

**AN ANALYSIS OF STUDENT'S ERROR IN TRANSLATING  
INDONESIAN RECOUNT TEXT INTO ENGLISH AT THE SIXTH-  
SEMESTER STUDENT OF THE ENGLISH EDUCATION STUDY  
PROGRAM NOMMENSEN HKBP UNIVERSITY**

**A THESIS**

**Submitted to the English Department Teacher Training and Education  
Faculty of HKBP Nommensen University Medan in Partial Fullfilment of  
Requirement for the Degree of Sarjana Pendidikan (S.Pd.)**



**By:**

**ERNAWATI PANDIANGAN**

**Registration Number: 20120100**

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
HKBP NOMMENSEN UNIVERSITY  
MEDAN  
2024**

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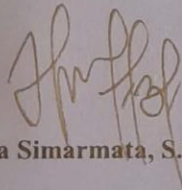
**By :**

**ERNAWATI PANDIANGAN**

**Reg. Number : 20120100**

**APPROVED BY:**

**FIRST CONSULTANT**



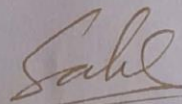
**Dr. Rina Octavia Simarmata, S.Pd., M.Pd.**

**SECOND CONSULTANT**



**Sahat Taruli Siahaan, S.Pd., M.A.**

**CHAIRPERSON OF DEPARTMENT**



**Dr. Sahlan Tampubolon, M.Hum.**

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
HKBP NOMMENSEN UNIVERSITY**

**MEDAN**

**2024**

LEMBAR PERSETUJUAN BIMBINGAN SKRIPSI

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Sahat Taruli Siahaan, S.Pd., M.A.

CHAIRPERSON OF DEPARTMENT



Dr. Sahlan Tampubolon, M.Hum.

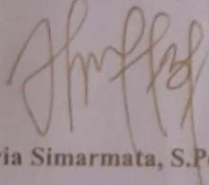
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FACULTY OF TEACHER TRAINING AND EDUCATION  
HKBP NOMMENSEN UNIVERSITY  
MEDAN  
2024

LEMBAR PERSETUJUAN MENGIKUTI MEJA HIJAU

Nama : Ernawati pandiangan  
NPM : 20120100  
Fakultas : Keguruan Dan Ilmu Pendidikan  
Program Studi : Pendidikan Bahasa Inggris  
Jenjang : Strata Satu (S-1)  
Judul Skripsi : An Analysis of Student's Error in Translating Indonesian  
Recount Text into English Department of Sixth Semester  
in HKBP Nommensen University Medan

APPROVED BY:

FIRST CONSULTANT



Dr. Rina Octavia Simarmata, S.Pd., M.Pd.

SECOND CONSULTANT



Sahat Taruli Siahaan, S.Pd., M.A.

CHAIRPERSON OF DEPARTMENT



Dr. Sahlan Tampubolon, M.Hum.

ENGLISH EDUCATION STUDY PROGRAM  
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MEDAN  
2024

HALAMAN PENGESAHAN SKRIPSI

An Analysis of Student's Error in Translating Indonesian Recount Text into English Department of Sixth Semester in HKBP Nommensen University Medan

DIAJUKAN OLEH


Nama :Ernawati Pandiangan  
NPM :20120100  
Program Studi :Pendidikan Bahasa Inggris  
Tanggal Ujian :27 September 2024

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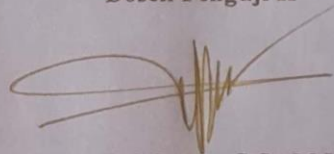
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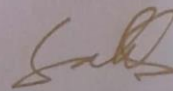
Usman Sidabutar, S.S., M.Hum.

Dekan FKIP UHN Medan



Dr. Mula Sigiro, M.Si., Ph.D.

Ketua Program Studi



Dr. Sahlan Tampubolon, M.Hum.

TELAH DIREVISI SESUAI SARAN DAN PERMINTAAN DOSEN  
PENGUJI I DAN II PADA SIDANG MEJA HIJAU GELOMBANG

KEDUA

JUMAT, 27 SEPTEMBER 2024

Nama : Ernawati pandiangan  
NPM : 20120100  
Fakultas : Keguruan dan Ilmu Pendidikan  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : An Analysis of Student's Error In Translating  
Indonesian Recount Text into English Department of  
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Medan

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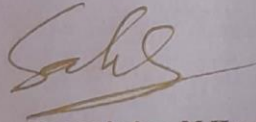
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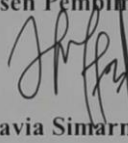
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

**BERITA ACARA BIMBINGAN SKRIPSI**

Nama : Ernawati pandiangan  
NPM : 20120100  
Fakultas : Keguruan dan Ilmu Pendidikan  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : An Analysis of Student's Error in Translating Indonesian Recount Text into English Department of Sixth Semester in HKBP Nommensen University Medan

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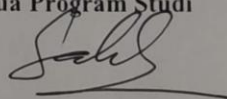


