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 Fakultas Sastra Universitas Ekasakti	JURNAL JIPS (Jurnal Ilmiah Pendidikan Scholastic)	
	Vol. 7 No. 1 ISSN : 2579-5449 (media cetak)	E-ISSN : 2597-6540 (media online)

An Analysis of Students' Errors in Translating Recount Text at The Tenth Grade of SMKN 5 Padang

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Abstract

The problems of students' blunders in translating narrative text sparked this study. This study was carried out at SMKN 5 Padang during the 2021/2022 academic year. Many pupils struggle to translate effectively in classroom teaching and learning activities. The descriptive qualitative method was employed in this study. The sample of the population in this study was 34 students, the population was students in the tenth grade second semester of SMK 5 Padang, and the researcher took samples in the X Teknik Instalasi Tenaga Listrik 1. which comprised of 34 students using cluster random sampling. A recall text was translated as an instrument in this study. The researcher discovered five sorts of errors produced by students in translating English narrative text into Indonesian language based on data received from a test given to students. There are five types of errors: omission errors, blend errors, addition errors, misformation errors, and misordering errors..

Keywords: Error Analysis, Translating, Recount Text

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I INTRODUCTION

English is an important topic in school and is also one of the subjects in the National Exam. Students are expected to acquire four skills in English: reading, speaking, listening, writing, and translation. Translation is one of the mandatory subjects that students must study. Of course, there are several factors that must be considered during the translation process, one of which is word choice, which is critical in ensuring that the translation results are not interpreted ambiguously. Translating Recount material is not an easy task, especially for a beginner. The majority of senior high school pupils struggle with interpreting a foreign language. According to the pre-research activity, many students were unable to perform effectively in translating activities in

the classroom. When performing the translation process, students could not understand the vocabulary, comprehension, and grammar. Students confront numerous challenges in their studies, particularly in the translation of recount content. Here are the issues that the pupils were dealing with.

The first issue is a lack of language, which causes misreading of a topic because the topic does not develop well. As a result, they have difficulty translating text. The second issue in translating literature is comprehension when a term in one language can be translated into another language in more than one way. This cross-linguistic phenomenon results from a variety of within-language ambiguities, including

lexical ambiguity, polysemy, and near-synonymy. The final issue is a lack of comprehension of grammatical theory, which results in sentence mismanagement. As a result, they are unable to prepare a sentence for translation. Based on some

of the points raised above, the researcher believes that error analysis plays a significant role in determining the types and reasons of errors made by students when translating material.

II RESEARCH METHOD

This study employed descriptive qualitative research, which entails gathering data in order to answer questions about the current state of the subject of the study. The participants in this study are students in the tenth grade at SMKN 5 Padang. They are Teknik Instalasi Tenaga Listrik tenth graders. The population was derived from SMKN 5 Padang. 31 data.

The researcher will employ cluster random sampling in this study. The researcher will employ three previously selected populations (Tenth grade Teknik Instalasi Tenaga Listrik 1, Tenth grade Teknik Instalasi Tenaga Listrik 2, and Tenth grade Teknik Instalasi Tenaga Listrik 3). The researcher then drew and selected one of

three populations. Following that, Teknik Instalasi Tenaga Listrik 1 was chosen as the research sample.

The translating test is the data collection tool employed in this study. In this example, the researcher will offer the students 60 minutes to complete the translating exercise, and the data will be gathered from the source by translating a recount text in English and student translation to Indonesia, with the form of the test being written. The outcome can then be shown on the students' answer sheets.

III RESULTS AND DISCUSSION

1. Types of Errors in Recount Text Translation at SMKN 5 Padang Tenth Grade

The researcher recognized student errors and computed the number of errors for each in the examination of student errors. This information was gathered via a text recount questionnaire sent by the researchers to 34 students in the tenth grade at SMKN 5 Padang. The researcher then gathered the calculation results into a table and converted

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Kepemilikan Manajerial	15	.00	72.07	3.9106	13.21559
Kepemilikan Institusional	15	.00	99.99	78.2932	25.84091
Kinerja Keuangan	15	1.10	34.11	11.3266	7.41854

them to a percentage. After processing the results, the researcher interprets the data. According to the research, there are addition errors, blend errors, misinformation errors, misordering errors, and omission errors.

