

**AN ANALYSIS OF STUDENTS' TRANSLATION ERROR ON
EXPLANATION TEXT AT TENTH GRADE OF SENIOR HIGH SCHOOL
OF SMA PAB 4 SAMPALI**



A THESIS

***Submitted to the Tarbiyah Faculty and Teacher Training of State Islamic
University of North Sumatera Medan, as a Partial Fulfilment of the
Requirement for S-1 Program(S.Pd)***

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

2021

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2021



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SURAT PENGESAHAN

Skripsi ini yang berjudul “AN ANALYSIS OF STUDENTS’ TRANSLATION ERROR ON EXPLANATION TEXT AT TENTH GRADE OF SENIOR HIGH SCHOOL OF SMA PAB 4 SAMPALI” yang disusun oleh Nova Hartati Rambe yang telah dimunaqasyahkan dalam Sidang Munaqasyah Sarjana Strata Satu (S-1) Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan pada tanggal:

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Assalamu'alaikum Warahmatullahi Wabarakatuh

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Judul : "An Analysis of Students' Translation Error on Explanation Text at Tenth Grade of Senior High School of SMA PAB 4 Sampali "

Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyah kan dalam sidang munaqosyah skripsi Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan, atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum, Wr. Wb.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar hasil karya saya sendiri, kecuali kutipan-kutipan dari ringkasan yang semuanya telah dijelaskan sumbernya. Apabila kemudian hari atau dapat dibuktikan skripsi ini hasil orang lain, maka gelar dan ijazah yang diberikan oleh universitas batal saya terima.

Medan, 13 Desember 2021

Yang membuat pernyataan

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ABSTRACT

An Analysis of Students' Translation Error on Explanation Text at Tenth Grade of Senior High School of SMA PAB 4 Sampali by Nova Hartati Rambe, under the guidance of Thesis Supervisor I Sir **Dr. Muhammad Dalimunthe, M.Hum** and Thesis Supervisor II Sir **Drs. H. Ahmad Ramadhan, MA.**

This research aims to find out how many students make mistakes when translating an English text into Indonesian through explanation text and to find out the internal causes of difficulty in translating for class X students. The subject of this research is class X IPS 1 SMA PAB 4 Sampali. The method used in this research is a qualitative descriptive. Researchers used data collection techniques such as text translation, interviews, observation and documentation. To find out the results of student errors when translating the Explanation text, the researcher used formula $P = \frac{F}{N} \times 100$. Then the results were 58% Omission error, 31% Misinformation error, 7% Addition error, and 4% Misordering error. While the result of the interview stated that most of them still had difficulty in translate English into Indonesian. The reason was because of differences in language structure, lack of knowledge, lack of vocabulary, lazy to learn and there were also those who think that English is difficult. So based on the results of the explanation above, students of class X IPS 1 SMA PAB 4 Sampali still experience many errors in translate English texts into Indonesian, due to lack of practice in translating and lack of learning.

Key word: Error, Translation, Explanation Text

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This thesis entitled *An Analysis of Students' Translation Error on Explanation Text at Tenth Grade of Senior High School of SMA PAB 4 Sampali*. It will be created by me, to fulfill the assignment and to complete the requirement for S-1 Program at English Education Department of Tarbiyah and Teacher Training Faculty, State Islamic University of North Sumatera Medan.

This paper will not also have been possible brought into existence without the help, motivation, advice, and even remark from a lot of people. In this valuable chance, I want to express my gratitude and appreciation to the two people who I love the most are my father **Sutan Rambe** and my mother **Saripa Ritonga** who always supports and pray for me. And also to a lot of lectures, family, friends, and institution who have contributed in the different ways hence this thesis is processed until it becomes a complete writing which will be presented to the Faculty of Tarbiyah and Teaching Training in partial fulfillment of the requirement for the degree S.Pd in English Language Education. Therefore, I would like to extend appreciation to all of them, especially to:

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Finally, I wish my thesis will be useful for the researcher and the readers especially the students of English Department who want to conduct similar research.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Between language and human there is a close relation because the development and growth of language walk together with the development of human's live. All language is used for the purpose of communication. Language is a communication tool used to transfer and exchange ideas or information among two or more people. Language has been around since we were babies and language has been used all over the world as a means of communication. If people use the same language and can understand each other, the communication can go well. Language used varies by country and region, different country it must be different language too. Language express ideas, feelings, attitudes, experience and thoughts every human.

Talking about language, Indonesian students requires learning other languages, one of them is English in order to be able to exchange ideas with people os student from other countries, because in this era English become global. English also becomes so important for people to exchange meaning and to represent their feeling and idea. Indonesian students need proficient in spoken and written English. But most Indonesian students don't speak English, that's why they have to learn English from basic.

عن حسين بن علي قال : قال رسول الله صلى الله عليه وسلم : « طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ » رواه والبيهقي

From Husain bin Ali narrated that Rasulullah SAW.said that: Seeking knowledge is an obligation for every Muslim. (HR. Al-Baihaqi).¹

This hadits said that seeking knowledge is an obligation, that why we as a muslim should learn to get knowledge especially foreign language.

¹Umar Bukhari. 2014. Hadits Tarbawi. Jakarta;Imprint Bumi Aksara, p.7

There is also another hadith that discusses seeking knowledge, here is the hadith:

حَدَّثَنَا مُحَمَّدُ بْنُ غَيْلَانَ حَدَّثَنَا أَبُو أُسَامَةَ عَنِ الْأَعْمَشِ عَنِ أَبِي صَالِحٍ عَنِ أَبِي هُرَيْرَةَ قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ مَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ طَرِيقًا إِلَى الْجَنَّةِ (رواه الترمذي)

Has told us Mahmud bin Ghailan has told us Abu Usamah from Al A'masy from Abu Salih from Abu Hurairah he said; Rasulullah sallallahu 'alaihi wasallam said: "Whoever walks on a road in search of knowledge, Allah will make it easy for him the way to heaven" (HR. Tirmidzi).²

The hadith above says that Allah's promise to someone who seeks knowledge and learns it, then the path to heaven is made easy by Allah SWT. therefore we must study, besides we become smart and increase knowledge, we also get guaranteed heaven.

Learning a foreign language is different from learning mother tongue. The students meet a lot of difficulties in learning a foreign language. Based on this problem, translation is considered a very important thing to connect the twodifferent languages by contributing source language into target language.

Translation becomes a very important role in the world of education. In scope of education, most scientific books are written in English. Therefore, it is important to know the meaning of English so that students know the meaning of the book. Not only books, in this technological era, English is very often found, such as applications, web, sites, news paper, online articles, blogs and social media. On social media, most people use English. In this case, the translation of the source text from English to Indonesian is very important for students and the development of science, technology and art in Indonesia.

²Isnaini, "Belajar Sepanjang Hayat Dalam Perspektif Hadits (Analisi Kualitas Hadits)". Jurnal Inspirasi. – Vol.4, No.2 Juli – Desember 2020, p.105-106

According to Catford, translation was the replacement of textual material in one language (Source language /SL) by equivalent textual material in another language (Target Language /TL)³. So, translation is replacement word from source language to the target language to make the reader understand about the language. Newmark also stated that translation was rendering the meaning of a text into another language in the way that the author intended the text⁴. Hatim and Munday also said that definition of translation was the process of moving a written text from source language (SL) to target language (TL).⁵ Translation is the process of moving information from the source language to the target language. Translating activities involve complex systems to produce grammatical, natural, and appropriate translations of the original information. Indonesians lack of translation ability and one of the problems in translation is that sometimes a translator cannot transfer messages well.

Explanation text is a type of English text that describes how or why something happened. Generally, this type of text describes the process of something happening. The things described in the explanatory text are natural and social phenomena. The general structure of explanation text is (1) general statement, (2) sequenced explanation, (3) closing. Considering the importance of good translation for the exchange of opinions, access to information, and education from English to Indonesian, there are still many Tenth Grade of senior high school students, especially SMA PAB 4 Sampali students who still face translation problems. Therefore, the researcher intend to analyze students error in translating Explanation text under the tittle “**An Analysis of Students’ Translation Error on Explanation Text at Tenth Grade of Senior High School of SMA PAB 4 Sampali**”. The research will do by distributing

³J.T Catford. 1965. *Alinguistic Theory of Translation*. Walton Street, Oxford; Oxford University Press, p. 20

⁴Peter Newmark, 1988. *A Textbook of Translation*. New York : Prentice Hall, p. 5

⁵Hatim and Munday. 2004. *Translations : An Advance Resource Book*, London and New York: Taylor Francis E-Library, p.6

articles to be translated into Indonesian. Articles in the form of explanation text about natural disasters (natural phenomenon).

B. Identification of the Problem

The problem in this research is identified as the following:

1. The students have studied translation but the students still make many errors in explanation text translation from English to Indonesian
2. The students often translate but there are a lot of causes that make the students explanation text translation become error from English to Indonesian

C. Scope and Limitation

The scope of this research is to find out types of error made by students in translating explanation text and cause of error made by students in translating of explanation text from English in to Indonesian. This research is limited to the errors in translating explanation text in Tenth Grade students of SMA PAB 4 Sampali in the academic year of 2021/2022.

D. Formulation of the Problem

Based on the identification of the problems, the researcher can formulate the formulation of the problem in this research. The formulation problems are as the following.

1. What are types of error found the translation of explanation text from English to Indonesian?
2. What are the causes of students' translation error of explanation text from English to Indonesian?

E. Objectives of the study

The objectives of the study are:

1. To find out the types of error that students make in translating explanation text from English to Indonesian

2. To find out the cause of error that students make in translating explanation text from English to Indonesian

F. Significance of the Study

The findings of this study were expected to be useful for:

1. Teacher, as one of suggestion in deciding strategy of teaching or variant method in increasing the teaching effectiveness especially in teaching translation.
2. Students college, the candidate of teacher in improve their ability to teach and motivate students to understand English material, especially in translation
3. For the students, the finding of the research will motivate them to practice more than they did before and encouraged them to the learn English by improving their knowledge about translating and reduce error in translating.
4. All readers, as a contribution for everyone who are interest in learning translation and for those wants to do the same focus on the research.