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3.	3 juni 2024	Ruang TU	Bimbingan Bab 1,2,3	
4.	30 Mei 2024	Kantor WD II	Bimbingan Bab 2-3	
5.	10 Juni 2024	Kantor WD II	Bimbingan Bab 3	
6.	10 Juni 2024	Kantor WD II	ACC seminar proposal	
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
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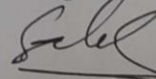
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1.	13 Mei 2024	Lab	Bimbingan Bab 1-3	
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5.	23 Juli 2024	Tu	Bimbingan Bab 1-3	
6.	25 Juli 2024	Tu	ACC Sempro	
7.	19 Agustus 2024	Tu	Bimbingan Bab 4-5	
8.	12 September 2024	Tu	Bimbingan Bab 4-5	
9.	12 September 2024	Tu	Bimbingan Bab 4-5	
10.	19 September 2024	Tu	Bimbingan Bab 4-5	
11.	23 September 2024	Monitoring Fkip	Bimbingan Bab 4-5	
12.	23 September 2024	l.2.15	ACC meja hijau	

Medan, 27 September 2024  
Ketua Program Studi



Dr. Sahlan Tampubolon, M.Hum.



## SURAT PERNYATAAN

### Judul Skripsi

**An Analysis of Student's Error in Translating Indonesian Recount Text into English Department of Sixth Semester in HKBP Nommensen University Medan**

Dengan ini saya menyatakan bahwa skripsi ini disusun sebagai persyaratan untuk memperoleh gelar sarjana pendidikan (S.Pd) pada program studi Pendidikan Bahasa Inggris Fakultas Keguruan dan ilmu Pendidikan Universitas HKBP Nommensen Medan adalah benar hasil saya sendiri.

Adapun pengutipan yang saya lakukan pada bagian tertentu dari hasil karya orang lain di dalam penulisan skripsi ini telah saya cantumkan sumbernya secara jelas sesuai dengan norma, kaidah, dan etika penulisan ilmiah. Apabila dikemudian hari ternyata ditemukan seluruh atau sebagian skripsi bukan hasil karya saya sendiri atau adanya plagiat dalam bagian tertentu, saya bersedia menerima sanksi pencabutan gelar akademik yang saya sandang dan sanksi lainnya sesuai dengan peraturan yang berlaku.

Medan, 27 September  
Yang menyatakan,



Ernawati Panunggan

NPM: 20120100

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**Medan, 12 Oktober 2024**  
**The author,**

**Ernawatipandiangan**  
**NPM. 20120100**

## ABSTRACT

*Pandiangan, Ernawati. 2020. An Analysis of Student Error's in Tranlating Writing Indonesian Recount Text into English at the English Department of Sixth Semester in HkbpNommensen University Medan A Thesis.*

Translation is a cultural language that can be a big problem for translation acceptance. The purpose of this author is to find out what are the errors in Indonesian to English translation. To achieve the purpose of this study, the author used a qualitative descriptive design. The data collection instruments used by the author were observation sheet and translation quality test. The source of data came from recount text written by students and translated by students. The data of this study are translation pairs and translation acceptance scores. The assessor in this study is a professional translator with an educational background in Indonesian English translation. The author shows that the translators apply loss of meaning, inversion of meaning, deviation of meaning, addition of meaning. The conclusion is that the translation techniques used by the translator are good in translating Indonesian into English.

***Keywords : Translation; Recount\_text; Error.***

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## CHAPTER I INTRODUCTION

### 1.1 Background of Study

Language is a communication system used by humans to convey thoughts, feelings and information. Language can be spoken, written or signed, and has grammar rules and vocabulary that vary by culture or group. Language also reflects the way of thinking and worldview of the people who use it. There are thousands of languages in the world, each with its own characteristics and richness.

The relationship between recount text and translation is very close because effective translation of recount text requires a deep understanding of the structure and purpose of the text. Here are some important aspects that show how recount text and translation are interrelated. Recount Texts focus on retelling events in detail and accurately. Typically, these texts include details such as time, place and sequence of events. Translators must ensure that all the information conveyed in the recount text is translated accurately. This includes specific details about events, time, and place. Errors in these details can change the meaning of the story.

Text translation is a complex and challenging process, especially when it involves recount-type texts that recount events or occurrences chronologically. Recount texts are often used in various contexts, such as travel reports, personal narratives, and event documentation. Accuracy in translating recount texts is crucial as errors in translation can change the meaning or even confuse the reader as to the sequence of events conveyed.



Recount texts have different characteristics compared to other types of texts, which focus on conveying the sequence of events in detail and chronologically. Translation errors in recount texts can range from inaccuracies in word choice, errors in conveying the sequence of events, to the inability to capture cultural and idiomatic nuances found in the source text. This becomes even more crucial in academic and professional contexts where accuracy of information is crucial. In the context of author, previous studies have shown that translation errors often occur due to a variety of factors, including a lack of understanding of the cultural context, the limited skills of the translator, and errors in the use of automatic translation tools.

This also happens in Indonesia, where translation is taught in university, translation covers various fields such as education, law, literature, economics and so on. But actually there is no specification in translation but when the teacher asks students to answer questions in reading for example, students must translate the text to answer these questions. Students are taught to translate from their native language to the target language or vice versa. But most of the students are taught to translate from English to Indonesian. So, at least there is a translation that is taught on the sidelines of the material being taught.

