

**THE STUDENTS' ABILITY IN TRANSLATING FEATURE ARTICLE AND
THE ERRORS THEY MADE : A STUDY OF THE THIRD YEAR STUDENTS
OF ENGLISH DEPARTMENT OF UNIVERSITAS NEGERI PADANG**

THESIS

*Submitted as a Partial Fulfillment
of the Requirements to Obtain Master Degree (S2)*



By :

MIA WINDARI

19178023

Advisor :

Dr. Muhammad Al Hafizh, SS, MA

FACULTY OF LANGUAGES AND ARTS

ENGLISH EDUCATION DEPARTMENT OF GRADUATE PROGRAM

UNIVERSITAS NEGERI PADANG

PADANG

2023

ABSTRAK

Mia Windari. 2023. The Students' Ability In Translating Feature Article And The Errors They Made: A Study Of The Third Year Students Of English Department Of Universitas Negeri Padang.

Tujuan penerjemahan adalah untuk menemukan padanan makna yang diungkapkan dari bahasa sumber ke bahasa sasaran. Hal ini sejalan dengan kebutuhan informasi di era global ini dimana masyarakat mengakses informasi dari berbagai sumber seperti jurnal, artikel, surat kabar. Informasi tersebut mungkin mengandung terminologi yang sulit dipahami. Jadi, pemindahan makna dari bahasa sumber ke bahasa sasaran harus akurat, dapat diterima, dan dapat dibaca. Kemudian, penelitian ini bertujuan untuk mengetahui kemampuan siswa dalam menerjemahkan artikel feature dari bahasa Inggris ke Indonesia dan untuk mengetahui kesalahan apa yang dilakukan siswa dalam menerjemahkan artikel feature. Dalam penelitian deskriptif ini, populasinya adalah mahasiswa Jurusan Bahasa Inggris yang terdaftar pada tahun ajaran 2018/2019. Cluster random sampling digunakan dalam penelitian ini sebagai cara untuk mendapatkan sampel. Sampelnya adalah kelas siswa yang mengambil terjemahan bahasa Inggris-Indonesia yang terdiri dari 23 siswa. Hasil penelitian yang diperoleh dalam penelitian ini adalah (1) kemampuan penerjemahan siswa dalam menerjemahkan artikel feature cukup baik; (2) dan kesalahan terjemahan siswa yang paling sering ditemukan adalah kesalahan tata bahasa.

Kata Kunci : Kemampuan Terjemahan, Kesalahan Terjemahan, Artikel Feature

ABSTRACT

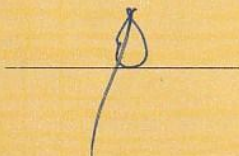
Mia Windari. 2023. The Students' Ability In Translating Feature Article And The Errors They Made: A Study Of The Third Year Students Of English Department Of Universitas Negeri Padang.

The purpose of translation is to find the equivalent meaning expressed from the source language to the target language. It gets along with the need of information in this global era where people access information from various sources like journals, articles, newspapers. The information may contain terminologies which are difficult to be understood. So, transferring meaning from source language to the target language have to be accurate, acceptable, and readable. Then, this study aims to find out the students' ability in translating feature article from English to Indonesia and to find out what errors students made in translating feature article. In this descriptive research, the population was the students of English Department who are registered in 2018/2019. Cluster random sampling was used in this study as a way to get a sample. The sample was a class of the students who took English-Indonesian translation which consist of 23 students. The results of this research that have obtained in this study were (1) students' translation ability in translating feature article was fairly good; (2) and the students' translation errors that were most commonly found grammatical errors.


Keywords : Translation Ability, Translation Error, Feature Article

PERSETUJUAN AKHIR TESIS


Mahasiswa : Mia Windari
NIM : 19178023
Program Studi : Pendidikan Bahasa Inggris

Nama	Tanda Tangan	Tanggal
Dr. Muhammad Al-Hafizh, S.S., M.A. Pembimbing		29-08-2023