CHAPTER II

LITERATURE RIVIEW

A. Theoretical Framework

Here the researcher will explain about theoretical framework which includes the notion of error, error analysis, the types of error, the translation, translations method, the influence of culture in translation, a characteristic of a good translation and the explanation about explanation text.

1. Description of Error

As the learner of foreign language, students cannot avoid making error. Error occur in every situation whether it is caused by limit of vocabulary that students have or slip tongue either in spoken language. It is a normal occurrence. Errors refer to incorrect or incorrect operations or inaccurate. In some usages, errors are synonymous with mistakes. Errors are usually caused by students who have not yet fully mastered an institutionalized language system. In other words, errors occur due to imperfect target language ability. If students do not understand the language system, it will cause them to make many mistakes in their studies.

When learning English as a foreign language, most Indonesian students often encounter problems and often make mistakes. Indeed, error and mistakes are a natural part of learning a foreign language. Students often correct their mistakes and make mistakes, which can be re-added as an important part of learning. A distinction must be made between errors and mistakes, because people often use these terms interchangeably. An error means that the student made a mistake because he didn't know or couldn't use the correct system.

According to Lennon (in Tia), errors simply mean wrong or incorrect content. In addition, errors are linguistic forms or combinations of forms that are probably not produced by native speakers in the same context and undersimilar or identical production environments or conditions. When it comes to the word

"error", there are still many people who cannot distinguish it from the word "error". Although the two terms can be used interchangeably, there are differences between the two. According to the scientific view of Goff-Kfoury (in Tia), the error reflected a gap in student knowledge and was systematic.⁶

On the other hand, errors are generally considered performance errors and do not occur systematically. Therefore, it can be concluded that errors are errors in the academic field, just like errors in language forms. The difference between errors and mistakes is that errors are errors in the academic field, including student errors in specific fields, and mistakes are essentially system performance errors. For example, errors in politeness, such as speaking impolite to older people, or came late to the class.

Based on the above definition, the researcher conclude that the error is a system error and always deviates from the target language rules, but the students do not realize and believe that they have used the correct mode of the target language system to make the correct sentence. Sometimes this is the source of fatal mistakes when learning English, leading to errors that produce good English. In order for them to correct their mistakes, it is important that teachers and students know what types of mistakes will occur when translating and enriching vocabulary. It is hoped that this analysis can provide solutions to these errors.

Discussing about errors, Allah has explained about errors in the holy book of the Qur'an in the 16th Surah, namely surah An-Nahl in verse 119 which reads:

ثُمَّ إِنَّ رَبَّكَ لِلَّذِينَ عَمِلُوا السُّوءَ بِجَهَالَةٍ ثُمَّ تَابُوا مِنْهُ بَعْدَ ذَلِكَ
وَأَصْلَحُوا إِنَّ رَبَّكَ مِنْ بَعْدِهَا لَغَفُورٌ رَحِيمٌ

Meaning :Then, verily! Your Lord for those who do evil (commit sins and are disobedient to Allah) in ignorance and afterward repents and do

⁶Tia ApriliantiPutri, "An Analysis of Types and Cause of Translation Errors".Etnolingual Vol 3 No 2, 2019, p. 96

righteous deeds, verily, your Lord thereafter, (too much) is Oft-Forgiving, Most Merciful.⁷

Based on the meaning that comes from the Al-Qur'an English Commentary, reseacher will translate the meaning from Indonesian into English, here is the meaning: To those who do wrong out of ignorance, then repent and correct themselves, your Lord is indeed forgiving and kind.

From this hadith, if it is linked to the world of education, it can be concluded that every student makes mistakes and when they make mistakes, it should be corrected and not repeated.

If we connect the verse and hadist to the theory of errors before, we can conclude that what is called do wrong out of ignorance is categorized as error because we have known that error is failure caused by lack of competence.

2. Error Analysis

According to Saville Troike, error analysis developed as a branch of applied linguistics in the 1960s, and shows that many learner errors are not due to the learner's mother tongue but reflect universal learning strategies.⁸ According to Richards, error analysis is a learning and error analysis commonly encountered in learners who are learning a second language. The purpose of error analysis is to: a) Identify the strategies students use in learning a language, b) To identify the causes of students' errors, c) Obtain information about the common difficulties students face in learning a language, and also as an aid for teaching or in the preparation of teaching materials.⁹ Or more simply, Error analysis can be done to (a) find out how well one knows the language, (b) know how one learns the

⁷Taqi and Muslim, *The Noble Qur'an* (Madina : King Fadh Complex For The Printing Of Holy Qur'an), p. 119

⁸S. Troike. 2012. *Second Language Acquisition*. Cambridge, UK; Cambridge University Press, p. 38

⁹JackRichard C. 2010. *Language Teaching And Applied Linguistics*. London; Longman, p. 201

language, and (c) obtain information about common difficulties in language learning, as an aid in teaching or in preparing teaching materials.

The main focus of error analysis is on errors made by students and evidence of how student errors can provide an understanding of the processes underlying second language learning or second language acquisition. According to Brown, error analysis is the study of student errors, which can be observed, analyzed, and classified to reveal something from the system that operates within students. By applying error analysis to the learning process, teachers can check students' mistakes and correct them in foreign language learning.¹⁰

Error analysis is a process based on the analysis of learners' errors in their second language learning process. Error analysis is defined as a process based on an analysis of students' errors with one clear goal, developing appropriate and effective teaching and learning strategies and corrective actions required in certain clearly marked foreign language fields.¹¹

Therefore it can be concluded that error analysis aims to find, classify and identify as well as describe and describe student errors in learning a language. With this error analysis, it can be seen the students' mistakes in learning a language. Students can make mistakes in the language learning process. Student errors are very important to be analyzed and corrected.

3. Types of Error

There are 4 types of error according to Dullay. Dullay describe this classification as a basis based on how learners change their surface structure when they use language incorrectly. As the surface structure changes in a specific and systematic way, errors may occur. Based on this classification, learners can "modify" the target form in a specific and systematic way in four ways¹²:

¹⁰H. Douglas Brown. 2007. *Principles of Language Learning and Teaching*. U.S. ; Longman, p. 260

¹¹ Heidi Dullay, et.al. 1982. *Language Two*. New York; Oxford University Press, p.146

¹²MonniphaSompong, "Error Analysis", *Thammasat Review* Vol.16, No.2, 2014, p. 116-117

a. Omission

Omission is when leaving out an item that is required for an utterance to be considered grammatical. For example, students often leave out the third person singular morpheme -s, the plural marker -s, and the past tense inflection -ed. Learner could say, for example :

- I watch television last night, instead of I watched television last night
- I a teacher, instead of I am a teacher

b. Misinformation

When using grammatical form, misinformation happened in place of another grammatical. For example the use of small instead of smaller, and the use of was playing instead of were playing.

c. Misordering

When putting the words in an utterance in the wrong order, misordering is considered. This kind of error can be found when student said: "He is woke upping now", the student attaches the inflection -ing to the particle of the two words verb "wake up".

d. Addition

Addition is the opposite of omission errors. They are characterized by the presence of an item which must not be present in a well-formed utterance.

Example of addition:

- They did not went here (went must be revised become come).
- Mans (mans should be revised become men).
- I am is a teacher (is must not exists).

4. Translation Definition

Translation theory provides rules in the field of translation. If the translation process is not based on translation theory, the translation product will be bad and will be hard to understood by the target reader. Therefore, studying translation

theory is as important as the practice of translating texts.¹³ Therefore the translation must be made correctly so that the reader can easily understand and know the meaning of the original language. Not only translators must have translation skills so that readers understand the ideas conveyed, students must also have the ability to translate to make it easier to understand English lessons.

According to Catford, translation was the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)¹⁴. So, translation is replacement word from source language to the target language to make the reader understand about the language.

Translation was changing the meaning of the source language to the target language. This statement was supported by Hatim and Munday, they said that definition of translation is the process of moving a written text from source language (SL) to target language (TL)¹⁵. It can be said translations was transferred meaning from the source language to the target language without changing meaning and it still an original idea. Based on the explanation from the experts, translation is the process of transferring meaning from the source language to the target language in writing and does not change the real.

Newmark also stated that translation was rendering the meaning of a text into another language in the way that the author intended the text.¹⁶Based on the new mark statement, it can be concluded that translation is an activity of rendering meaning from the original language to the target language in the way the author intended for the resulting text.

¹³Farida Repelita W. K. 2019. *Translation Studies: From Theory to Practice*. Medan; Perdana Publishing, p. 1

¹⁴J.T Catford. 1965. *Alinguistic Theory of Translation*. Walton Street, Oxford; Oxford University Press, p. 20

¹⁵Hatim and Munday. 2004. *Translations : An Advance Resource Book*. London and New York: Taylor Francis E-Library, p .6

¹⁶Peter Newmark. 1988. *A Textbook of Translation*. New .York : Prentice Hall, p. 5

Mildred L. Larson (1984) argued that translation was basically a change of form.¹⁷ It means that the translation changes the form from the original language to the target language. For example, from English to Indonesian. Forms in English are certainly different from forms in Indonesian. Therefore Mildred L. Larson said it by changing form, but not changing meaning. *exempli gratia* (e.g)

- Red car Meaning Mobil merah
- Beautiful eyes Meaning Mata ygindah

This Is one of another example of changing form but not changing meaning.

Ordudari said that definition translation usually has used to convert written or oral SL texts into equivalent languages Written or spoken TL text. Generally speaking, Translation is to reproduce new various texts, including Religious, literary, scientific and philosophical texts another language to make them more widely available reader.¹⁸ It can be concluded that according to Ordudari translating is an activity to reproduce an emphasis on both academic, religious, and philosophical texts to make easier for the reader to understand the meaning of the aforementioned text.

