentence no.1 influences by his language **human wisdom** instead with *intelligent* and, *sense* is general feeling and it is changed with *sensitive"* and "but often no ethics" this short sentence is *without subject and to be.* Sentence no 2." *We human,* "without to be "are to complete sentence "we are as human being who intelligent and have sensitive feeling" and " *how much*" instead with "*many time*" the short sentences "how much do not have ethic" instead *many time they do not have value*. Sentence no.3 "*there's no ethic*" instead with "*they do not have ethical*" Correct sentence is "***Humans are diligent and have sensitive feeling, but many times they do not have ethics***"

    c. Fundamental translation errors

        Fundamentally of translation error divided two parts, they are local error and global error.

1. Local error

    It affects merely a part clause or phrase of a sentence. see t*able:.3*

2. Global error   *see table 4*

It affects the interpretation of the whole sentence**s**

  a) In lake, they are very happy and give bathe themselves.

    The sentence is not well formed sentences because the translator uses present tense, actually It is in the past. *" are*" instead of" *were*" and verb "*give*" instead of *" took*" she added an article *"a"* then "in lake" move in the end of sentences and need article "*the"*. So the correct sentence is "**They were very happy and bathed themselves in the lake**"

  b) **They start scary and sadly because they're know that people's bad behaviours that always destroy and kill animal**.

    Second sentence is not well formed sentences. The translator should use past form "*start*" change to "*started*", " " then two word "*destroy* and *kill*" should change into *to torture and killing*" so correct sentence is "***They started to worry and anxious because they were familiar with the nature of ignore and vile man who likes torturing and killing***". The researcher presents similar errors in the following sentence.

c) **This story, it's mocking, that as human with a very high dignity, but the prove shows that as human we also have to learn ethica and some behaviour from the animals that has the lowest level**

Third sentence is not well formed sentences. It is present tense and past tense " that" indicated demonstrative pronoun was not appear similar with word" also, some, level, the lowest the correct sentence is "***This story is actually insinuate that human being who considered herself dignities high proved and still have to learn ethics of creatures which are considered to be lowe*r**"

d) Human which are intelligent and have sensitive feeling, but a lot of times * do not have   ethica

The last sentence uses relative clause "*which*" refers to thing is not appear in sentence and "*a lot of time*" instead of " *many times* " then sentence " "…***but a lot of time * do not have ethica***" above is without subject. So, its correct   sentence is " "***Humans   are intelligent and have sensitive feeling but many times they do not   have ethical conduct***".

d. Surface Strategy Taxonomy *see table 5*

Surface strategy Taxonomy highlights the ways in which surface structures are altered by means of such operations as omission, addition, misinformation and misordering

1. Omissions
Omission is a type of errors which characteristized by an absence of a part which must not include in a well-formed utterance [4]. This type of grammatical error is mostly done by all second language learners including Timorese students. Grammatical error also encountered by teacher and students in English as a foreign language. The omission errors in translated   as follows:

a) **In* lake * * very happy and *gave* bath themselves.**
The sentence above is not well formed sentence. The sentence should be "***they were very happy and bathing themselves in the lake***". The omission of this sentence is not   *subject* (they) *without to be* (were)   and *gave* should not be appeared in sentence.

b) **In* lake, they* very happy and took a bath for themselves.**
 The sentence above also has same missing words. The omission above is no article (the) and without to be (were) because it is past tense. The translation should be in well-formed sentence *"they were very happy and   bathing   themselves in the lake"*. She presents similar errors in the following translation.

c) *This history * * text * written by Albert Schweitzer*.
Translation no.3: "*this history*" lose is not appear in sentence and it is only adding with article "***the***" and sentence above is *without to be* (was) because the sentence above is in passive voice in the past. The sentence should be in well-formed sentence as "***text was written by Albert the Schweitzer***". Another translation as omission error is displayed in sentence below.

d) **Human *which* are intelligent and have sensitive feeling, but many times * don't have ethics.**
Relative clause*" Which"* is not used in sentence, the other omission is *subject* (they). So, the correct sentence is "***Humans are intelligent and have sensitive feeling but many times they do not have ethics*.**"

2. Addition
Addition is the presence of an item that must appear in a well formed utterance:

a) Those that he is actually atrocities

In the underlined part of the sentence above added two word *those and that* (demonstrated pronoun). Addition is considered to be the presence of an item *that* should not appear in a well-formed utterance. Correct form of the sentence is   *"Person who went by, behaves really bad"*

b) Finally the a lot of swan flew down to lake.