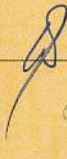


Dekan Fakultas Bahasa dan Seni
Universitas Negeri Padang,


Prof. Dr. Ermanto, S.Pd., M.Hum.
NIP. 19690212.199403.1.004

Ketua Program Studi,


Dr. Hamzah, M.A., M.M.
NIP. 19611221.199003.1.001

**PERSETUJUAN KOMISI
UJIAN TESIS MAGISTER KEPENDIDIKAN**

No.	Nama	Tanda Tangan
1.	Dr. Muhammd Al-Hafizh, S.S., M.A. (Ketua)	 _____
2.	Prof. Dr. M. Zaim, M.Hum. (Anggota)	 _____
3.	Desvalini Anwar, S.S., M.Hum., Ph.D. (Anggota)	 _____

Mahasiswa

Mahasiswa : Mia Windari
NIM : 20178024
Program Studi : Pendidikan Bahasa Inggris
Tanggal Ujian : 24 - 08 - 2023

SURAT PERNYATAAN

Dengan ini menyatakan bahwa:

1. Karya tulis saya, tesis yang berjudul **“The Students’ Ability In Translating Feature Article And The Errors They Made : A Study Of The Third Year Students Of English Department Of Universitas Negeri Padang”** adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik baik di Universitas Negeri Padang maupun di perguruan tinggi lainnya.
2. Karya tulis ini murni gagasan, penilaian, dan rumusan saya sendiri tanpa bantuan tidak sah dari pihak lain kecuali arahan dari tim pembimbing dan penguji.
3. Di dalam karya tulis ini tidak terdapat hasil karya atau pendapat yang telah dipublis atau dipublikasikan orang lain kecuali dikutip secara tertulis dengan jelas dicantumkan sebagai acuan di dalam naskah saya dengan dengan disebutkan nama pengarangnya dan dicantumkan pada daftar pustaka.
4. Pernyataan ini saya buat dengan sesungguhnya dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini, saya bersedia menerima sanksi dengan norma dan ketentuan hukum yang berlaku.

Padang, Agustus 2023

Saya yang menyatakan



Mia Windari
NIM. 19178023

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, the researcher would like to express her thanks to the Almighty Allah SWT who has given the mercy, health, strength, and opportunity to the researcher in finishing this thesis. She also would like to send Shalawat and Salam to the great prophet Muhammad SAW, the Uswatun Hasanah for all Moslems. The title of this thesis is "The Students' Ability In Translating Feature Article And The Errors They Made: A Study Of The Third Year Students Of English Department Of Universitas Negeri Padang". This Thesis is written to fulfill one of the requirements to obtain master degree (S2) from the program study English Education Department of Graduate Program of Universitas Negeri Padang.

In writing this thesis, the researcher has received much helps and support from great people. Therefore in this occasion, the researcher would like to deliver her deeper appreciation to Dr. Muhammad Al Hafizh, SS, MA the advisor who had given his precious time, advice, correction, guidance, and motivation in completing this thesis. Then, a deep appreciation is also given to Prof. Dr.M. Zaim, M.Hum as the first contributor and Desvalini Anwar, S.S, M.Hum, Ph.D the second contributor for their contribution of thought and idea in completing this thesis. Thanks for the knowledge, kindness, and guidance that had given. This thesis could not complete properly without the guidance and kindness of these great people. May Allah blesses and gives them health.

Furthermore, the researcher would like to give her hearty thankfulness to Dr. Havid Ardi, S.Pd, M.Hum, as the validator of the instrument guidelines that

made the researcher to collect and analyze the data in this research. Without their kind heart, the researcher could not finish this thesis.

Finally, the researcher realizes that this thesis is still far from being perfect. Constructive criticism and suggestion are welcomed to make this thesis better. The researcher hopes that this thesis would be useful to other people.

Padang, August 2023

The Researcher

DEDICATION

This work is wholeheartedly and proudly dedicated to the loved ones who have become the support system for the researcher in the process of completing this thesis. Big thanks to the researchers' beloved family and relatives, beloved father Jonniswar, beloved mother Zuhairo, beloved sisters Nova Gladisca, S.ST , and beloved brother Farhan Firmansya, Fiky Akhiriansya for their pray, patience, care, and everything that has been given to support her morally and financially all this incredible year and big thanks to my beloved best friend Tika Gustina S.Or for always supporting me.