After understanding the meaning of translation according to previous experts, it can be concluded that translation is an activity or process carried out by a translator whose process includes change form, rendering, changing, moving, transferring, replacing of words from the original language to the target language or from one language to other languages (the desired language) according to the context, according to the existing ideas without changing the whole meaning in order to make the reader understand the meaning of the text. The text can also be in the form of educational, psychological, religious texts etc.

¹⁷ Mildred L. Larson. 1984. *Meaning-Based Translation: A Guide to Cross-Language Equivalence*. United States of America : University Press of America, p. 3

¹⁸ Mahmud Ordudari, *Translation, Procedures, "Strategies and Method"*. Translation Journal. Vol. 12, No. 1, 2007, p. 1

5. Translation Method

Newmark has proposed translation methods, there are 8 translation methods according to Newmark. They are: word for word translation, literal translation, faithful translation, semantic translation, communicative translation, idiomatic translation, free translation, and the last but not least is adaptation.¹⁹

a. Word for word translations

This translation can be said to be an interlinear translation because the reader can see the words from the original language. Word for word translation is translated into words, namely from the original word to the target word. The word order in the original language is not changed and the words are translated one by one with the most common or commonly used meanings. Culture words are translated literally. The main use of this translation is to understand the mechanism of the source language or interpret a difficult text as a pre-translation process. This translation is common for students who are just learning English. Example:

- | | |
|------------------------------|-----------------------------|
| - I like that clever student | - Sayasukaitupintarmurid |
| - I will come to school | - Sayaakan datang kesekolah |
| - Sam give me two apple | - Sam memberisayaduaapel |

b. Literal translation

This translation is a translation in which the grammatical structure is translated to the meaning of a more logical or equivalent to the target language. This translation was translated one by one too, out of context. As a pre-translation process, it indicates a problem that has to be resolved. Example :

- | | |
|----------------------------|---------------------------|
| - He is blue | - Diabiru |
| - It's Raining dog and cat | - Ituhujananjingdankucing |

He is blue should be translated “diasakit” and *It's raining dog and cat* should be translated “ hujan yang deras”

c. Faithful translation

¹⁹Peter Newmark. 1988. A Textbook of Translation . New York : Prentice Hall, p .45-47

This is an attempt to reproduce contextual and accurate meanings from the original language to the target language. This translation simply "transfers" cultural words and words translated into unnatural contexts and maintains a degree of abnormality in grammatical and lexical terms in translation. Example : I have quite a few money (sayamempunyai samasekalitidakbanyakuang). But the meaning should "sayapunyacukupbanyakuang"

d. Semantic translation

Semantic translation differs from 'faithful translation' only that it has to pay more attention to aesthetic value (i.e., sounds good to read and the reader understands and is natural to the SL text) carefully discusses 'meaning' if appropriate so that there is no assonance, wordplay or repetition in the finished version. And this translation translates according to the context of a term and according to the possibilities that exist and are common in society. Semantic translations pay more attention to the meaning of the target language than to the authenticity of the original language.

Example: He is a book-worm (Dia (laki-laki) adalah seseorang yang sukasekalimembaca)

In the example above, the phrase "bookworm" is flexibility translated according to an acceptable cultural context. Although this semantic translation sounds correct, it would sound better if it was translated as "dia adalah seorang kutubuku". Because in the society of ordinary bookworms it is defined as people who love to read books, and usually people who book worms are synonymous with using eyeglasses.

e. Communicative translation

Communicative translation seeks to make the proper contextual meaning of the original in such a way that the content and language are readily accepted and understood by the reader. So this translation is very natural and the meaning is not branched so it makes the reader confused. the meaning is made in such a clear way. Example: Awasanjingalak! (Beware of the dog!)

“Beware of the dog” is clearly defines that the dog is vicious. No need to write vicious in the middle of sentence like “ beware of the vicious dog”.

f. Idiomatic translation

Idiomatic translations are translations that use idioms and colloquialism. The language does not exist in the context but is always adapted to the circumstances, and usually idiomatic is commonplace and is commonly known and used in everyday life.

Example :

- | | |
|----------------------------|------------------------|
| - I'm so sick of this song | - Akubosansamalaguini |
| - I can related to that | - Akumengertimaksudnya |
| - Excuse me? | - Maafapamaksudanda? |

g. Free translation

Free translation only focuses on the meaning of the target text content than the original form, which means that the translation result is expressed in the target text with a different language structure. Usually these translations produce a longer paraphrase than the original text. The translations reproduce the material without the ordinances, or the content without the original form and this translation is reproducible, that is, it is longer than the original text. This translation is usually called "Intralingual translation"

Example :

- Samir is growing with happiness (Samir, hatinyaberbunga-bunga)
- The flower in the garden (Bunga-bunga yang tumbuh di kebun)

h. Adaptation

This translations is the most free translation. This translation is usually used in comedy dramas and poetry such as themes, characters, plots, etc. that are of cultural value, meaning that they are not in accordance with their original language, but are adapted to a dramatized culture in accordance with poetry or drama.

some equivalent words, for example: (1) first-hand information: kaki tangan pertama. Both versions state that the information is quite reliable because we got it from our practical experience. (2) hitting the iron when it's hot: fajar menyingsing, elang menyongsong, also, both versions suggest that we should take a chance and do something fast. (3) one stone kills two birds: sekali mendayung dua tiga pulau terlampaui these two idioms have the same meaning that we can achieve two goals by doing one thing.

So it can be concluded that the designative meaning is the meaning that determines the similarity or close meaning from the source language to the target language. Meanwhile, associative meaning usually arises from the cultural context.

B. Pragmatic Equivalence

Pragmatic equivalence studies meaning not in isolation but in context. Context is considered to be shaped by the knowledge possessed by speakers and listeners and consists of linguistic context, paralinguistic context, socio-cultural context and stylistic context. This thesis only focuses on the socio-cultural context which includes historical culture, local culture, traditional culture and religious culture, etc. Actually, pragmatic equivalence is not too concerned with the meaning of a word or sentence itself, but more emphasis on the availability of words that the receptor can understand well in a particular context. So it can be concluded that pragmatic equivalence only pays attention to understanding receptors well and in a certain context without paying too much attention to their meaning.

a. Historical cultural differences

It refers to the culture that comes into being in the process of historical developments. As specific historical developments are diverse, so cultures are diverse. It is natural then that with differences in historical cultural contexts, difficulties often arise in communication between nations or countries.

b. Local cultural differences

Geographical locations, natural environment and social customs, etc., contribute a lot to the forming of local culture. In this paper, local cultural differences mainly concern that some equivalent words in two languages actually have no same cultural connotations.

c. Customary cultural differences

All of us may have a glimpse of the customary culture, for it comes into being in everyday life. Customary culture covers greetings, compliments, apologies, addresses, euphemisms and taboos, etc.. And customary cultural differences are unavoidable in translation.

d. Religions cultural differences

Religion is an integral part of human culture. Religious culture can be reflected in many ways, such as religious beliefs, values, worships, taboo, etc. Religions have a profound impact in people's lives. As a result, we should notice the cultural differences in translation.²⁰

So it can be concluded that pragmatic equivalent has 4 elements that influence culture on translation, namely differences in historical culture, differences in local culture, differences in traditional culture, and differences in religious culture.

7. Characteristic of a good Translation

Translation is actually a conversion process. Theoretically, a good translation should give the reader the same conception as what the original reader got from the original. The way to determine a good translation is the response of the receptor or the reader or listener to the translated message, whether they understand the translation. Translation does not only mean changing symbols into other languages, but is a process of information substitution. The task of a translator is to translate the information he receives into the symbols he will send. In translation there is no equivalence of meaning, but only equivalence of markers. Due to the difference between the original language and the target language, there are limited translation equivalents. This limitation is not only

²⁰Hui Guo, "A Brief Analysis of Culture and Translation". Qiangdao University, Vol. 2 No. 2, February 2012, p. 344-346

manifested in the meaning of words, grammatical features, but also manifested in cultural differences more seriously.

So characteristics of good translation are:

1. Accuracy
2. Appropriate level of language formality and technicality
3. Appropriate tone
4. Clarity
5. Consistency
6. Logic
7. Fulfill the purpose required by the text in Source Language
8. On the time delivery

8. Explanation text

When studying English, we come across this type of text. There were many types of text in English. Each text has a different function. Some are to describe it, to make a structure for how to make something, some are to tell past events, tell fairy tales and some are to write news texts.

e. Definition of Explanation text

Explanation is a statement or account that makes something clear. Explanation text is an explanation or description of something in English. Therefore, the communicative purpose of explanation text is an explanation of social, natural, or cultural phenomena. Explanatory or explanation text has a social function to explain the process of something happening according to the principle of cause and effect. Explanation texts are closely related to natural and social events. According to Dirgeyasa (in J. Yusuf et al), genre explanation is to explain the processes involved in the formation or working of natural or socio-cultural phenomena. Kosasih (in J. Yusuf et al) suggests that explanatory text is a text that explains something or explains natural or social processes or phenomena. Then according to Sani (in J. Yusuf et al), explanatory text is a type of text that explains scientifically how natural and

technological phenomena arise, for example: how and why something can happen.²¹

Based on the explanation above, the researcher concludes that the explanation text is a text that describes something or how something can happen, by providing facts and cause and effect. Usually, explanation texts describe natural and social events. Such as, why floods can occur, how does the process of rain, why tsunamis occur, etc. An explanation is written to explain how and why something in the world happens. It is about actions rather than about things. Explanations play a valuable role in building and storing our knowledge. Technical and scientific writing are often expressed in this form.

f. Language Features of Explanation text

Language feature explanation text is as follows:

- Simple Present Tense
- Action Verbs
- Passive Voice
- Noun Phrases
- Technical Terms