In Indonesia, students who study English as a foreign language often face some difficulties. They are required to have good knowledge of four basic language skills; reading, listening, writing, and speaking because when composing a text, they are required to pay careful attention to five fundamental components of the writing process: form, content, style, grammar, and mechanics. However, writing in English is not an easy matter that needs little effort for

students since the linguistic structures of English differ from that of their first language. Thus, they have more possibility to make grammatical errors when writing in English.

Grammar is a set of rules that govern the standard arrangement and relationship of words in a sentence that becomes meaningless if two other dimensions, semantics and pragmatics, are absent. Making mistakes is a normal part of learning. People who are learning a second or foreign language must first make errors to learn the language.

Writing in English is entirely different from writing in Indonesian in Indonesian, there are no tenses; a verb appears in the same form at all times, whereas English has a precise order and rule to follow when constructing the sentences according to tenses. Thus, students misuse verbs in writing in English since tenses are not a feature in Indonesian. Although they have been learning English since they were in elementary school, they still find it hard to from Indonesian into English, especially when translating past events into English found that students made grammatical.

In this study, we analysed the grammatical errors by using a translation task of recount text from Indonesian into English. Moreover, we used an open-ended questionnaire to investigate the possible causes of students' errors and students' awareness about their errors. This research is expected to have significant theoretical and practical benefits as a result of its conclusion. Theoretically, the findings of this study will be used to enhance and expand on previous studies. While it can be used as a tool for English teachers to reduce student errors, it can also be used as feedback for the student to develop their

grammatical understanding. There are so many error translation in this part according to Sanger the first is interlingual errors, the second is intralingual errors, the third is errors caused by learning strategies and the last is over generalization or simplification, however the focus is on the part of over generalization or simplification of the system. Translation of meaning: Expressing the meaning of the source language text in another way, where the meaning of the target language contradicts the source language, addition of meaning. Contains intentions or concepts not explicitly expressed or implied in the source language. Simply put, it extends the meaning of the source language beyond its original purpose, loss of meaning substitution of the concept conveyed in the source language in the target language by omitting information elements from the source language of the target language and the last deviation of meaning. Redirecting the meaning of the source language to an alternative interpretation or translation that is not clear.

Errors in the recount text can be seen in the sentences below such as inversion of meaning is one of the mistakes. Errors in doing translation from Bahasa Indonesia into English. Examples are given below.

Source language: Pro dan kontra sekolah offline di tengah pandemic.

Baru baru ini penyebaran covid 19 menyerang indonesia menyita perhatian pandemi Covid-19 mempengaruhi banyak aspek kehidupan kita, termasuk sekolah. Sekolah diadakan secara online di rumah masing-masing siswa. Namun ada wacana bahwa sekolah akan dibuka kembali pada Juli 2020 atau Januari 2022.

Banyak orang tua khawatir anak-anak mereka harus kembali ke sekolah dalam waktu dekat. Peralnya, beberapa pemerintah daerah telah memasukkan

rencana pembukaan kembali sekolah dalam kebijakan normal yang baru. Misalnya, Dinas Pendidikan dan Kebudayaan Jawa Tengah akan memberlakukan penerapan new normal di wilayahnya mulai Juli 2020.

Beberapa opsi muncul seperti memberlakukan sistem shift, membatasi jumlah pelajar, dan menerapkan protokol kesehatan yang ada. Pada akhirnya, sekolah offline hanya bisa dilakukan jika keadaan di negara kita membaik, atau zero case. Karena kasusnya masih meningkat akhir-akhir ini, sekolah online adalah pilihan terbaik untuk menghindari kluster baru. Waspada penyebaran covid 19.

Target language : The pros and cons of offline school in the midst of a pandemic.

Curently the spreof the covid 19 attiacking Indonesian is occurring our world. The Covid-19 pandemic has affected many aspects of our lives, including schools School is held online at each student's home. However, there is talk that schools will reopen in July 2020 or January 2022.

Many parents are worried about their children having to go back to school anytime soon. This is because several local governments have included plans for reopening schools in the new normal policy. For example, the Central Java Education and Culture Service will implement the new normal in its region starting July 2020.

Several options emerged, such as implementing a shift system, limiting the number of students, and implementing existing health protocols. In the end, offline schools can only be done if the situation in our country improves, or there are zero cases. Since cases are still increasing recently, online schools are the best option to avoid new clusters. Be aware of the spread of Covid 19.

Based on the recount text above, there are two types of errors that we can see, the first is addition meaning recently the spread of covid 19 attacking Indonesia has attracted attention. Incorporating intentions or concepts that are neither explicitly stated nor implied in the source language. In simpler terms, this extends the meaning of the source language beyond its original intent, translates to "Currently, the spread of the covid 19 attacking Indonesian is occupying our world". Then, the second mistake is the lost of meaning Superseding the concept conveyed in the source language within the target language by omitting informational elements from the source language in the target language. Example "Waspadai penyebaran covid 19" translates to "be aware of (missing word) the covid 19.

In addition, the gaps in this study are found in the object of research. The purpose of this study was to analyze the errors made by students in translating a recount text and to use written as an instrument to find errors made by students. After conducting this research, it is expected that the students' ability in translating texts will increase. Even though in reality there are still many studies whose results show that many students still make mistakes when translating a text. Therefore, the author intend to conduct a study entitled "An Error Analysis in translating Indonesian recount text into English at sixth semester student of English education study program Nommensen HKBP University".

