

STUDENTS' ERROR IN TRANSLATING ENGLISH NARRATIVE TEXT "STORY OF LAKE TOBA" INTO INDONESIAN FOR GRADE X

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ABSTRACT

This research dealt with the analysis of students' error in translating English narrative text "Story of Lake Toba" into Indonesian. The objective of the research was to find out the types of error and the dominant type of error made by the students in translating the narrative text. The population was all the students of grade X at SMA Teladan Sei Rampah academic year 2018-2019 with the total number students was 40. There were two parallel classes, namely X-IPA2 and X-IPA3. Each class consisted of 20 students. By applying cluster random sampling technique, X-IPA2 was selected to be the sample. The instrument of the research was written test in the form of essay test which was divided into 20 questions in translating. The total errors found was 65 occurrences which was consisted of error of omission = 10 (15.38%), error of addition = 13 (20%), error of misordering = 36 (55.38%), and error of misinformation = 6 (9.23%). The dominant type of error made by the students was error of misordering.

Keywords: error analysis, narrative text, translation

ABSTRAK

Penelitian ini berhubungan dengan analisis kesalahan siswa dalam menerjemahkan text naratif Bahasa Inggris "Kisah Danau Toba" kedalam Bahasa Indonesia. Tujuan dari penelitian ini adalah untuk mengetahui jenis-jenis kesalahan dan jenis kesalahan yang dominan yang dilakukan siswa dalam menerjemahkan teks naratif. Populasi penelitian ini adalah seluruh siswa kelas X SMA Teladan Sei Rampah tahun ajaran 2018-2019 dengan jumlah siswa sebanyak 40. Ada dua kelas paralel yaitu X-IPA2 dan X-IPA3. Setiap kelas terdiri dari 20 siswa. Dengan menggunakan teknik Cluster Random Sampling maka dipilih X-IPA2 sebagai sample. Instrumen penelitian berupa tes tertulis dalam bentuk tes esay yang dibagi menjadi 20 soal penerjemahan. Total kesalahan yang ditemukan sebanyak 65 kejadian yang terdiri atas kesalahan kelalaian = 10 (15,38%), kesalahan penjumlahan = 13 (20%), kesalahan salah penempatan = 36 (55,38%), dan kesalahan salah informasi = 6 (9,23%). Jenis kesalahan dominan yang dilakukan siswa adalah kesalahan salah penempatan.

A. Introduction

Translation is the process of communication. Levy (2000) states that translation is a process of communication: the objective translating is to import the knowledge of the original to the foreign reader. As a process of communication, translation functions as the medium across the linguistic and cultural barriers in conveying the messages written in the foreign language (Duff, 1989). Translation has an important role as a way to communicate; translation also has a function as the way to share the message, information, stories, and experiences and almost of all knowledge.

The scope of this study was to find out the kinds of errors made by students in translating English narrative text. Generally, students in senior high school level must deal with this kind of the text. Narrative text or narration is any written English text in which the writer wants to deal with actual or vicarious experience in different ways (Siahaan and Shinoda, 2008). They state that the purpose of narrative text to entertain, to tell a story or to provide literary experience. Narrative text is a text about story that can be in the form of folklore, animal story (fable), legend or short story, novels, etc. Yudiantoro (1996) states that narrative text is story which can be fable, style, myth and legend.

While translating a text, the students often do errors. They may overlook the important things in translating a text such as the accuracy, natural, and communicative so that the meaning can be understood by the reader. The term 'error' usually means that something is wrong. Translation 'error' occurs because something has gone wrong during the transfer and movement from the SL to the TL (Hansen, 2009). Crystal (2008) states that errors are assumed to reflect, in a systematic way, the level of competence achieved by a learner, they are contrasted with 'mistake' which are performance limitations that the learner would be able to correct. The students sometimes make error while translating a text by omitting one or more words, adding an item or more in utterance, using the wrong form of morpheme or structure and misplacing morpheme in sentence, so the meaning of utterance will be change. For example is the use of tenses in English. Basically, tense is a form of verb which implies time-related

actions or events expressed in a sentence. It is very important for the students to know when actions or events in a sentence happened: *present tense, past tense or future tense*. Verb in English also change depending on the time it happened. Thus, the students should be careful when they do the translation by considering some aspects such as the grammar and the placement of each part of speech.

Error analysis has advantages for the teachers and the students. It will enable the teacher to find out the errors and take pedagogical precaution toward them and make them more aware of doing errors. There are four types of error analysis: omission, additional, misinformation, and misordering. Norish classifies causes of error into three types: carelessness, first language, and translation. Erdogan (2005) claims that the cause of error are categorized within two domain; they are inter lingual transfer and intra lingual transfer.

Translation is an incredibly broad nation which can be understood in many different ways. The process of translating is a special case of the more general phenomenon of human information processing. It should be modelled in a which reflects its position within the psychological domain of information processing. Larson (1984) classified two main kinds of translation based on the form and meaning; they are form based translation and meaning based translation. There are also types of problems often occur which should be dealt by the translator during translation such as linguistic, cultural, pragmatic, and text specific problems.