There are several language features of explanation text that you should know. The first language feature is that this text uses the Simple Present Tense. This text uses the Simple Present Tense because this text explains facts. So you have to use the simple present tense. The second language feature is action verbs. Action verbs that are used to describe an action that takes place. Examples are: do, make, create, remove, etc. the third language feature is use passive voice. The use of passive voice aims to emphasize the focus on the event / activity that is taking place and not the subject. The fourth language feature is using noun phrases, which function as adverbs. The last language feature is the use of technical terms. These technical terms refer to technical terms related to the phenomena being

²¹Jheni yusuf et al, “*The Effect of Reasoning Skills on Writing of Explanation Text Assessed from the Social Economic Status of Parents in Class VIII, SMP Negeri 2 Raya, Simalungun District, Indonesia*”. Bir-le Journal. Vol. 2 No. 3, August 2019, p.80

discussed. For example the terms precipitation, condensation, evaporation, etc. on the origin of rain. This term is then referred to as a technical term for a text about the origin of rain.

g. Structure of Explanation text

There are 3 structure of Explanation text, they are:

- General Statement
- Sequence of Explanation
- Closing (optional)

The general statement must explain general information about the topic to be discussed. The sequence of events section must be explained in more detail and clearly by using why or how questions so that the explanation is more comprehensive. In the closing section is optional. May exist and may not.

h. Example of Explanation text

How Rain is Formed

Rain has both good and bad effect. Rain clears the air from pollution, it can also keep the planets green. However, too much rain can cause natural disaster such as floods and landslides. Do you know how is rain is formed? There are many water source such as ocean, lakes, rivers, etc. when the sun shines, the hot temperature will make the water evaporate. This “vapor” then rises because the air (gas) flows from the high pressure to the low pressure places. When the vapor is in the sky, it cools and changes form as water. This condensed vapor will grow bigger into clouds. The clouds are carried by the air. When the clouds become

too heavy, the gravity will pull it down slowly. The water drops fall down and it becomes rain.²²

B. The Previous Study

The research about error translation had been analyzed before. The research about error translation from English into Indonesian was analyzed by SaniatunMu'minah in the academic year 2016/2017. The title is "*An Error Analysis of Students' English – Indonesian Translation of Recount Text Made by The Eleventh Grade Students of SMA MuhammadiyahPurworejo inthe Academic Year of 2016/2017*". The study dealt with the students' error in translating recount text from English into Indonesian. The objective of the study are to find out kinds of errors are found in the English-Indonesian translation on the recount text and the causes of making error in translating English to Indonesian on the recount text. The population of this research was eleventh grade students at SMA MuhammadiyahPurworejo. They were 30 students in IIS 1 class and the researcher took all the students become a sample in this research. The instrument of the test was translating recount text from English into Indonesian. Since this research was conducted by using descriptive analysis, so the students' error translating in translating recount text was describe by the kinds of error and the cause of error was found by done an interview 10 students by 10 question. Than the answer or the interview was recorded, and listened carefully. There were four types of errors made by the students in translating English recount text into Indonesian. They are omission errors, addition errors, misinformation errors, and misordering errors. The numbers of omission errors are 51 (59%). The numbers of addition errors are 15 (18%). The numbers of misordering are 8 (9%). The last is misinformation, the percentage are 12 (14%). The description above shows that the most frequent errors are omission errors (51 or 59%). Then the result of the interview answered the cause of error that make students produce errors in this research is reflect the general characteristics of rule learning such as faulty

²²Rizky G. ,2020, *Explanation Text : pengertian, struktur dan contoh*, accessed from (<https://www.kompas.com/skola/read/2020/10/19/080000169/explanation-text--pengertian-struktur-dan-contoh?page=all>) at 2021/06/09, 4:01 PM

generalization, incomplete application of rules and failure to learn condition under which rules apply.

The second related study is “*An Error Analysis of Students’ Translation From Indonesian to English in Transforming Plural Nouns at Tenth Grade of Second Semester of SMK SMTI Bandar Lampung in 2017/2018 Academic Year*”. Research was done by MeliaAnnisaFitri. The study dealt with the students error in translation from English to Indonesia in transforming plural nouns and the objective of the study is to find out types of errors the students making in transforming plural nouns based on surface strategy taxonomy and also to find out proportions (frequency and percentage) of the four error types of surface strategy taxonomy that will be found of transforming plural noun in translation. The population of this research is Tenth Grade of Second Semester of *SMK SMTI Bandar Lampung* in class KI 3 with 34 students. The researcher just took all 30 students as the sample in this research because 4 students were absent. The main instrument is documentation. The data gained from translating transforming plural noun sentence consist of 10 sentences done in 60 minutes. After that the researcher analyzed the data based on surface strategy taxonomy and the result was 29 item of omission error and the percentage is 23%, 6 items of Addition error (Simple Addition)and the percentage is 05%, 10 items of Addition error (regularization) and the percentage is 08%, 16 items of Misformation (Regularization)and the percentage is 13%, 58 items of Misformation error (Alternating Form)and the percentage is 46%, and 6 items of Misordering errorand the percentage is 05%. The total 125 items of errors of students’ sentences.

CHAPTER III

RESEARCH METHOD

This chapter presents location and time of the research, research methodology. It contains research design, technique of collecting data, research instrument, research procedure, and technique of analyzing the data.

A. Location and Time

This research was conducted at first semester of the Tenth Grade students of SMA PAB 4 Sampali, Sampali Ujung street, Medan Estate, Kec. Percut Sei Tuan, Kab.Deli Serdang. The location was chosen because the same focus of study has never been conducted before and the data are appropriate with research design. This research was scheduled in 2021. It was counted on June.

B. Research Design

The research method used in the research is a descriptive method because the purpose of this study is to describe the data obtained. The descriptive method is method used to collect and analyze data. The descriptive Methods include collecting qualitative data, analyzing it, and then write the result. The result is a qualitative study.

Qualitative researchers attempt to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The aim is a holistic overview and depth of understanding rather than numerical data analysis. There are many types of qualitative research; and have briefly considered eight of the most widely used approaches:

- Basic interpretive studies
- Case studies
- Document or content analysis
- Ethnography

- Basic theory
- Historical studies
- Narrative inquiry
- Phenomenological studies.

In qualitative there is what is called basic interpretive studies. A basic interpretive study that is targeted to understand a phenomenon using data collection in various ways, such as interviews, observation, and document review. Its purpose is to understand the world or experiences of others. This is the simplest and most common qualitative study.²³

Based on the above opinion, the researcher concludes that qualitative research aims to understand a condition or situation that focuses on the description of the case, not on data in the form of numerical numbers. And this qualitative research was carried out with great care, namely by observing, interviewing, analyzing documents and others. The reach of qualitative is very broad, this method could be used for studies that have never existed and it could be used to review previous studies, namely by reviewing documents or historical studies.

C. Technique of Collecting data

According to Moleong (in Ahmad Rijali: 2018) field data collection was related to data collection techniques, and it also related to the source and type of data. There are two types of data sources in qualitative, namely words and actions. The rest is additional data such as written documents or data sources, photographs and statistics. The words and actions of the person being observed or interviewed were the main data sources. The main data sources are recorded through notes or through video or recording, taking photographs or films. However, if additional data sources come from written sources, it can be divided into scientific books and magazines, sources from archives, personal documents, and official documents.²⁴

In this study, the researcher collects the data by the following techniques:

²³Donald ary, Lucy C. Jacobs, and Chris Sorensen. 2010. *Introduction to Research in Education*. United States : Wadsworth, Cengage Learning, p. 29

²⁴ Ahmad Rijali, "Analisis Data Kualitatif", *Jurnal Alhadharah*, Vol. 17 No. 33, 2018, p. 86

a. Test

To collect data, the researcher make a test. The aim of do the test is to measuring a person ability or knowledge about something. The researcher collects the data by giving test to the students. The test is translating English explanation text about natural disasters into Indonesian. Because of Covid-19 pandemic, many institutions limit the association of a group of people, one of them is a school. School is conducted online in many ways like WhatsApp group, Google class room, Google meet, zoom and other sites. Therefore, if possible at the SMA PAB 4 Sampali to give a direct test, the researcher chose to give an English question paper in form of an explanation text. Where the test should be translated English explanation text about natural disasters into Indonesian. After students finish, the researcher collect their work and the data will analyzed by the researcher.

b. Interview

In qualitative research methods, interviews are one of the most frequently used methods and also form the basis of qualitative research. Interviews are useful for collecting data from people about opinions, main ideas, beliefs and feelings about situations in their own words. Interviews can provide information that cannot be obtained through observation, or can be used to verify observations²⁵

The interview is used by the researcher to collect the data about the causes of making error in translating English text into Indonesian. The interview consist of 5 questions collected by 10 students of Tenth Grade SMA PAB 4 Sampalithat used as supporting data for this research. To collect the interview data, the researcher record their answer about the interview question and then note or write down their answer or response.

²⁵Donald ary, Lucy C. Jacobs, and Chris Sorensen. Ibid, p. 438

D. Research Instrument

In this case, the researcher used test and interview as instrument in collecting the data as well. In this research, test used to know the types of error that students make in translating explanation text from English to Indonesian and the interview used to know the cause of error that students make in translating explanation text from English to Indonesian. The introduction in doing the test is as follows the steps: first the student wrote their name in the blank space for name in paper test, then they translate the test into Indonesian. The data took the students that contains types of error based taxonomy then analyzed by the researcher.

E. Research Procedures

The researcher used the procedure of the research as follows:

1. Asking for permission to the headmaster of SMA PAB 4 Sampali.
2. Consulting to the teacher of English subject at SMA PAB 4 Sampali.

The researcher asks to the teacher about the assignment that they gave to their students.