## **1.2 The Problems of the Study**

Based on the background stated above the problem of the study is that sixth semester English department student of Nommensen HKBP University medan. The problem this author are formulated in the following questions.

1. What types of errors made by student in the translation Indonesian Recount text into English language?
2. What are the dominant types of error occurred in the recount text translation?

### **1.3 Objectives of Study**

Related to problem statement above, the objectives of this research are:

1. To describe the types of error made by students in translating Indonesian recount text into English;
2. To explain the dominant type of error when translating Indonesian recount text into English at sixth semester student of the English education study program Nommensen HKBP University.

### **1.4 The Scope of the Study**

During the data collection process for this author, the researcher narrowed down the scope to analyzing the errors made by students when translating Indonesian recount text into English at the fifth semester of the English department at Nommensen HKBP university Medan. Specifically, focus errors in translation.

### **1.5 The Significances of Study**

This research has important significance because it is expected to provide several advantages in the process of teaching and learning English.

#### **1.5.1 Theoretical Significances**

For the teacher, to provide information for English teacher about the ability of the student students: the subject of the research to find out the errors of the student in translation from Indonesian.

Future research: The research that has been conducted will further open doors for future researchers to improve and expand research. This can serve as a source of information about the causes of errors. This research can be used as a source or reference for further research

### **1.5.2 Practical Significances**

To be used as a scientific reference work to find out errors in translating Indonesian recount text into English:

1. For the lecture, this study is expected that they will understand more about how the way to solve student difficulties in learning especially in translating Indonesian into English language;
2. For the students, this author is expected to provide more knowledge of how to translate English word into Indonesian language;
3. For upcoming researcher, this study expected can be one of meaningful studies which can be used a reference for those who want to analyze in the class that focuses in students problems in learning;
4. For the translation field, it will be useful in the field of translation in the future, especially for those who will carry out the same author.

## **CHAPTER II REVIEW OF LITERATURE**

### **2.1 Definition of Translation**

There are many author investigated about translation. His author are various, either and general or in specific one. Translation is the process of transferring a written message from the original language to the target language both languages involved have different systems or patterns Yusri et al. (2018:65). This happens because translation is part of the subject studying the meaning of a text into another langue.

In making good translation product which is easily understood by the reader, a translator must have a good mastery of the two languages volveed according to Catford (1965:20), in his book a linguistic theory of translation, defines translation as the transfer of discourse from the source language (SL) to the target language (TL) with equivalent discourse. Catford emphasizes that the transferred discourse must be commensurate with the original. Because equivalence is crucial in translation, the message in the transferred discourse will naturally be comparable to the message in the original. On the other hand, if the transferred discourse and the original are not equivalent, it is not considered translation. Levy (1957:40) defines that translation as skill where the identity of the translator can be reflected in the form of their opinion. (Holidaja, 1993:49) states that translation is a creative process that always gives the translator freedom or choice regarding several possible closest matches in producing situation al meaning. Levy further states that as a creative process, translation gives the translator the opportunity in the form of freedom or autonomy to find the exact match based on to the context of the situation. With this autonomy, a translator has



large and significant opportunities to develop their skills and habits. They are free to be creative in interpreting what the original author has written, as long as it is not taken out of context.

Still, there are cultural, textual, and linguistic factors that need to be taken into account when determining if a translation is acceptable. One of two possibilities exists: either the text in the source language uses a specific term, but the receptor language only has a generic word accessible in the same semantic area, or the source language uses a generic term, but the receptor language only has a more specific term available in that semantic area translation involves much more than just locating synonyms for terms in the source text that can be used in the target language.

## **2.2 Concept of Error**

### **2.2.1 Error Analysis**

Error analysis is the study of errors made by second and foreign language learners. This error analysis can be used for several things, based on:

- a) identifying learning techniques used by students;
- b) finding the root causes of student errors;
- c) gathering knowledge about typical difficulties in language learning to assist in instruction or the creation of teaching materials.

According to Richards (1985:96), errors arise when linguistic units (such as words, speech acts, and grammatical units) are used in a way that leads native speakers to believe that it signifies incorrect or inadequate learning. Types of errors include phonological (pronunciation), syntactic (grammar), lexical (vocabulary), interpretation (understanding the speaker's intent or meaning), and production (creating inappropriate communication effects) errors. Errors have

been used in second and foreign language studies to identify the methods by which students learn and use language. Richards adds that error analysis is the study and analysis of errors produced by speakers of second and other foreign languages. Three reasons make error analysis important:

- (1) it tells teachers how much their students have learned;
- (2) it provides information to researchers about how language is learned;
- (3) it serves as a tool for students to learn the grammar of the language being translated.

Based on the above definition, error analysis is a technique used to investigate unintended and distorted norms made by language learners in second and foreign languages. Information regarding students' proficiency in second and foreign languages can be obtained from this analysis.

### **2.2.2 Translation Errors**

Misunderstanding the translation summary or the substance of the target source, misinterpreting the meaning, factual errors, grammatical or stylistic problems, and different forms of interaction between the TT and TT can all result in translation errors. The projection of undesired qualities from one language to another, as well as from ST to TT, is known as interference. According to Hansen in Benjamins (2010:53), they happen because of the presumption of symmetry across languages or cultures that can develop in the same context. As a result, the following ideas on translation faults exist.