TABLE OF CONTENT

ABSTRAK	i
ABSTRACT	ii
ACKNOWLEDGEMENT	iii
DEDICATION	v
TABLE OF CONTENT	vi
LIST OF TABLE	viii
LIST OF FIGURE	xi
APPENDICES	x

CHAPTER I INTRODUCTION

A. Background of the Study	1
B. Identification of the Research Problem	12
C. Limitation of the research problem	12
D. Formulation of the Research Problem.....	12
E. Research Questions	12
F. Purposes of the research.....	13
G. Significance of the Research	13
H. Definition of the key terms.....	14

CHAPTER II REVIEW OF RELATED LITERATURE

A. Review of Related Theories	15
1. Translation	15
2. Translation Ability	17
3. Students' Ability in Translation	22
4. The Process of Translation	23
5. Translation Method	26

6. Translation Techniques	27
7. Error Analysis	31
8. Translation Error	32
9. Feature Article.....	34
B. Review of Related Findings	36
C. Conceptual Framework	38
CHAPTER III RESEARCH METHOD	
A. Research Design	40
B. Population and Sample	41
C. Research instrument	42
E. Technique of Data Collection	45
F. Technique of Data Analysis.....	46
CHAPTER IV RESULT AND DISCUSSION	
A. Result	50
B. Discussion	60
CHAPTER V CONCLUSIONS AND SUGGESTIONS	
A. Conclusions	64
B. Suggestions	65
REFERENCES	66

LIST OF TABLES

Table 1.Criteria of Accuracy	19
Table 2.Criteria of Acceptability.....	20
Table 3. Criteria of Readability.....	21
Table 4.Criteria of Accuracy	43
Table 5.Criteria of Acceptability.....	43
Table 6. Criteria of Readability.....	44
Table 7. Category of Students Errors	44
Table 8.Category of Accuracy	47
Table 9.Category of Acceptable.....	47
Table 10.Category of Readable.....	47
Table 11.Students' score of Translation Ability	48
Table 12. Total Score Students'translating Ability Individually	51
Table 13 Students' Error In Translating Feature Article	54
Table 14 Findings Of Students'translation Ability	56

LISTOF FIGURES

Figure 2.1 Conceptual framework of the research	39
Figure 4.1 The Students' Translation Error In Feature Article	5

APPENDICES

Appendix 1 Translation Test	70
Appendix 2 Score Translation Ability	72
Appendix 3 Score Translation Ability	73
Appendix 4 Score Translation Ability	74
Appendix 5 Recapitulation of Students' Ability	75
Appendix 6 Score Translation Error	76
Appendix 7 Score Translation Error	77
Appendix 8 Score Translation Error	78
Appendix 9 Recapitulation Of Students' Translation Error	79
Appendix 10 Lembar Validasi	80
Appendix 11 Surat Izin Penelitian	81

CHAPTER I

INTRODUCTION

A. Background of the Study

Language develops and grows following the peoples' life development. Therefore, language and people have a close relationship. People convey their opinions, ideas, emotions, behaviors, and experiences through language. It means that people interact with each other through language. Language helps people to say things and communicate their communicative needs as a medium of communication. Since a long ago in the people communication, the work of translating in the written and oral forms has a significant role for academic and non academic purposes. However, scholarly research of translation has only recently started in the last sixty years. This discipline is now commonly recognised as translation studies in English-speaking countries (Munday, 2008:120).

Translation, according to Jacobson (2004), is a method in which a translator converts an original written text (the source text or ST) in the original verbal language (the source language or SL) into a written text (the target text or TT) in a different verbal language (the target language or TL). To put it another way, translation is the process of moving context, message, and style from one language to another. The best translation services ensure that the original text is translated without losing any of its original significance, context, or comprehension (Ben-Rafael, 2006). To do so, translators must be careful and comprehensive in their interpretation of the original content's use, purpose, and

context. This is accomplished through a number of contextual focuses, including the piece's social, linguistic, and personal contexts. As a result, translators are expected to ensure that the meaning of the content is fully evident in the translated piece.

It's not just about changing an SL to a TL when it comes to translation. A translator should understand what translation is and how it should be produced. There are systems that involve several operations. According to Munday (2008:40), the translation process has three stages: examination, in which the surface structure (i.e. the meaning as provided in the source language) is examined grammatical relationship and meaning of the word and combinations of terms; transfer, in which the analyzed content is moved from the source language to the receptor language in the translator's mind; and restructuring, in which the transferred data is restructured such that the final message is completely understandable in the receiver's language.