3. Determined the subject of the research

In this research, the subject was the Tenth Gradestudents of SMA PAB 4 Sampali

4. Determined the instrument of the research.

The researcher determined the instrument that will give to the students. The researcher used test as instrument and interview 10 students with 5 questions to know cause of their error translating

5. Share the paper test to the students, then ask them to do that
6. Collecting the students' task.

The researcher collected the data and documented the data through writing and check the students answer.

7. Analyzing and classified the data.

The researcher analyzed the data by identifying and classifying the data based on surface category taxonomy; omission, addition, misinformation, and misordering.

8. Reporting the result.

The researcher reported the types of error and cause of error then wrote it in next chapter.

F. Technique of Analysis data

After collecting students assignmen by paper test, then the researcher analyzing the data. In analyzing data the researcher using technique as follow:

1. Test

Calculating the total error from each type of classification of error based on surface strategy taxonomy to know the percentages of students' error. To calculate the error is using this formula:

$$P = \frac{F}{N} \times 100\%$$

P: percentage number,

F: Frequency,

N: Number of the student

After get the result, then, analyzed or identified into surface strategy taxonomy which is divided into omission, addition, misinformation, and misordering.

2. Interview

Data analysis in qualitative research is a time-consuming and difficult process as researchers typically encounter field notes, interview transcripts, audio recordings, video data, reflections, or information from a large number of documents, all of which must be examined and interpreted.²⁶ The researcher have to pay attention to what had been seen, witnessed, heard or read and try to understand it to make new explanations, develop theories or make new questions about what he has heard, seen and read earlier.

In analyzing the data from the interview, the researcher played the audio and listened to it one by one carefully. Then understood it and write what was capture from the recording. After all results of the interview were played, understood and write the researcher documented the data by write the result and the answers of the students in to a paper. After that the researcher analyzing the answers of the students from the interview and concludes the result of the interview. From the result the researcher will find the general reason why high school students still make error when translating explanation text from English into Indonesian.

²⁶Donald ary, Lucy C. Jacobs, and Chris Sorensen. Ibid, p. 481

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter will consist of three parts of presentations, they are; data description, research findings and discussion. The researcher analyzed the errors of the Tenth Grade of SMA PAB 4 Sampali especially in X IPS 1. The researcher discussed the errors made by the students and the causes of errors in translating English Explanation text into bahasa Indonesia.

A. Data Description

1. The Place and Time of the Research

This research was conducted at first semester of the Tenth Grade students of SMA PAB 4 Sampali and this research started from 6th August - 23th August at SMA PAB 4 Sampali which is located on Jl. Sampali Ujung, Medan Estate, Kec. Percut Sei Tuan, Kab.Deli Serdang.

2. The Population and Sample of Research

The subject of this research is the Tenth Grade students of SMA PAB 4 Sampali. The Tenth Grade students are divided into 3 classes. They are IPA, IPS1 and IPS 2. The researcher took one class to conduct research using class XIPS 1 (10thIPS 1) consist of 33 students. But 2 of students were absent, so it just 31 students who took parts in this research or as participant of this research.

3. Table code

In this study there were 31 students who participated in translating explanation texts from English to Indonesian. The remaining two students were not present. The researcher will create a table code to make it easier for the researcher to tabulate students' data. The following is a table of participating student codes:

Table 4.1

The Students' Name

No	Students' Name	Students' code
1	A	S.1
2	ADP	S.2
3	AZ	S.3
4	AR	S.4
5	AAG	S.5
6	AGA	S.6
7	AKH	S.7
8	BP	S.8
9	BC	S.9
10	DA	S.10
11	Dan	S.11
12	DS	S.12
13	DWMS	S.13
14	EWMS	S.14
15	FS	S.15
16	FD	S.16
17	IR	S.17
18	IK	S.18
19	MRA	S.19
20	MKAT	S.20
21	NB	S.21
22	NS	S.22
23	NA	S.23
24	NG	S.24
25	NZ	S.25
26	PD	S.26
27	PMA	S.27
28	SA	S.28
29	SF	S.29
30	SMH	S.30
31	SAA	S.31
32	SA	S.32
33	WIP	S.33

B. Research Finding

1. Analysis students' error

In the data analysis procedure, the researcher used a quantitative descriptive method. This method is used to describe students' errors in translating explanation texts so that it is known how many students' errors in each type of translating error are in the form of percent. The steps to analyze the data are as follows:

- a. Tabulation of data collected.
- b. Determine the percentage of errors made by class X IPS 1 students, using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = percentage number

F = frequency (from the error)

N = number of case

Next, the researcher will describe and group 4 tables of errors in translating according to their taxonomy, namely: Omission, Addition, Misinformation, and Misordering. The table contains the names of students and their translation errors. here's the data:

a. The Data of Omission Error

Almost students mistakes are in same error. Which is in the word “and”, then in the word “alami”. Only a few students have another or different mistakes at the omission error such as omit “sembarangan” and “di area”. The data or table can be seen on appendix I in table 1

b. The Data of Addition Error

Almost students had been right or not made error in addition type. Only 4 students who had addition error, with adding word “cepat”, “kemana-mana”, “tingkah laku”, and “lokasi” when translate this explanation text. The data and table can seen in appendix I in table 2

c. The Data of Misinformation Error

The errors of students' translation on explanation text in misinformation, there were still many students who have mistakes. Especially many of students made the same mistakes. Such as in word “timbang” that should be “menggenang” and “debit” that should be “keluar” or “volume”. Only a few of the students do 3 or 2 mistakes and different mistakes that was in word “gagal” that should be “turun” and “lebar” that should be “besar”. 2 students made “mengendap” that should be “menggenang”. The data can be seen in appendix I in table 3

d. The Data of Misordering Error

In this misordering error mostly or almost all students had no mistakes. Only 3 students who had mistakes in misordering and they made same mistakes. The data or table can be seen in appendix I in table 4

The researcher has identified the students' errors and has counted the number of errors of each student. The researcher compiled the calculation results into a table and converted it into a percentage. Then, the researcher made a pie chart based on the results. After that, the researcher interprets the data after processing the results. The table below is a recapitulation of students' errors in translating explanation text from English to Indonesian.

Table 4.2

The total number of students' types of error

No	Students code	Types of Error				Total
		ADD	OM	M.I	M.O	
1	S.1	-	-	1	-	1
2	S.2	-	1	-	-	1
3	S.3	-	2	2	-	4
4	S.4	-	-	-	-	0
5	S.5	-	-	-	-	0
6	S.6	-	2	2	-	4
7	S7	-	-	-	-	0
8	S.8	1	2	1	1	5
9	S.9	-	2	-	-	2
10	S.10	-	2	-	-	2
11	S.11	-	2	-	-	2
12	S.12	-	2	-	-	2
13	S.13	-	2	-	-	2
14	S.14	-	2	-	-	2
15	S.15	-	2	-	-	2
16	S.16	-	3	-	-	3
17	S.17	-	2	-	-	2
18	S.18	-	2	-	-	2
19	S.19	-	2	-	-	2
20	S.20	1	2	1	1	5
21	S.21	-	3	-	-	3
22	S.22	-	2	-	-	2
23	S.23	-	2	-	-	2
24	S.24	-	1	-	-	1

25	S.25	-	-	2	-	2
26	S.26	-	-	1	-	1
27	S.27	1	1	1	-	3
28	S.28	-	-	2	-	2
29	S.29	-	-	2	-	2
30	S.30	1	1	3	-	5
31	S.31	-	-	2	-	2
32	S.32	-	-	2	-	2
33	S.33	1	1	1	1	4
Total		5	43	23	3	74

NOTE:

Add: Addition

Om: Omission

M.I: Misinformation

M.O: Misordering

Based on the table above it can be seen that there is 5 total errors of Addition, 43 total errors of omission, there are 23 total errors of misinformation and 3 total errors of misordering. The percentages of the capitulation of students' errors are converted into a pie chart. The pie chart covers the highest until the lowest rank as follows:

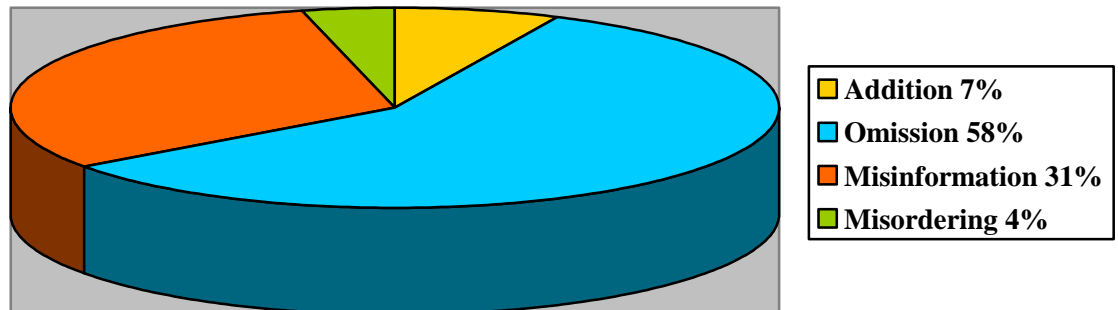


Figure 4.1

The Percentage of Students' Errors

Based on the pie chart above, it can be states that most students make errors in omission type type; they are 58% errors. Misinformation is in the second rank, with 31% errors. The third rank of errors made by students is addition error with 7% errors. The last rank is misordering error with 4% errors.

C. Discussion

In discussion section, the researcher describes the results of the analysis in finding the types of errors found when translating explanation text from English to Indonesian based on the applicable theory. Here, the researcher only describes data that contains the types of errors that have been described previously. For a more detailed explanation, as follows:

1. Types of Error Types
 1. Addition

Addition is the presence of additional elements in the translated sentence that should not be in the translation. Addition is the opposite of omission. If omission means to remove or omit, then addition means

to add. This happens when the student adds 1 or more syllables to the translated sentence. For example, students give the word "ed" to "cut" which becomes "cuted" to show the past tense of a verb.