The sentence above was written with add *the (article)* in translation. And the translator assumed that first sentence always use "*the*." *The* in the sentence should not appear in a well – formed utterance. And "*a lot of swan* "instead of" *they '*. So, correct form of the sentence is *"Finally, they flew down and took a rest in the lake".*

c) The other swans with sad hearths saw and were tried to give support........

The sentence no 3   added "*were*" in translator' sentence. The translator assumed that all past used were as a to be. As outlined earlier, addition is considered to be the presence of an item that should not appear in a well- formed utterance. Correct form of the sentence is "*Others swan watched and tried to give support to others".*

d) Actually, they really wanted to fly but.....

Sentence no 4   added *really as modifier adjective*.   The translator assumed that to make a strong expression must add "really" because translator had learned it. Word "were" should not appear in a well- formed utterance. The correct sentence is" *Actually, they wanted to continue   flying but........*

Error no a)-d) addition were   unconsciously made, because learning process has just started and they had been working out how to organized elements that comprises second language it can be seen that their process was not yet complete. This kind of error is called developmental error

3. Misformation
Misformation is a type of error characterized by the use of inappropriate forms of the morpheme or structure [4] the misformation errors are presented below:

a) ...they **fly** down and **take** some rest,..... .

The first error on this sentence is " *fly"* change to " *flew* " because of past form , similar with the word" *take"* instead of " *took"* because past time form. This sentence has different meaning because it is not well-formed structure. Actually, this sentence must be" *.....they flew down and took a rest* "

b) Person who passed them, his character **is** badly.

   The error of this sentence is *passed* changes to *went* and it is without *is*. Correct sentence is "*person   who went by here, behaves really badly* ". Similarly to the second error, the third error below has similar error about misformation.

c) The **history** t**ext is writing** by Albert Schwestzer.

  The error in this sentence is applied in tense and noun. The translator uses *Passive voice in Presents Continuous tense " the history text is writing by Albert Schweitzer".   "the history text" instead of "the text"* and "is writing" instead of "was written". So, correct sentence is *"the text was written by Albert Schwestze*r" indicate Passive voice in Past tense   no Passive voice in Present Continuous tense.

d) they start afraid and sad because…....

Error in this sentence is different to others, Verb (start) uses regular verb (started) and correct sentence is "**They started worried and anxious because** …….. "

4. Misordering

Disordering is an error which ordered untructurally in an utterance or in a sentence. This type of error is clearly defined by [4] which is a type of error that is characterized by incorrect placement of a morpheme or group of morpheme in an utterance. Misordering error occurs once during translators (students) translated text from Tetum to English in the classroom, Error of misordering can be seen in the following sentence.

a) T**hey knew this people have action bad** *who* **liked destroy and kill animals**.

The sentence above "T*hey knew his behavior who really liked kill and destroy animals* "is an error because the placement of *who* refer to *relative pronoun* incorrect. The correct sentence is "*they knew his behavior really liked to kill and destroy animals"*. .

b) **The horde swam** *in the end* **went back to the lake and they waited it.**

The Sentence above "*the horde swam* **in the end** *went back to the lake and they waited i*t" is error because the placement of *signal time" in the end"* incorrect. Actually, the correct sentence is "In **the end, a horde at swan went back to the lake and waited for their friends to fly"**

c) **We are human being with intelligent and have** *feeling sensitively* **but many time, we didn't have ethics**

The Sentence above "we are human being with intelligent and have **feeling sensitively** but many time, we did not have ethics" is an error because the placement from" *feeling sensitively"* is misordering actually "*sensitively feeling"*. The correct sentence is *"**Humans are intelligent and have sensitive feeling but many times they do not have ethics"**.*

d) **The story above becomes a symbol** of *attitude universal*

The sentence above "*The story above becomes a symbol of* **attitude universal",** is error because the place from words *attitude universal* misordering, actually "*universal attitude*" and correct sentence is "**The story above has a symbol of universal attitude".**

2) The sources of translation error from Tetum to English

A non- contrastive approach to error analysis show four main clauses or sources of errors. They are:

a. **Overgeneralization** *see Table 6*

Overgeneralization covers instances where the learner creates deviant structures in target language.