When one wants to assess the translation quality, there are also some strategies that can be considered as suggested by Larson (1984).

1. Accuracy Text
2. Readability Test
3. Naturalness Test
4. Comprehension Testing
5. Consistency Check

According to Newmark, there are two translation method usually used by a translator.

1. The translation method that emphasized to Source Language (SL)
 - a. Word-for-word-translation
 - b. Literal Translation
 - c. Faithful Translation
 - d. Semantic Translation

2. The translation method that emphasized to Target Language (TL)
 - a. Adaptation
 - b. Free Translation
 - c. Idiomatic Translation
 - d. Communicative Translation

The procedure of translation involves the technical device used to transfer the meaning of the text in one language into a text in another language. Below points are the procedures of translation according to Newmark.

1. Transference
2. Naturalization
3. Culture Equivalence
4. Functional Equivalence
5. Descriptive Equivalence
6. Componential Analysis
7. Synonym
8. Modulation
9. Recognized Translation
10. Compensation
11. Through-translation
12. Paraphrase
13. Couplets
14. Notes
15. Transposition

Newmark also mentioned that there are four kinds of transposition.

1. The first form of transposition
2. The second form of Transposition
3. The third form of Transposition
4. The fourth form of Transposition

B. Research Method

The research was conducted by using descriptive qualitative method which focused on description of situation. This method had an intention to accumulate the basic data. It will be a descriptive one because it aims to describe the data obtained as they are found in the field. The location was SMA Teladan Sei Rampah Jl. Medan No.5 Sei Rampah, Kab. Serdang Begadai. The sample was all the students of grade X-IPA2 in academic year 2018-2019. During the implantation of the research, the students were asked to translate a narrative text into Indonesian. Every student in the class must be involved in the process to translate the text. After they had finished in translating the text, they had to submit their text to the English teacher in the order to convince that the process in a natural setting without being manipulated.

To collect the data, the students were asked to translate a narrative text "Story of Toba Lake" from English into Indonesian. The time was given 90 minutes for the students to do the test and 10 minutes to check their translation again at the end of the test. Some procedures were also conducted when collecting the data such as:

1. giving the instruction to the students;
2. giving translation test to the students;
3. submitting the rest to the researcher;
4. scoring the students' answer.

The analysis of students' translation test involved the identification and classification of the errors. There were several steps implemented for the analysis.

1. Collecting of the data.

In collecting the data, the researcher gave a test to find out the students' error in translating a narrative from English into Indonesian. All of the students in the class would be involved in translating activity. The first thing to do was telling the rule of the translation activity, such as, it was not allowed to discuss with other and the students were allowed to use dictionary. Then the researcher distributed the texts and the answer sheet to the students. The researcher gave 90 minutes to the students to translate the text and 10 minutes to re-check their translation works. Finally, students collected their answer sheets to the researcher.

2. Identifying the errors from the students' translation text.

After collecting the data, the researcher identified all errors in the students' answer sheet by checking them one by one while keep the question such as did the students' translation texts convey the meaning from the source text (English) into the target text (Bahasa Indonesia) well?

3. Classifying errors.

The researcher classified the errors based on Surface strategy.

4. Describing errors based on their types.

The researcher described the errors that appear in the students' translation work based on the categories of omission, addition, misinformation, and misordering.

5. Analyzing the student's errors.

To get the most dominant error that appeared in the students' translation works, the researcher used a percentage correction technique.

C. Result and Discussion

The data of this research were obtained by administering a translation test. There were 20 students of X-IPA2 at SMA Sei Rampah who took part in this research. It was found four types of error in translating narrative text made by the students. There were 65 errors occurred with the detail showed that the occurrences of error omission was 10, error of addition was 13, error of misordering was 36, and error of misinformation was 6. The error of omission happened because the error of omission in grammatical morpheme that the students made only consisted of article omitting, like 'a' and 'the', or to be 'was' and 'were' which didn't carry much meaning, so it didn't change the meaning of the target language Bahasa Indonesia. The result of grammatical morphemes errors remained still in accordance with Ejaan Yang Disempurnakan (EYD) and Kamus Besar Bahasa Indonesia (KBBI).

D. Conclusion and Suggestion

Based on the result of the students' error in translating, it was found that there were four types of error. They were omission, addition, misordering, and misinformation. The number of the students' error in translating was 10 occurrences (15.38 %) for error of omission, 13 occurrences (20%) for error of addition, 36 occurrences (55.38 %) for error of misordering, and 6 occurrences (9.23 %) for error of misinformation. The most dominant type of error made by the students was the error of misordering which there were 36 occurrences (55.38%).

In relation to be the conclusions above, some suggestion can be drawn as the following.

1. Teacher should be more effective in teaching translating in order to minimize the students' error. Teacher should be able to give various methods in teaching English, especially narrative as a stimulus to the students.
2. Students should have motivation in learning English, especially translating because translating is one of the difficult areas in English. They should have basic knowledge about grammar in order to help them in understanding the subject matter.

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