According to Brown, usually this type of error often occurs in the third stage of negative and interrogative English development. This error indicates that the root word has additional occurrences.²⁷In this study, researchers found several omissions made by students, namely as follows:

1. **SL:** The rain water is absorbed by the ground surface

TL: Kemudian aliran air hujan diserap oleh permukaan tanah

This translation is not well-formed. The student's add "aliran" into the sentence. The sentence should "kemudian air hujan diserap oleh permukaan tanah". This error happened in S.27

2. **SL:** And flows to the lower place

TL: Dan mengalir keseluruh tempat yg lebih rendah

In this translation, the students add the word "seluruh". The sentence should "dan mengalir ke tempat yg lebih rendah". This error only happened in S.30.

3. **SL:** Such as littering

TL: Seperti membuang sampah sembarangan kemana-mana.

This translation is not well-formed, because the student add word "kemana-mana". The translation should be "seperti membuang sampah sembarangan" without added word "kemana-mana". And this error only happened in S.33.

4. **SL:** Caused by bad habits of humans

TL: Disebabkan oleh tingkah laku kebiasaan buruk manusia.

Ofcourse this translation is not well-formed, because the student added word "tingkah laku" in the sentence. So the right

²⁷Mahendran M. and Punethawathi R., "Simple Past Tense Errors Based on Surface Structure Taxonomy in ESL Malaysian Undergraduates Writing", Global Journal of Advance Research, Vol.3, 2016, p. 549

translation should be “disebabkan oleh kebiasaan buruk manusia” without “tingkah laku”. This error happened in S.20

5. **SL:** Once that condition happens

TL: Begitu kondisi lokasi itu terjadi

Of course this translation is not well-formed. The student added word “lokasi” that should not be in the sentence. The translation should just “begitu kondisi itu terjadi”. This error happened in S.8

2. Omission

According to Kasper and Kellerman students in the early stages of learning often omit function words from content words. Students in the middle stage tend to realize their ignorance of content words rather than eliminating them, they use compensatory strategies to express their ideas.²⁸

In this type of error, students omit or delete one of the word elements in the sentence. Every morpheme or word in a sentence or word has the potential to be omitted. In this study, researchers found several omissions made by students, namely as follows:

1. **SL:** because the water carries along objects like houses, bridges, cars, furniture and even people.

TL: karena air membawa serta benda-benda seperti rumah, jembatan, mobil, perabotan bahkan manusia/orang.

The translation above is not well-formed. There is miss one word in this sentence. It is “dan”. The correct form of the sentence above is karena air membawa serta benda-benda seperti rumah, jembatan, mobil, perabotan dan bahkan manusia/orang. This error

²⁸Monnipha Sompong, "Error Analysis", *Thammasat Review* Vol.16, No.2, 2014, p. 116

happened in S8-S23, S25,S28,S29,S31-S33. Many of students got this error when translate this text

2. **SL** : Such as littering

TL: Seperti membuang sampah

The translation above is not well-formed. There is miss one word in sentence above. It is “sembarangan”. The correct form is seperti membuang sampah sembarangan. This error happened in S16 and S26.

3. **SL**: On the other hand, the process of non natural flooding is usually caused by bad habits of humans

TL: Disisi lain, proses alam banjir biasanya disebabkan oleh kebiasaan buruk manusia

The translation above in not well-formed. Because there is miss one word that make sentence become not good translation. The students miss “I” letter, so it should be “alami or natural”. The correct form “disisi lain, proses alami/natural banjir biasanya disebabkan oleh kebiasaan buruk manusia”. It happened in almost student, except: S1.S2,S4,S26,S27.

4. **SL**: Flooding can be disastrous for human when floods happen in area that people live.

TL: Banjir dapat menjadi malapetaka bagi manusia ketika banjir terjadi di tempat tinggal penduduk.

The translation above is not well-formed. The students omit “area or daerah” of the sentence. The translation sentence should be “Banjir dapat menjadi malapetaka bagi manusia ketika banjir terjadi di area / daerah tempat tinggal penduduk”.

This error happened in S21.

5. **SL**: The process of natural flooding is preceded by rain

TL: Proses terjadinya banjir natural oleh hujan

The translation above is not well-formed. The students omit word preceded that means “di awali”. The correct one is “ proses

terjadinya banjir secara alami diawali oleh hujan”. This error happened in S22.

6. **SL:** Which gradually becomes more common.

TL: Yang lambat laun menjadi tertimbun.

This translation is not well-formed. The student omitted “semakin umum”. The correct sentence is “yang lambat laun semakin umum”. This error happened in S27.

3. Misinformation

When using grammatical form, misinformation happened in place of another grammatical. For example the use of small instead of smaller, and the use of was playing instead of were playing. So, misinformation is the use of un-well form of the morpheme or structure. This error occurs when the students apply the grammar rules of the target language incorrectly. In this research the researcher found some error of misinformation. They are:

1. **SL:** Commonly happens in large and densely populated cities

TL: Sering terjadi di kota-kota lebar dan padat penduduk

The translation above is not well form. The word “lebar” is not suitable with the text and the source language. The students should make “besar”. The correct translation is “Sering terjadi di kota-kota lebar dan padat penduduk”. It happened for 2 students, they are S.30 and S.8.

2. **SL:** The process of natural flooding is preceded by rain which fall to the surface of the earth.

TL: Proses terjadinya banjir secara alami di dahului oleh hujan yang gagal ke permukaan bumi.

This translation is error because the word falls is translated “gagal” by the students. The students should translate it “turun or jatuh”. This error happened in S.1

3. **SL:** That can make deposited in land field

TL: Yang dapat membuat air timbun ditempat pembuangan sampah.

This translation become error because the students translate it “timbun”. It's not good word choice for water to be like that. The students should translate “menggenang”. The correct sentence is “Yang dapat membuat air menggenang ditempat pembuangan sampah”. This error happened to almost the students, except S.4

4. **SL:** When water reservoirs no longer hold water discharge

TL: Ketika tempat penampungan air sudah tidak mampu menahan debit air

This translation is error because the word “debit”. The students should translate it “Ketika tempat penampungan air sudah tidak mampu menahan keluarnya air” or “Ketika tempat penampungan air sudah tidak mampu menahan volume air”. This error happened almost to all students, except S.26 and S.27. These 2 students made different word, they made “mengendap”

4. Misordering

In this misordering, students can choose the correct one forms to be used in the right context, but they arrange them in the wrong order examples, adverbs, question words and adjectives.²⁹

In this part the researcher found 3 errors in misordering. Such as:

1. **SL:** Do you know the process of how flood happens?

TL: Bagaimana anda tahu proses terjadinya banjir?

²⁹Monnipha Sompong, "Error Analysis", Thammasat Review Vol.16, No.2, 2014, p. 116

The translation above is incorrect. The students arrange the word, so it become misordering. The correct one based on taxonomy is “Tahukah anda bagaimana proses terjadinya banjir?” or “apakah kamu tahu bagaimana proses terjadinya banjir?”. This error happened only for 3 students, they are S.8, S.20, and S.33.

2. The Cause of error

In addition to finding the types of translation errors, the researcher will also explain the causes of translation errors experienced by the translators. Popescu said that another factor that led to mistranslation was a lack of linguistic knowledge. Other researchers also found other causes of translation errors. Mother tongue interference (intra-lingual interference) can cause translation errors and also lack of knowledge of the target language causes translation errors.³⁰

So the causes of errors in translating are lack of linguistic knowledge, lack of understanding of the target language, unable to compose words or translation grammar, and also the anxiety of the translator.

After analyzing the errors, the researcher can conclude that the causes of the errors that made the students produce errors in this study reflect the general characteristics of rule learning such as incorrect generalizations, lack of practice, lack of translating practice, incomplete rule application and learning failure conditions where the rules apply'.

To better understand, these findings are supported by interviews conducted with students to explore more information about the causes of errors made by Tenth Grade of Social Sciences 1 SMA PAB 4 Sampali. Below is a list of interview questions to get a clearer understanding of the

³⁰Tia ApriliantiPutri, “An Analysis of Types and Cause of Translation Errors”.*Etnolingual* Vol 3 No 2, 2019, p. 98

causes of mistakes made by tenth of Social Science 1 student of SMA PAB 4 Sampali.

1. Have you ever translated a text before? What kinds of text did you translate?

This question is meant to confirm whether they have translated the text before. Most of them answered yes, had translated the text. For example: "Ever, narrative texts, English text, text dialogue, explanation text". That is, they have translated the text. Only one student said he had never translated text.

2. What do you know about Explanation text?

This question aims to confirm their knowledge of explanation text. Almost all students said that they did not know explanation text before. Only 4 of 10 students know explanation text, 1 of them said they know and have studied it, but the student forgot. 5 of them did not know about explanation text

3. Did you have difficulty in translate English text into Indonesian? What kinds of difficulty did you experience?

This question aims to confirm students' difficulties in translating English text into Indonesian. Some students have difficulty in translating English text such as different language structures, are not accustomed to translating, do not understand English, lack of vocabulary and how to write words correctly. It makes it difficult for students to write or translate English text into Indonesian

4. What the effort you do when have difficulties in translate English text into Indonesian?

This question is aimed to dig more and to confirm about the efforts done by the students when they had difficulties in translate English text into Indonesia. Most of them said that if they have difficulty in translating text, they asked the teacher, friends and using translation machine.

5. What solutions do you make when making mistakes in translate English text into Indonesian?

This question is aimed to dig more and to confirm about solutions that the students do when making errors at the time of translating the text. The examples are: the solution is to learn the words, memorizing more vocabulary, do exercise more often, open the dictionary when have difficulty about English word and continue to write the words in English.