Despite the fact that translation is widely taught in language classes, errors in translation are still frequently found in students' translation items. However, there are no fixed models for categorizing translation errors. Since translation errors are caused by a number of factors, such as a lack of understanding or the misuse of words, there are several classifications of errors found in research (Hatim, 2001). According to Pojprasat (2007), there are three types of translation errors: Semantic errors, Syntactic errors, and Cultural errors. Semantic errors deal with any mistranslation of words, which can be a single word, collocations, or idioms. Syntactic errors refer to mistranslation of sentence structures or

grammatical structures. Cultural errors are any errors that are caused by cultural differences. This categorization of errors in the classroom may expose students' language or translation abilities.

A translator's ability to translate must be good and competence in order to provide a good translation product that is easily understood by the readers. Translation competence (TC) is made up of four components according to Angelelli (2009) as cited by Sundari and Febriyanti (2016), the components of translation competence as grammatical competence, which includes vocabulary, morphology, syntax, and grapheme; textual competence; pragmatic competence, which includes illocutionary and sociolinguistic competence; and strategic competence.

Feature article plays an important role in the development of technology and information. A lot of various informations nowadays are written in the form of feature article such as: newspaper, online articles, magazines and blogs. Feature is a writing that can educate, entertain, provide information, and so on regarding aspects of life in a variety of styles (Zain, 1993). According to Daniel R. Williamson as cited by Sudarman (2008) feature is a creative sometimes subjective article that designed primarily to entertain and inform readers about events, situation, or aspect of a person's life. A feature is complete when it brings together the fact of an event and the author's opinion into the introduction, description and conclusion. In features, the news can be more interesting and stay relevant. Feature article usually developed from a news that has a little relevance . for example, writing about a situation or event, a person, a thought about science,

health and other things that are presented in a light and entertaining way. The structure of feature article consists of Title, Lead, Lead contains the most important points to draw the reader's attention and as a bridge between lead and body, the body, and the ending that leads to concludes what is being told

Translating feature article presents its own unique challenges for college students. Much of it has to do with the fact that feature articles are made up of different sections and types, each with their own style and language. Those challenges are such as; style, terminology, and culture. The first is style. Each event of usually has its own language style. Therefore, it makes the students difficult to translate the language style from the source language to the target language. The second is terminology. In certain topic of feature article usually use certain terms of language. One term in one particular place is not always accepted. Therefore, it makes the students difficult to translate. The last is culture. Language is culturally bound. Therefore, in translating the students also should consider the culture of the source language and the target language.

Although feature article plays an important role in the development of technology and information. They further mentions that there are some problems related with students' accuracy in translation. The students have difficulty in understanding the feature article. Most of the students do not know what kind of grammar that used in the feature article. Besides, the understanding of the feature article, many students translate the whole text "word-for-word". Translation is concerned with words, but not with words alone. Even word-for-word translation

can sometimes be misleading that makes the information contained in the text is not conveyed and understood well.

Therefore, it is important to conduct study related feature article. The study related to students' ability and errors in translation, indeed, has been conducted by several researchers. The first study was conducted by Yessy & Sinambela (2018) entitled "*An Analysis of Students' Ability In Translating The Analytical Exposition Text*". This study found that many students cannot translate a text well especially analytical exposition text. The students did not know how to explore their idea and they had less vocabularies so that they did not understand the aim of the text. tried to find out the kinds of translation students used and to find out students' ability in translating the analytical exposition text. The sample of the study was the class XI-CK of SMKN 11 Medan. The result of the study indicated that the students' ability in translating analytical exposition text is categorized as good enough. This finding was identified from the students' score in translating the text. The score obtained by the students was higher than the successful criteria required by the institution.

The next study was conducted by Sari (2019) entitled "*An Error Analysis on Student's Translation Text*". The problem of this study is there are still many students' errors in translating text. The subject of the study was the fifth semester students of English Education department of STKIP PGRI Sidoarjo. The findings of this research revealed that students make two types of errors in translating text from Indonesian into English: lexical and grammatical errors. Lexical errors are errors in choosing the English terms that are suitable in the sense of the English

language and culture to replace Indonesian words. Missing in the use of tense, missing in the use of prepositions, and errors due to incomplete sentences are all examples of grammatical errors. Students' errors mean that they still have shortcomings in deciding diction (word selection) in English correctly and a lack of comprehension of English grammatical rules.