Interlingual, intralingual, communication strategy-based, and induced errors are the four basic categories of errors in language learning, according to James, (1998: 267).

#### **2.2.2.1 Interlingual Errors**

Which are often influenced by a person's mother tongue, occur when individuals rely on their knowledge of their first language while they are in the process of learning a second language. This involves the act of translating idiomatic expressions, vocabulary, and even grammatical rules from their native language into the second language they are acquiring. In the realm of contrastive analysis, it is posited that these errors can be anticipated and their underlying causes can be identified. In order to tackle and correct interlingual errors, Richards proposes that around 3-25% of all errors can be attributed to the impact of the native language, while the remaining 75% fall under the category of 'non-contrastive' errors. For example, a Spanish-speaking learner of English might make an error by saying "I have 25 years old" instead of "I am 25 years old," reflecting a direct translation of a structure from Spanish to English.

#### **2.2.2.2 Intralingual Errors**

Conversely, originate from difficulties inherent within the target language itself. When learners come across unfamiliar elements or structures within the target language, regardless of their proficiency level, they face a choice. They can either opt to learn the necessary language component through their learning strategies or try to overcome the gap by employing communication strategies. Learning strategies are employed for deciphering, whereas communication strategies encompass both encoding and deciphering processes.

Both these kinds of strategies can act as origins of errors. For example, a learner might say "I goed to the store" instead of "I went to the store," mistakenly applying a regular past tense rule to an irregular verb.

### **2.2.2.3 Over-generalization or Simplification of the System**

- a. Incorrect analogy: Students incorrectly assume that new item B behaves like old item A because they are aware that "boys" (in A) has the plural "boys" and "children" (in B) has the plural "children";
- b. Misanalysis: Students come to the wrong conclusion. This tactic is demonstrated in the sentence: \*The term (ü) is derived from the fact that they are carnivorous plants. It is the plural of it, which is the incorrect notion at play here. The pupil misinterpreted the SL, leading to the incorrect notion;
- c. Incomplete application of rules: Because the learner does not apply all the principles, this is the reverse of overgeneralization or undergeneralization. Because they strive for simplification rather than attempting to obtain a complicated overall structure, they replace or reduce complex rules to simpler ones. Examples of subject and verb order that deviates from "be" include: Nobody knows where Barbie was (ü Barbie was). Only two of the interrogative construction rules have been used by the learner: they have chosen and advanced the "wh" elements (rule components 1 and 2) but left out the subject and verb;
- d. Utilize redundancy: This error occurs when there is an excessive amount of redundancy apparent throughout the system, which is demonstrated by the presence of redundant morphology and dual signaling;
- e. Ignoring co-occurrence constraints: Ignoring exclusionary criteria is the source of this mistake;

f. Hypercorrection (over-monitoring meaning of the source language text differently in another manner, where the intention in the target language contradicts that of the source language).

#### **2.2.2.4 Errors Caused by Learning Strategies**

This error arises due to the incorrect use of vocabulary or grammatical rules. An example of this is the broad application of the relative pronoun "which" in the sentence: "Bill, which has a peculiar moral sense." Learners use it to restrict others from this context. Students' translation errors can be divided into numerous categories and sources of error. It is possible to utilize Sager's classification to examine student translation faults from Indonesian to English. According to Sager (1971:43), translations may contain the following four types of errors:

a. Inversion of Meaning: Expressing the meaning of the source language text differently in another manner, where the intention in the target language contradicts that of the source language.

Example: "*Matahari pergi dengan leluasa*" translates to "the morning sun rises freely".

b. Addition of meaning. Incorporating intentions or concepts that are neither explicitly stated nor implied in the source language. In simpler terms, this extends the meaning of the source language beyond its original intent.

Example: "*Baru-baru ini, penyebaran covid 19 yang menyerang wilayah Indonesia menyita perhatian*" translates to "Currently, the spread of the Ebola virus attacking West Africa is occupying our world".

c. The loss of meaning. Superseding the concept conveyed in the source language within the target language by omitting informational elements from the source language in the target language. Example : "*Waspadai penyebaran covid 19*"

translates to "be aware of (missing word) the covid 19".

d. Deviation of meaning. Redirecting the meaning of the source language to an alternative interpretation or a translation that lacks clarity. Example: "*Penyebaran covid 19 yang menyerang indonesia menyita perhatian*" translates to "the covid Indonesian has attracted the attention of the word. Contends that any situation resulting in student conveying their intentions or messages incorrectly is the origin of errors. This can be traced back to the following causes:

a. Morphological errors encompassing word forms and morphological processes.

For instance an error occurs when writing children in its plural forms as children instead to the correct form children (singular).

b. Lexical errors, involving the selection of words, diction, register, or idiomatic usage. For instance, the word "kind" can be translated as "kinds" in the noun context and as "both" in the adjective context, leading to errors.

Syntax, which involves the arrangement of sentences, clauses, and word order in a language, varies across languages. For example, in the sentence "Blue Ball," where "ball" remains "ball" in English, and "blue" retains its meaning, every language follows a distinct word order. Consequently, when translating this phrase into Indonesian, the word order becomes "ball blue," whereas in English, the adjective "blue" precedes the noun "ball."