Based on results of the interviews above, the students differed in the way they conveyed their knowledge and opinions. One of these differences is supported/influenced by personality differences. Many students think that learning English is difficult. Therefore, they often make some mistakes during the process of translating the text. The results of the interviews can be concluded the causes why they make mistakes in translating the text and also the solutions they need to do when they make mistakes when translating the text.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusions from the research and provides some suggestions. Conclusions and suggestions are drawn based on the findings of the researcher and the discussion in the previous chapter related to the proposed research statement. This chapter is divided into two parts, the first part aims to provide conclusions about this research regarding errors in translating explanation text made by students of class X IPS 1 and the second part contains suggestions for related parties and future research in related topics.

A. Conclusion

Based on the research finding and discussion in the previous chapter, the researcher has drawn the conclusion as follows:

1. There were four types of errors made by the students in translating English explanation text into Indonesian. They are omission errors, addition errors, misinformation errors, and misordering errors. The numbers of omission errors are 43 (58%). The numbers of misinformation errors are 23(31%). The numbers of addition errors are 5 (7%). The last is the number of misordering errors are 3 (4%). The description above shows that the most frequent errors are omission errors that have 43 errors or (58%).

2. Based on interview of the students in this research, the cause of errors that students made in translating English text into Indonesian especially Explanation text about natural disaster are lack of translation practice, lack of seriousness in learning English, lack of vocabulary, differences in language structure and considering English as difficult. So the students almost made error in translate English text.

B. Suggestion

The researcher found that there were still some mistakes made by students in translating English text into Indonesian. Therefore, the researcher would like to give suggestions as follows:

1. To the teacher
 - a. The teacher should give more activities about translating. Provide material about translating activities and also provide learning motivation.
 - b. In every given activity, the teacher must check and inform students of errors.
 - c. To improve the quality of students' translation, it is necessary for them to evaluate students' difficulties.
 - d. To improve the quality of students, it is recommended to make special therapy such as providing additional training for students.
2. For students.
 - a. Students should practice English repeatedly at school or at home to improve skills in aspects of English, such as translation.
 - b. The students are advised to read a lot of books to increase their knowledge of English lessons, especially in translating English texts.
 - c. The students should discuss the translated sentences with their classmates.
 - d. The students should enrich the vocabulary to improve their translation skills. Can be done by reading English texts, dictionaries, magazines etc.
3. To other researchers the researcher suggests other researchers to go deeper into translation, especially those related to the translation process because this research is product-oriented research or translation results.

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APPENDIX I

Table 1

Omission Error

No	Students' code	Error Translation	Right Translation
1	S.1	-	-
2	S.2	1. Mobil,furniture bahkan manusia	1.Mobil, furniture dan bahkan manusia
3	S.3	1. Mobil,furniture bahkan manusia 2. Non alam	1.Mobil, furniture dan bahkan manusia 2. Non Alami/ Tidak alami
4	S.4	-	-
5	S.5	Absent	Absent
6	S.6	1. Mobil,furniture bahkan manusia 2. Non alam	1.Mobil, furniture dan bahkan manusia 2. Non Alami/ Tidak alami
7	S.7	Absent	Absent
8	S.8	1. Mobil,furniture bahkan manusia 2. Non alam	1.Mobil, furniture dan bahkan manusia 2. Non Alami/ Tidak alami
9	S.9	1. Mobil,furniture bahkan manusia 2. Non alam	1.Mobil, furniture dan bahkan manusia 2. Non Alami/ Tidak alami
10	S.10	1. Mobil,furniture bahkan manusia 2. Non alam	1.Mobil, furniture dan bahkan manusia 2. Non Alami/ Tidak alami
11	S.11	1. Mobil,furniture bahkan manusia 2. Non alam	1.Mobil, furniture dan bahkan manusia 2. Non Alami/ Tidak alami
12	S.12	1. Mobil,furniture bahkan manusia 2. Non alam	1.Mobil, furniture dan bahkan manusia 2. Non Alami/ Tidak alami
13	S.13	1. Mobil,furniture bahkan manusia 2. Non alam	1.Mobil, furniture dan bahkan manusia 2. Non Alami/ Tidak alami
14	S.14	1. Mobil,furniture bahkan manusia 2. Non alam	1.Mobil, furniture dan bahkan manusia 2. Non Alami/ Tidak alami
15	S.15	1. Mobil,furniture bahkan manusia 2. Non alam	1.Mobil, furniture dan bahkan manusia 2. Non Alami/ Tidak alami
16	S.16	1. Mobil,furniture bahkan manusia	1.Mobil, furniture dan bahkan manusia

		2. Non alam 3. Membuang sampah	2. Non Alami/ Tidak alami 3. Membuang sampah sembarangan
17	S.17	1. Mobil,furniture bahkan manusia 2. Non alam	1.Mobil, furniture dan bahkan manusia 2. Non Alami/ Tidak alami
18	S.18	1. Mobil,furniture bahkan manusia 2. Non alam	1.Mobil, furniture dan bahkan manusia 2. Non Alami/ Tidak alami
19	S.19	1. Mobil,furniture bahkan manusia 2. Non alam	1.Mobil, furniture dan bahkan manusia 2. Non Alami/ Tidak alami
20	S.20	1. Mobil,furniture bahkan manusia 2. Non alam	1.Mobil, furniture dan bahkan manusia 2. Non Alami/ Tidak alami
21	S.21	1. Mobil,furniture bahkan manusia 2. Non alam 3. Terjadi di tempat tinggal penduduk	1.Mobil, furniture dan bahkan manusia 2. Non Alami/ Tidak alami 3. Terjadi di area tempat tinggal penduduk
22	S.22	1. Mobil,furniture bahkan manusia 2. Non alam	1.Mobil, furniture dan bahkan manusia 2. Non Alami/ Tidak alami
23	S.23	1. Mobil,furniture bahkan manusia 2. Non alam	1.Mobil, furniture dan bahkan manusia 2. Non Alami/ Tidak alami
24	S.24	1. Non alam	1.Non Alami/ Tidak alami
25	S.25	1. Mobil,furniture bahkan manusia 2. Non alam	1.Mobil, furniture dan bahkan manusia 2. Non Alami/ Tidak alami
26	S.26	1. Seperti membuang sampah	1. Seperti membuang sampah sembarangan
27	S.27	1. Lambat laun menjadi tertimbun	1. Lambat laun menjadi semakin umum
28	S.28	1. Mobil,furniture bahkan manusia 2. Non alam	1.Mobil, furniture dan bahkan manusia 2. Non Alami/ Tidak alami
29	S.29	1. Mobil,furniture bahkan manusia 2. Non alam	1.Mobil, furniture dan bahkan manusia 2. Non Alami/ Tidak alami
30	S.30	1. Mobil,furniture bahkan manusia 2. Non alam	1.Mobil, furniture dan bahkan manusia 2. Non Alami/ Tidak alami
31	S.31	1. Mobil,furniture bahkan manusia 2. Non alam	1.Mobil, furniture dan bahkan manusia 2. Non Alami/ Tidak alami

32	S.32	1. Mobil,furniture bahkan manusia 2. Non alam	1.Mobil, furniture dan bahkan manusia 2. Non Alami/ Tidak alami
33	S.33	1. Mobil,furniture bahkan manusia 2. Non alam	1.Mobil, furniture dan bahkan manusia 2. Non Alami/ Tidak alami

Tabel 2
Addition Error

No	Students' code	Error Translation	Right Translation
1	S.1	-	-
2	S.2	-	-
3	S.3	-	-
4	S.4	-	-
5	S.5	Absent	Absent
6	S.6	-	-
7	S.7	Absent	Absent
8	S.8	1. Begitu kondisi lokasi itu terjadi	1. Begitu kondisi itu terjadi
9	S.9	-	-
10	S.10	-	-
11	S.11	-	-
12	S.12	-	-
13	S.13	-	-
14	S.14	-	-
15	S.15	-	-
16	S.16	-	-
17	S.17	-	-
18	S.18	-	-
19	S.19	-	-
20	S.20	1. Disebabkan oleh tingkah laku kebiasaan buruk manusia	1. Disebabkan oleh kebiasaan manusia
21	S.21	-	-
22	S.22	-	-
23	S.23	-	-
24	S.24	-	-
25	S.25	-	-
26	S.26	-	-
27	S.27	6. Kemudian, aliran air hujan diserap	1. Kemudian air hujan diserap
28	S.28	-	-
29	S.29	-	-
30	S.30	1. Dan mengalir ke cepat tempat yg lebih rendah	1. Dan mengalir ke tempat yg lebih rendah
31	S.31	-	-
32	S.32	-	-
33	S.33	1. Seperti membuang sampah sembarangan kemana-mana	1. Seperti membuang sampah sembarangan

Tabel 3
Misinformation Error

No	Students' code	Error Translation	Right Translation
1	S.1	1. Hujan yg gagal ke permukaan bumi	1. Hujan yg turun ke permukaan bumi
2	S.2	-	-
3	S.3	1. Membuat air timbun 2. Menahan debit air	1. Membuat air menggenang 2. Menahan volume/keluarnya air
4	S.4	-	-
5	S.5	Absent	Absent
6	S.6	1. Membuat air tertimbun 2. Menahan debit air	1. Membuat air menggenang 2. Menahan volume/keluarnya air
7	S.7	Absent	Absent
8	S.8	1. Membuat air timbun 2. Menahan debit air 3. Terjadi di kota-kota lebar	1. Membuat air menggenang 2. Menahan volume/keluarnya air 3. Terjadi di kota-kota besar
9	S.9	1. Membuat air timbun 2. Menahan debit air	1. Membuat air menggenang 2. Menahan volume/keluarnya air
10	S.10	1. Membuat air timbun 2. Menahan debit air	1. Membuat air menggenang 2. Menahan volume/keluarnya air
11	S.11	1. Membuat air timbun 2. Menahan debit air	1. Membuat air menggenang 2. Menahan volume/keluarnya air
12	S.12	1. Membuat air timbun 2. Menahan debit air	1. Membuat air menggenang 2. Menahan volume/keluarnya air
13	S.13	1. Membuat air timbun 2. Menahan debit air	1. Membuat air menggenang 2. Menahan volume/keluarnya air
14	S.14	1. Membuat air timbun 2. Menahan debit air	1. Membuat air menggenang 2. Menahan volume/keluarnya air
15	S.15	1. Membuat air timbun 2. Menahan debit air	1. Membuat air menggenang 2. Menahan volume/keluarnya air
16	S.16	1. Membuat air timbun 2. Menahan debit air	1. Membuat air menggenang 2. Menahan volume/keluarnya air
17	S.17	1. Membuat air timbun 2. Menahan debit air	1. Membuat air menggenang 2. Menahan volume/keluarnya air
18	S.18	1. Membuat air timbun 2. Menahan debit air	1. Membuat air menggenang 2. Menahan volume/keluarnya air
19	S.19	1. Membuat air timbun 2. Menahan debit air	1. Membuat air menggenang 2. Menahan volume/keluarnya air
20	S.20	1. Membuat air timbun 2. Menahan debit air	1. Membuat air menggenang 2. Menahan volume/keluarnya air
21	S.21	1. Membuat air timbun 2. Menahan debit air	1. Membuat air menggenang 2. Menahan volume/keluarnya air
22	S.22	1. Membuat air timbun	1. Membuat air menggenang