Yuliasri (2016) conducted study about students' common error in translation. This paper presented the common linguistic errors EFL students make in translating from their mother tongue to a foreign language. The subject of the study was the four semester students of English Education Department at State University of Semarang. The result of this study indicated that there were some common linguistic errors in students' Indonesian-English translations identified, which include diction, including technical terms, noun phrase, word class, gerund after preposition, number (singular/plural), collocation, parallelism, subject-verb agreement, wh-clause, double predicate (run-on), voice (active/passive), and fragment (no predicate).

Furthermore, Silalahi & Sipayung (2021) conducted a study about students' ability in translating recount text entitled "An Ability in Translating Recount Text by Using Translating Strategies". The problem of this study is the students did not understand the text they read because the lack of vocabularies and they have many grammatical errors. The subject of the study was the first grade students of senior high school Yayasan Perguruan Keluarga (YPK) Pematangsiantar. In this study, it found that there are ten translation strategies that students used in translating the recount text. They are; transference strategy,

naturalization strategy, cultural equivalent strategy, transposition strategy, modulation strategy, the recognized translation strategy, the compensation strategy, expansion strategy, couplets strategy, and triplets strategy. And the students' preceptions towards the translating tasks which are given by their teacher is that the translating task can help them enhance their reading habit and increase their vocabularies.

The fifth study was conducted by Saffarian, Ghonsooly, & Akbari (2015) entitled "Cultural and Social Intelligences and Their Relationship to the Ability of Student Translators When Translating Cultural and Social Texts". The problem of this study is there is still lack of students capability to adapt and communicate appropriately with different cultural context. study aimed to investigate the relationship between cultural, social intelligences and student translators' ability in translating cultural and social texts. The sample of this study is 82 iranian senior translator students of Tabaran and Imam Reza Universities of Mashhad. The correlational findings indicated that there is a significant relationship between cultural intelligence and students translators' ability in translating cultural and social text.

The sixth study was conducted by Koman, Hartono, & Yuliasri (2019) entitled "Translation Errors in Students' Indonesian-English Translation Practice". there are still many errors that students face in translating from Indonesian into English. The subject of this study were the students in Indonesian - English Translation Course of English Education Undergraduate Program, UNNES. According to the ATA's Framework for Standardized Error Making,

there were 21 translation errors in 26 error categories as a result of the study. Finally, the grammar, syntax, and faithfulness errors were the three most common types of errors created by the students. Extratextual factors such as sender, purpose, receiver, medium, time, motive, and text feature affected the errors the most. Furthermore, lexis was a contributing factor in making mistakes.

The seventh study was conducted by Putra, Masriyah, & Sulaiman (2018) entitled “Students’ Translation Ability of Mathematical Representations (Symbolic and Visual) Based on Their Learning Styles”. This study focused on analyzing the students’ ability of translation between mathematical representations (visual and symbolic) of visual, auditory or kinaesthetic learners. The problem of this study is each number of students made mistakes in transcribing between representations. The sample of this study were 3 junior high school students with different learning styles, having the similar mathematical ability. The findings of this study revealed that they can unpack the representations of a given resource at the unpacking the source stage by defining the information embedded in the source representations. As a first step in determining the target representations, they may prepare a formula or plan during the preliminary coordination stage. They can transfer information obtained from source representations to form target representations when constructing the target. They consider the target representations made by the representations of the given source when deciding equivalence.

The eighth study was conducted by Salam, Akil, & Salman (2017) entitled “Translation Errors Made by Indonesian-English Translators in Crowdsourcing

Translation Application”. The problem of this study is there were many errors that faced by Indonesian - English translators in application Flitto. tried to find out the kinds of translation errors made by Indonesian-English translators and the dominant kind of translation errors made by Indonesian-English translators in crowdsourcing translation application. 50 students were participated. According to the findings, there were 50 source language texts that were translated into 353 target language texts, with a total of 350 translation variations. In total, 75 translation errors were found in the 353 target language documents, accounting for 21.25 percent of the total. There were 3 (0.85%) translation errors in meaning inversion, 11 (3.12%) translation errors in meaning exclusion, 8 (2.27%) translation errors in meaning addition, 44 (12.46%) translation errors in meaning deviation, and 9 (2.55%) translation errors in meaning alteration. The most common form of translation error made by Indonesian-English translators was meaning deviation, which accounted for more than half (58,67%) of all translation errors.