Sager's (1983:43) categorization, encompassing error types (inversions, omissions, additions, and deviations) and error origins (morphological, lexical,

and syntactic), forms the foundation for the authors' exploration of translation errors. Drawing from this framework, the authors analyze the mistakes made by students during text translation.

### **2.2.3 Process of Making Error**

When there are precise performance standards that outline the requirements for a proper response, it can be said that incorrect activities have truly happened. From various professional vantage points, the nature and origin of "errors" are approached; it rapidly becomes clear that the beginning point of the analysis is frequently extremely different. Engineers would therefore prefer to think of operators as parts of a system whose accomplishments and failures can be expressed in the same terms as gadgets. In sociological analysis, factors like management style and organizational structure are therefore frequently considered mediating variables that influence error rates because sociologists have historically linked the main types of errors to features of the sociotechnical system in use.

Last but not least, psychologists frequently begin with the premise that human behavior is essentially deliberate and can only be properly understood in relation to subjective objectives and intents. Cognitive errors can be explained from a psychological standpoint. The following definition of cognitive mistake is given: Operational failure is primarily cognitive in nature. This is consistent with the use of other expressions that are frequently used to describe wrongdoing, such as neglect and willfulness, which in reality refer to an apparent or audible incident.

In each of these situations, misbehavior is demonstrated by a failure to carry out specific expected behaviors. The category of cognitive activity, in contrast to the categories of omission and commission, denotes a collection of activities as opposed to a single activity. This group of cognitive activities often consists of tasks that need thinking rather than doing, such as diagnosing, choosing, reasoning, planning, remembering, recognising, etc. As an illustration of a "cognitive error," misdiagnosis is one thing, but it is hardly the only one (Reason, 1990:37). Referring to a certain cognitive theory or model can frequently be used to define membership in a set of cognitive operations. The concept also admits that perception can be a component of any activity, but sometimes it has a less impact, as in the case of simple movement or observation. (Hollnagel, 1998:16) Inferred reasons for unsuccessful operations. The fact that cognition is a mental function that can only be viewed by humans is acknowledged by this definition. For instance, even if we are unable to identify a diagnostic problem, we can deduce from the observable performance that an error is most likely to be the root cause of the issue we are watching. It is debatable whether seeing execution errors, often known as failure modes, provides a solid enough foundation to draw the conclusion that cognition is also flawed or error-prone. It is based on how constraining the causal model is (Hollnagel, 1998:16). The conclusion from the above sentence is that errors can be explained from various professional perspectives, such as the viewpoints of engineers, sociologists, and psychologists. However, a more specific explanation of errors can be found in a psychological perspective, where errors are explained in terms of cognitive processes, such as an incorrect diagnosis. Cognitive failures involve a set of activities rather than a



single activity and can often be defined with reference to a particular theory or cognitive model. Errors can be observed or inferred from performance that is not in accordance with the norm, but it should be considered that the observation of execution failure is not always sufficient to conclude that cognition also fails or is wrong.

#### **2.2.4 Definition of Recount Text**

(Hyland, 2004:20) claims recount text is reconstructed by reliving experiences from the past in the original order. This demonstrates that a recount is a text that describes past occurrences in our lives or is used to describe activities, holidays, mishaps, and other past events. Recount, in Knapp's opinion, is the most straightforward kind of literature in this field. Recounts are formal documents that only list the events in chronological order. No matter how little the story, orientation is required). This shows that a recount is a style of narrative that looks into interesting details regarding earlier experiences. Recount Text, according to Saragih, et al. (2014:34), was initially developed to offer a narrative account of the experiences of a number of connected occurrences. Recounts are written to inform or amuse readers about an incident. You can retell prior experiences using the text function called recount text. In other words, remembering also serves as entertainment for individuals to continue reading the story, aside from recalling prior events or experiences.

Anderson (1997:48) defines a recount as writing that narrates events in order to inform the reader of what took place and when. While Watkins (1979:55), defines a recount as a sequential text that accomplishes little more than a subsequent series of events in line with this. Retelling is the simplest sort of text

compared to other types of text, so students in Indonesia must be able to comprehend it. Students must therefore grasp these subjects as well. In conclusion, Recount texts provide information about past experiences or incidents. Recount language can be used to report on an incident, give an overview, amuse readers, or educate them about it. Recounting is one of the easiest types of texts, but students in Indonesia need to comprehend and be proficient in it because it is one of the key courses.

### **2.2.5 Social Functions of Recount Text**

Yulianti (1973:43) contends that the purpose of a recount text is to convey details about an earlier occurrence, as well as entertain readers by retelling funny or interesting events. In addition, recount text can also provide experience or lessons for readers, especially if recount text tells about a valuable or inspiring experience. In the context of learning English, recount text can also be used to train students' writing and reading skills.

### **2.2.6 General Structure of Recount Text**

The general organization of recount text is described as follows (Derewianka, 1990:15).

1. Orientation (introduction): In this section, the author introduces the reader to the topic or event to be told. The things that are usually included in this introduction are information about who was involved, where the event occurred, when the event occurred, and the context in which the event occurred.
2. Series of events (series of events): This section is the essence of recount text. In this section, the author tells a series of events that occur 17 chronologically. Writers must present detailed and clear information so that readers can easily

follow the storyline. Apart from that, this part must also be presented using the tense that corresponds to the time of the incident.