1. In a number of nation, after the birds to fly for several hours they finally come down and rest in the lake.

Its correct sentence is "***a horde of swan stopped and took a rest in the lake after flying for some hours".***

2. In lake They are happy very happy and give bath themselves

Its correct sentence is "***They were very happy and give bathed them in the lake***".

3. He catched one of the swan and took feather of

Its correct sentence is "***He holds a swan then he cut and pulled off its wing feathers***.

4. The group of swan in the end went to the river and they waited.

Its correct sentence is "***Finally, a horde of swan returned into the lake and waited***"

b. **Ignorance of Rule Restrictions**

It involves the application of rules to contexts where they do not apply.

Example: 1. They wanted continue *to* flyin*g*.

   And its correct sentence: **They wanted to continue   flying**.

  2. A horde of swans *go* back to the river

   Its correct sentence: ***A horde of swans went back to the lake***

  3. They started feel *to scare and sad because they knew him like to hurt and kill animals.*

   Its correct answer: **They started worried and anxious because they are familiar with the   nature   of ignorant and vile man who likes to torture and killing animals**.

c. Incomplete Application of Rules

These errors involve a failure to fully develop a structure.

Example: 1. That bad person was watching the entire incident

   Its correct sentence: ***he watched the entire of incident***.

  2. He is watching solidarity of the other entire swan, to a swan who get torture

   Its correct sentence: ***He watched solidarity a horde of swans which got torture from him***.

  3. Slowly, that person is starting to follow her feelings

   Its correct sentence: ***He slowly be conscious***.

  4. From that incident, make him learn some ethic of those entire swan.

   Its correct sentence: ***He watched the entire incident and learnt ethical value from a horde of swans.***

d. False Concept Hypothesis

It rises when the learners do not fully comprehend a distinction in the target   language.

Example: 1. Use "was" as   marker of   past tense, as in sentence "The text ***were***   written by Albert Schweitzer".

   Its correct sentence: The ***text was written by Albert Schweitzer.***

  2. Use "were", the man with bad attitude, he *were* there to watch all the incident. He *were* happy to see the swans   fly again to continue their adventure.

   Its correct sentence: ***He was happy to see a swan flying again and they could continue their adventure.***

3) Students problem in translating from Tetum to English in classroom

  Many problems students faced in translation, firstly particularly dictionary for translation, students were poor with vocabulary and were confused with words which   will be used in sentences. Secondly is linguistic problem, such as, word arrangement, sentence pattern, kinds of word, suffix, etc. Linguistic problems here include structure. Every language has its own system. One language may have different systems as compared to another language. Difference often causes difficulties and even may create misunderstanding if in translating them; translator s (students) do not know   system   meaning, such as lexical meaning, grammatical meaning, contextual meaning, textual meaning, and socio-cultural meaning. thirdly, students   translated from word by word, so meaning of sentences run away from original text. They have influence from intercultural (Tetum to English). Look at   the problem above it mean that students can add their vocabulary by translating and students are not confusing again with word they will use in translating. Teacher of English need guide to students learn English with patiently, particularly translation. It can use in English class. *see table 7*

IV. CONCLUSION

Based on result of research of *An Error Analysis of translation from Tetum to English*, the writer can conclude that students have a lot of trouble for translation. It can be seen from result of their translation. In general, the students faced problems:

a. The students felt overwhelm when translating.
b. The students did not know how to write a correct English sentence.
c. The students felt difficult to put ideas in a coherent way.
d. The students felt difficult to choose the right vocabulary to express the ideas.
e. The students translated word by word.
f. The students did not control English well.
g The students' did not understand the text to be translated.
h. The meaning translation has shifted from real meaning because students have got lack of vocabulary.
i. The students have problem in placement and the use verbs   in their sentences.

V. References

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