The ninth study was conducted by Sriwantaneeyakul (2018) entitled “Critical Reading Skills and Translation Ability of Thai EFL Students: Pragmatic, Syntactic, and Semantic Aspects”. This study aimed to investigate the differences in Thai-English translation ability between students with a high level of critical reading skill and students with a low level of critical reading skill, and to examine the relationship between translation ability and critical reading skill. The participants of the study were 60 English major students from a Thai university. The findings revealed a substantial difference in Thai-English translation ability

between students with a high level of critical reading skill and students with a low level of critical reading skill, as well as a significant relationship between translation ability and critical reading skill. The semantic element, specifically the incorrect use of words, was found to be the most common error committed by both groups of students in the translation error study.

The last study was conducted by Azin&Trabizi (2016) entitled “The Relationship between Critical Thinking Ability of Iranian English Translation Students and Their Translation Ability”. The purpose of the present study was to examine the relationship between critical thinking and translation ability of Iranian English translation students. The participants of this study were 86 Iranian senior English translation students of Islamic Azad University, Islamshahr branch. There was no substantial difference in logical thinking skills between males and females, according to the results. As a result, it can be concluded that gender has no bearing on Iranian EFL students' critical thinking abilities. Furthermore, the findings of this study revealed that learners with higher critical abilities performed better in translation. These results emphasize the importance of instilling critical thinking skills in our students as well as incorporating problem-solving activities that include critical thinking into our teaching and learning processes.

Based on those previous studies, a number of findings related to the students' ability and error in translation were identified. The students' ability in translation is categorized as good enough and the students who have critical thinking ability is claimed to have better translation result. There are also a

number of errors categories identified on students' translation product. However, the data seemed to be limited since the kind of text used is limited. It is still possible for the students to make errors to translate another text. Moreover, the study related to the students' ability and errors in translation is mostly conducted separately. None of the previous studies tried to combine between those two aspects. Therefore, a further study needs to be conducted.

Based on the researcher's observation in the third year students of English Department of Universitas Negeri Padang, it found that the students are still did errors in translation. In this study the researcher wants to investigate the students' ability as well as the errors in translating feature article and used the third year students of English Department of Universitas Negeri Padang as the subject of the study. It is hoped that the finding of study can broaden the body knowledge of translation.

B. Identification of the Research Problem

Based on the background of the study, error at translation made is still commonly identified on students' translation product. Moreover, the students' ability in translation is also somewhat limited. Therefore, a further study needs to be conducted to obtain accurate data related to the students' ability and error in translation at the third year students of English Department of Universitas Negeri Padang. In the current study the researcher investigates the students' ability along with the students' errors in translating news item text.

C. Limitation of the research problem

Based on the identification of problem, this research is limited on analysing the students' ability and error in translating Feature Article at the third year students of English Department of Universitas Negeri Padang.

D. Formulation of the Research Problem

The problem of this research can be formulated as follow: "how is the students' ability in translating feature article of the third year students of English Department of Universitas Negeri Padang and what are the errors made by the students in translating feature article of the third year students of English Department of Universitas Negeri Padang".

E. Research Questions

1. How is the students' ability in translating feature article?
2. What are the errors made by the students in translating feature article?

F. Purposes of the research

1. To find out the students' ability in translating feature article.
2. To find out what the errors made by the students in translating feature article.

G. Significance of the Research

The current study gives both theoretical and practical significance: Theoretically, the findings of this study adds new insights and knowledge of theoretical understanding related to the students' ability and error translation in

translating feature article. Practically, the findings give benefit to several stakeholders i.e. readers and English lecturer.

For the readers, the result of this study gives information or data regarding students' ability and error identified in translating feature article. As a result, it can enhance their understanding about translation especially feature article. For English lecturer, the findings of this study gives important information for the lecturer related to the students' students' ability and error identified in translating fetaure article. Therefore, the lecturer can evaluate their teaching strategies in teaching translation.

H. Definition of the key terms

1. Students' ability means the capacity of the students to translate feature article from English to Bahasa Indonesia at the third year students of English Department of Universitas Negeri Padang.
2. The students' error means any mistakes made by the students in translating feature article from English to Bahasa Indonesia at the third year students of English Department of Universitas Negeri Padang.
3. Translating means transferring the meaning, message, and style from the source language into the target language
4. Feature article is an English article that should be translated by the students to appropriate language of Bahasa Indonesia.