3. Reorientation (closing): In this section, the author provides a conclusion or message from the story that has been told. The author can also provide an evaluation of the event or provide an explanation of how the event affected himself or others. This closing section can also be a reflection, recommendation or reaffirmation regarding the topic or event that has been told.

### **2.2.7 Types of Recount Text**

There are three different sorts of recounts, according to research on the purpose of writing (Derewianka, 1990:15).

It is a recalculation made by the individual, one that is based on both reality and fantasy.

- a. A personal recount is one in which the author or speaker recounts an event in which they were directly involved;
- b. Imaginative recounts are recounts that assume the role of fantasy and provide details about events.

There are two additional types to consider. Consequently, recount text can be classified into the following categories:

- a. Personal recounts involve the author recounting their personal experiences or activities, fostering a connection between the researcher and the reader. This category includes examples such as anecdotes, journal diaries, and personal letters;
- b. Factual recounts center around the reporting of specific incidents by reconstructing factual information. Examples include police accident

reconstructions, historical accounts, and biographical or autobiographical narratives;

c. Imaginative recounts employ factual knowledge to delve into fictional roles, offering interpretations and narrations of events;

d. Procedural recounts carefully record the steps performed in a study or experiment, providing the basis for any results or conclusions that are given;

e. Literary recounts, on the other hand, revolve around the retelling of a sequence of events designed primarily for entertainment purposes."

According to Derewianka (1990:15), there are five different forms of recount texts, including personal recount, factual recount, imaginative recount, procedural recount, and literary recount, based on to the two sources cited. A personal recount is a form of account that describes events that the writer or speaker has personally experienced. An incident's specifics are recorded in a recount called a factual recount. A retelling that adopts an imagined persona and offers information about an incident is called an imaginative recount. A sort of recount known as a procedural recount documents the actions taken throughout an investigation or experiment. A literary recall is a form of recount that narrates a sequence of incidents for amusement.

### **2.3 Previous Related Studies**

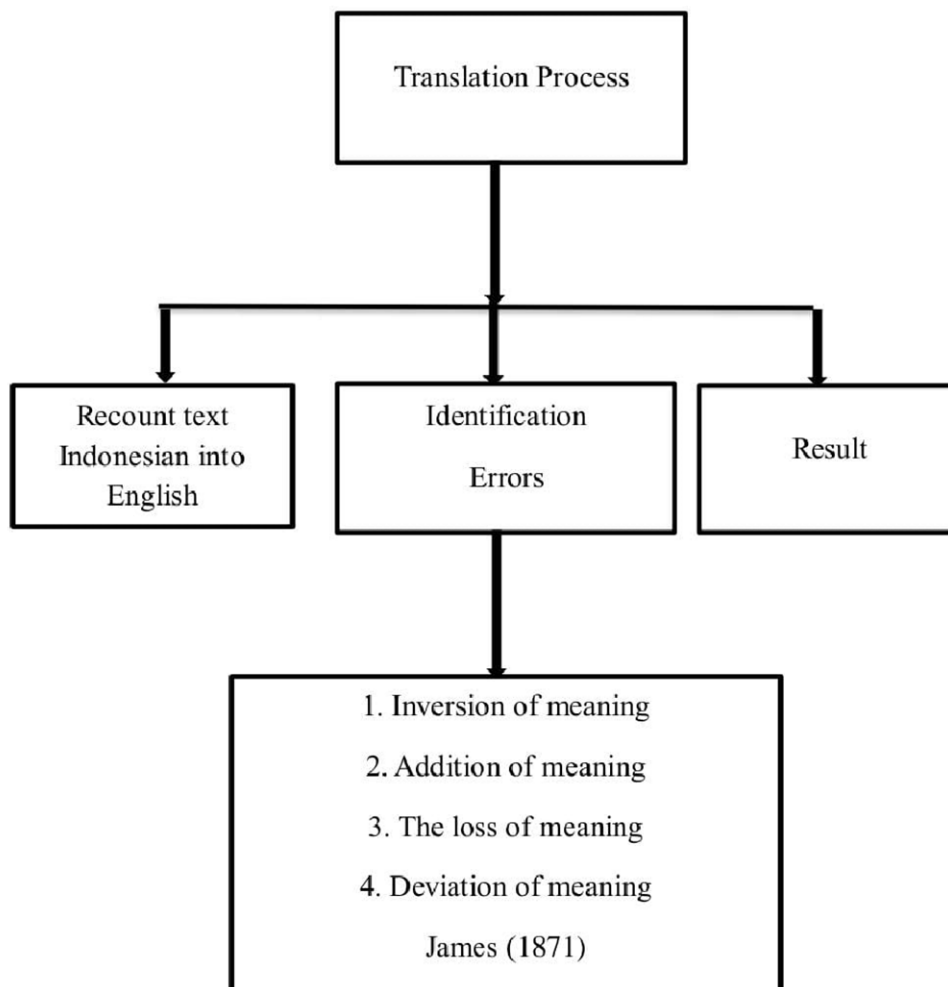
Mustathira and Amin's (2023) research entitled "Translation errors English-Indonesian Text in Basic Translation Class". This study aims to find out (1) types of students' translation errors; (2) common students' translation errors; and (3) students' difficulties when translating English texts into Indonesian at

UIM Al Ghazaly Makassar. This study used a descriptive qualitative method to collect and analyze data.