a. Addition Errors

Omission mistakes are the inverse of addition errors. They are distinguished by the existence of an item that must not be present in a well-formed utterance. This type of blunder occurs when learners are overly cautious while applying target language rules. There are numerous additions discovered by the researcher.

b. Blend Errors

The most common type of error is an addition error. Blends arise when two or more morphemes with the same function appear in the same phrase. This type of blunder occurs when learners are overly cautious while applying target language rules. There are numerous blends discovered by researchers.

c. Misinformation Errors

Misinformation errors are distinguished by the usage of the incorrect form of a morpheme or structure. This error happens when learners erroneously apply the grammar rules of the target language.

d. Misordering

Misordering mistakes occur when a morpheme or collection of morphemes is incorrectly placed in an utterance. This blunder occurs frequently in indirect and indirect discourse. In this study, the researcher discovered misordering. Students commit the fewest number of errors in this category. The majority of them understand how to properly order sentence elements, while some do not. They improperly put sentence elements, resulting in misorderings.

e. Omission

Omission mistakes are distinguished by the absence of a required item in a well-formed utterance. Although every morpheme or word in a phrase might be dropped, some morphemes are removed more frequently than others. The learners in this sort of error omit one of the items in the correct statement. Any morpheme or word in a phrase has the potential to be omitted. In this study, the researcher discovers omissions made by the object.

2. The Causes of The Tenth Grade of SMKN 5 Padang Making Errors In Translating Recount Text

In this study, the causes of errors that cause students to make mistakes reflect general characteristics of rule learning, such as generalization errors, incomplete application rules, and failure to learn the conditions under which the rules apply. The findings of the interview above tell us why they made mistakes while translating a text and what they should do if they make mistakes again. According to the research findings, the first fault encountered by students at SMKN 5 Padang is a lack of vocabulary, which leads to misinterpretation of a topic since the topic is not fully developed. As a result, they are having problems translating the text.

According to the authors' field research findings, students had trouble translating recount materials because they did not have a lot of learned vocabulary in English, which was the main reason for students translating a text. According to one of the senior class students, "in my efforts to translate an English text into Indonesian or vice versa, I find it difficult because I do not have a lot of vocabulary that I memorize, so translating the text is very difficult for me." The

majority of students struggle to translate English materials. To overcome this, pupils are encouraged to memorize more vocabulary, and English teachers must employ a memorizing strategy of 5-10 vocabularies every day.

The second issue that the writer encounters at SMKN 5 Padang is comprehending when translating text when a term in one language can be translated into another language in more than one way. This cross-linguistic phenomena is caused by a variety of ambiguities in language, including lexical ambiguity, polysemy, and near-synonymy. "The issue I have when translating a text is that different words or sentences have different meanings, so I am unsure which word or sentence to use in the process of translating a text."

whether dealing with these issues, the instructor must be able to explain whether a term is used correctly in a phrase. In addition, students must learn more about text translation. The next issue is a lack of comprehension of grammatical theory, which leads to sentence mismanagement. As a result, they are unable to construct sentences in the translation. "It's difficult for me to translate sentences because I don't know where a sentence is or how to arrange sentences correctly, so it's still a mess when I arrange the meaning in English."

3. Discussion on The Type of Errors

a. Addition

Omission mistakes are the inverse of addition errors. They are distinguished by the existence of an item that, according to Nufsi Shalichah (2021), must not appear in a well-formed utterance. This type of blunder occurs when learners are overly cautious while applying target language rules.

For starters, Because the streets were still quiet ("karena jalannya yang masih lengang bagus"). The preceding sentence is poorly translated. Students insert the word "Bagus" into the target language. The correct sentence structure is "karena jalannya yang masih lengang". Second, We were only six ("kami pernah hanya berenam"). The preceding sentence is poorly translated. The pupils incorporate the word "pernah" into the target language. "Kami hanya berenam" is the right wording of the statement.

b. Blends

Blends arise when two or more morphemes with the same function exist in a sentence, according to Shalichah (2021). This type of blunder occurs when learners are overly cautious while applying target language rules. There are numerous blends discovered by researchers. First, We went to Parangtritis beach ("Kami pergi ke Parangtritis Beach. The preceding sentence is poorly translated. The pupils incorporate the word "beach" into the target language. The correct sentence structure is "Kami pergi ke pantai parangtritis."