Based on to the concepts of Miles, Huberman, and Saldana (2014). The subject of this study is the third semester of the Department of English. Language Teaching at UIM Al Ghazaly Makassar. Ten students were purposively selected as research participants. Burnings, (2019) entitled "Analysis of Errors in translating Indonesian to English in Class XI Students". This study uses qualitative research. This study aims to find out the types of errors in Indonesian to English translation texts made by students of MAN 1 Medan, the process of errors made by students and the reasons for errors in student translations from Indonesian to English. Data was collected through translation tests and interviews. The results of this study indicate that students still make mistakes in translating Indonesian texts into English and the types of errors and causes of mistakes made by students in translating Indonesian texts into English.

Rafsanjani (2019) research entitled "Analysis of Indonesian to English Translation Errors in Descriptive Texts Made by Indonesian Students". This study uses qualitative research. This study aims to find out the sources of errors in the translation of Indonesian into English in descriptive texts created by students. This research was conducted at SMPN 1 Arjawinangun which was taken from class VIII students at SMPN 1 Arjawinangun. Data was collected through instructions to students to translate descriptive text from Indonesian into English.

## 2.4 Conceptual Framework



***Scheme 2.4 Conceptual framework in the research entitled "An analysis of student's error in translating Indonesian recount text into English at the sixth-semester student of the English Education study program Nommensen HKBP University".***

The scheme above describes the stages in conducting research on errors in translating recount texts from Indonesian to English. The first stage is the input, where the researcher will use Indonesian language recount text as research material. Furthermore, the translation process is carried out by translators who master both languages. The results of the translation process are in recount text in Indonesian translation into recount text in English translation. Process identification of errors are made by translator the form of recount text in English, which will then be analyzed to identify the types of errors made by the translator.

## **CHAPTER III RESEARCH METHOD**

The author explains about author design, population and sample, instrument of the research, data collection method, and technique of data analysis.

### **3. 1 Research Design**

This author wants to get information about "*An analysis of student's error in translating Indonesian recount text into English at sixth semester student of the English education study program Nommensen HKBP university*". This author design belongs to descriptive research. In this case, the author uses a descriptive qualitative design.

Descriptive author is research that aims to obtain information about contemporary phenomena of qualitative research involving little statistics. This research involves a study using qualitative descriptive methods has characteristics noted by experts as a study conducted intensively, in detail and in depth on an organization, institution or certain phenomena.

It can be an individual, institution or group, which is treated as a unit in research based on the explanation, this research is a case study because of its characteristics. This research aims to investigate certain knowledge about a phenomenon or case of a subject. This research analyzes students' errors in translating Indonesian recount text into English in the sixth semester of Nommensen HKBP University.



### 3.2 Population and Sample

#### 1. Population

Population is the whole object of author population is the whole object subject of research, while the sample is a part or representative that has representative characteristics of the population to be able to determine or set the right sample.

To be able to determine or set the right sample, a good understanding of the researcher is needed regarding sampling, both determining the number and in determining which samples are taken. Errors in determining the population will result in inappropriate data being collected so that the research results are not of good quality, not representative, and do not have good generalizability.

The author understanding of the population and sample is essential because it is one of the determinants in collecting research data. Population as the whole object in the research that are explored and also recorded in all forms in the field. The population of this study are the sixth-semester students of the English department of teacher training and education faculty, in Nommensen HKBP University of Medan academic year 2024. A sample is part of the entire population from which the researcher is taking data. This sample represents the main population, so it should reflect all the characteristics of the general population. In this study, the researcher uses 20 sixth-semester students in the Department of English Teacher Education and Training at Nommensen HKBP University Medan academic year 2024 as an example of the study.

### **3.3. Instrument of the Research**

In this study, the author uses a test as a data collection tool. A test is a systematic procedure in which behavior is observed and described using a numerical device and a category system. Data is collected through a written test (translation test). In this study, students are asked to translate recount text from Indonesian to English based on the types of translation errors. There were two types of translation errors that students should translate, they were incorrect terminology, "grammatical error, especially singular - plural error". Each type consisted of five parts so a total of ten products. The purpose of the test was also to find out and analyze what translation mistakes students usually make when translating Indonesian into English. The test results are taken as data for this study.

### **3.4 Data Collection Method**

To collect data, the author used observation. The author asks the students on a sample of ten closed questions, the author gives the students less than a few hours to collect the paper based on their own thinking. The following procedures were used by the author in data collection:

1. The author conducts a test of the sample being studied;
2. The author collects the paper;
3. The author analyzes the data;
4. The author classifies the answers based on the questions;
5. The author takes the data and makes a conclusion.

### 3.5. Techniques of Data Analysis

After data collection, the extraction is selectively adapted to the research problem. After finishing the processing process, the received data must be checked again to see if the data is good enough and can be quickly prepared for the next process. The primary basis of the analysis was the systematicity and coherence of the information contained in the conceptual design. The interview data were analyzed in three steps:

1. Collect data to be analyzed;
2. Classify the answer based on the test;
3. The transcript is condensed into shorter statements in which the main concept of what was said is restated in a few words;
4. The data would be percentages and classified by data analysis author questions.

Problems faced by students, possible causes of problems arising from their work. Based on the test data, the author uses a likert scale to measure the data.