Second, We happily ate the lunch slowly with friends ("kami memakan lunch perlahan dengan teman-teman"). The preceding sentence is poorly translated. The pupils incorporate the term "lunch" into the target language. The correct form of the sentence is "kami pergi membawa bekal untuk kami makan disana." Three, We brought supplies for us to eat there ("kami pergi membawa bekal untuk kami makan disana"). The preceding sentence is poorly translated. The pupils incorporate the word "pergi" into the target language. "Kami memakan bekal perlahan dengan teman-teman" is the proper version of the sentence.

c. Misformation

Shalichah (2021) defines misformation errors as the usage of the incorrect form of a morpheme or structure. This error happens when learners erroneously apply the grammar rules of the target language. For starters, We were only six ("kami baru berusia enam tahun"). The above translation contained an error. Where pupils translate the word "six" as "age," the true meaning is "berenam." A mistake like this occurs because they did not understand the meaning of a word or did not practice enough English vocabulary.

Second, We brought supplies for us to eat there ("kami membawa pasokan"). The above translation contained an error. Where students translate the term "supplies" to "pasokan" while the correct translation is "bekal." Such errors occur because they do not understand the meaning of the word or do not have a large enough English vocabulary.

d. Misordering

Misordering mistakes are defined as the erroneous arrangement of a morpheme or set of

morphemes in a Shalichah (2021) utterance. This blunder occurs frequently in indirect and indirect discourse. First, We have already completed our project and on that day ("pada hari itu kami sudah menyelesaikan kami proyek"). The above translation is inaccurate. The student misspells "kami proyek," and the correct statement is "kami sudah menyelesaikan proyek kami pada hari itu."

Second, That day it is time to celebrate ("pada hari saatnya untuk merayakan"). The above translation is inaccurate. The student misplaces the term "hari saatnya," and the correct sentence is "hari ini saatnya untuk merayakan." Students commit the fewest number of errors in this category. The majority of them understand how to properly order sentence elements, while some do not. They improperly put sentence elements, resulting in misorderings.

e. Omission

Omission mistakes are distinguished by the absence of a required item in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for exclusion, Shalichah (2021) omits some morphemes more than others. The learners in this sort of error omit one of the items in the correct statement. Any morpheme or word in a phrase has the potential to be omitted. In this study, the researcher discovers omissions made by the target of study.

First, Hari ini saatnya untuk merayakan ("sebenarnya tidak ada yang spesial di pantai parangtritis karena kami sudah sering kesana"). The above translation is not complete. There is one sentence that is missing. It is "karena kami sudah sering kesana." The correct version of the sentence above is "sebenarnya tidak ada yang spesial di pantai parangtritis karena kami sudah sering kesana." We drove there.

Second, It was the last Saturday in february ("Itu adalah hari sabtu di bulan februari"). The above translation is not well-formed. This phrase is missing one word. "terakhir" is the word. The correct version of the preceding sentence is ""hari itu adalah hari sabtu terakhir di bulan februari 2022."

4. Discussion on the Causes of Errors

The following are the three sources or causes of errors. First, interference errors occur when pieces from one language are used while speaking another. Second, intra-lingual errors

reflect typical rule learning characteristics such as inaccurate generalization, incomplete rule application, and failure to understand the conditions under which rules apply. Third, when a student attempts to construct hypotheses about the target language based on inadequate experience, development errors arise.

After analyzing the errors, the researcher can conclude that the causes of error that cause students to produce errors in this study reflect general characteristics of rule learning such as faulty generalization, incomplete application of rules, and failure to learn the conditions under which rules apply.

IV CONCLUSION

The students made five types of mistakes when translating an English narrative text into Bahasa Indonesia. There are five types of errors: omission errors, addition errors, misformation errors, blend errors, and misordering errors. In this study, the reasons of error that cause students to make errors mirror general aspects of rule learning such as inaccurate generalization, insufficient application of rules, and failure to grasp the conditions under which rules apply. Students had trouble translating recount materials because they did not have a large amount of learned vocabulary

in English, which was the primary reason for students translating a text.

Based on the research findings, the researcher recommended that teachers incorporate more translation activities into their lessons. The teacher must perform an examination and notify students of errors in any given activity. In addition to advise for students, students should practice English at school or at home on a regular basis to develop their ability in various elements of English. As a result, the students receive translation training.

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