		2. Menahan debit air	2. Menahan volume/keluaranya air
23	S.23	1. Membuat air timbun 2. Menahan debit air	1. Membuat air menggenang 2. Menahan volume/keluaranya air
24	S.24	1. Membuat air timbun 2. Menahan debit air	1. Membuat air menggenang 2. Menahan volume/keluaranya air
25	S.25	1. Membuat air timbun 2. Menahan debit air	1. Membuat air menggenang 2. Menahan volume/keluaranya air
26	S.26	1. Membuat air mengendap	1. Membuat air menggenang
27	S.27	1. Membuat air mengendap	1. Membuat air menggenang
28	S.28	1. Membuat air timbun 2. Menahan debit air	1. Membuat air menggenang 2. Menahan volume/keluaranya air
29	S.29	1. Membuat air timbun 2. Menahan debit air	1. Membuat air menggenang 2. Menahan volume/keluaranya air
30	S.30	1. Membuat air timbun 2. Menahan debit air 3. Terjadi di kota-kota lebar	1. Membuat air menggenang 2. Menahan volume/keluaranya air 3. Terjadi di kota-kota besar
31	S.31	1. Membuat air timbun 2. Menahan debit air	1. Membuat air menggenang 2. Menahan volume/keluaranya air
32	S.32	1. Membuat air timbun 2. Menahan debit air	1. Membuat air menggenang 2. Menahan volume/keluaranya air
33	S.33	1. Membuat air timbun	1. Membuat air menggenang

Tabel 4
Misordering Error

No	Students' code	Error Translation	Right Translation
1	S.1	-	-
2	S.2	-	-
3	S.3	-	-
4	S.4	-	-
5	S.5	Absent	Absent
6	S.6	-	-
7	S.7	Absent	Absent
8	S.8	Bagaimana anda tahu proses terjadinya banjir?	Tahukah anda bagaimana proses terjadinya banjir?
9	S.9	-	-
10	S.10	-	-
11	S.11	-	-
12	S.12	-	-
13	S.13	-	-
14	S.14	-	-
15	S.15	-	-
16	S.16	-	-
17	S.17	-	-
18	S.18	-	-
19	S.19	-	-
20	S.20	Bagaimana anda tahu proses terjadinya banjir?	Tahukah anda bagaimana proses terjadinya banjir?
21	S.21	-	-
22	S.22	-	-
23	S.23	-	-
24	S.24	-	-
25	S.25	-	-
26	S.26	-	-
27	S.27	-	-
28	S.28	-	-
29	S.29	-	-
30	S.30	-	-
31	S.31	-	-
32	S.32	-	-
33	S.33	Bagaimana anda tahu proses terjadinya banjir?	Tahukah anda bagaimana proses terjadinya banjir?

APPENDIX II

THE TEST OF TRANSLATION TEXT

Flood

Flooding is a disaster which commonly happens in large and densely populated cities. In Indonesia, the floods hit Jakarta very often and cause many victims. Do you know the process of how the flood happens? Pay attention to the following explanation.

The process of natural flooding is preceded by rain which falls to the surface of the earth. Then the rain water is absorbed by the ground surface and flows to the lower place. Once that condition happens, evaporation and the water appear to the surface of the land. Flooding can be disastrous for humans when floods happen in an area that people live because the water carries along objects like houses, bridges, cars, furniture and even people.

On the other hand, the process of non natural flooding is usually caused by bad habits of humans who do not care about the environment, such as littering that can make water deposited in landfills which gradually becomes more common. When water reservoirs can no longer hold water discharge, the water then overflows out the land and cause flooding.

APPENDIX III

THE MEANING OF TEXT

Banjir

Banjir merupakan bencana yang sering terjadi di kota-kota besar dan padat penduduk. Di Indonesia banjir sangat sering melanda Jakarta dan menyebabkan banyak korban. Tahukah kamu bagaimana proses terjadinya banjir? Perhatikan penjelasan berikut.

Proses terjadinya banjir secara alami diawali dengan hujan yang turun ke permukaan bumi. Kemudian air hujan diserap oleh permukaan tanah dan mengalir ketempat yg lebih rendah. Setelah kondisi itu terjadi, penguapan dan air muncul di permukaan tanah. Banjir dapat menjadi malapetaka bagi manusia ketika banjir terjadi di area tempat tinggal penduduk karena air membawa serta benda-benda seperti rumah, jembatan, mobil, furniture dan bahkan manusia.

Disisi lain, proses banjir yg non alami biasanya disebabkan oleh kebiasaan buruk manusia yang tidak peduli terhadap lingkungan, seperti membuang sampah sembarangan yang dapat membuat air menggenang di tempat pembuangan sampah yang lama kelamaan menjadi semakin umum. Ketika tempat penampungan air tidak bisa lagi menahan volume / banyaknya /keluarnya air, air itu kemudian meluap ke daratan dan menyebabkan banjir.

APPENDIX IV

QUESTION OF INTERVIEW

1. Have you ever translated text before? What kind of text did you translate?
2. What do you know about explanation text?
3. Did you have difficulty in translate English text into Indonesian? What kinds of difficulties did you experience?
4. What the effort you do when have difficulties in translate English text into Indonesian?
5. What solutions do you make when makin mistakes in translate English into Indonesian?

APPENDIX V

THE RESULT OF STUDENTS

$S = 30$

FLOOD

Flooding is a disaster which commonly happens in large and densely populated cities. In Indonesia, the floods hit Jakarta very often and cause many victims. The do you know the process of how the flood happens? Pay attention to the following explanation.

The process of natural flooding is preceded by rain which falls to the surface of the earth. Then the rain water is absorbed by the ground surface and flows to the lower place. Once that condition happens, evaporation and the water appear to the surface of the land. Flooding can be disastrous for humans when floods happen in an area that people live because the water carries along objects like houses, bridges, cars, furniture and even people.

On the other hand, the process of non natural flooding is usually caused by bad habits of humans who do not care about the environment, such as littering that can make water deposited in landfills which gradually becomes more common. When water reservoirs can no longer hold water discharge, the water then overflows out the land and cause flooding.

Nama : Siti Maysarah Hanum
Kls : X IPS 1

A = 1
O = 2
M = 3
MO = -

Banjir merupakan bencana yang sering terjadi di kota^{xy} lebar dan padat penduduk. Di Indonesia, banjir sangat sering melanda Jakarta dan memakan banyak korban. Tahukah anda bagaimana proses terjadinya banjir? Perhatikan penjelasan berikut.

Proses terjadinya banjir secara alami didahului oleh hujan yg turun ke permukaan bumi. Kemudian air hujan diserap oleh permukaan tanah dan mengalir ~~cepat~~ tempat yg lebih rendah. Begitu kondisi itu terjadi, penguapan dan air muncul ke permukaan tanah banjir dapat menjadi malapetaka bagi manusia ketika banjir terjadi di daerah tempat tinggal penduduk karena air membawa serta benda^g seperti rumah, jembatan, perabotan, mobil, bahkan manusia.

Di sisi lain, proses terjadinya banjir non alam biasanya disebabkan oleh kebiasaan buruk manusia yg tidak peduli terhadap lingkungan, seperti membuang sampah sembarangan yg dpt membuat air ^Mtertimbun di tempat pembuangan akhir yg lama kelamaan menjadi semakin umum. Ketika tempat penampungan air sudah tidak mampu lagi menahan debit air, maka air tersebut kemudian meluap keluar daratan dan menyebabkan banjir.

S = 20

FLOOD

Flooding is a disaster which commonly happens in large and densely populated cities. In Indonesia, the floods hit Jakarta very often and cause many victims. ~~The~~ do you know the process of how the flood happens? Pay attention to the following explanation.

The process of natural flooding is preceded by rain which falls to the surface of the earth. Then the rain water is absorbed by the ground surface and flows to the lower place. Once that condition happens, evaporation and the water appear to the surface of the land. Flooding can be disastrous for humans when floods happen in an area that people live because the water carries along objects like houses, bridges, cars, furniture and even people.

On the other hand, the process of non natural flooding is usually caused by bad habits of humans who do not care about the environment, such as littering that can make water deposited in landfills which gradually becomes more common. When water reservoirs can no longer hold water discharge, the water then overflows out the land and cause flooding.

NAMA : Merca Khalil Anshyra . T.
Kelas : X IPS 1
Mapel : B. Inggris

A : 1
O : 2
MI : 2
MO : 1.

Jawaban

Banjir merupakan bencana yang sering terjadi di kota-kota besar dan padat penduduk. Di Indonesia, banjir sangat sering melanda Jakarta dan memakan banyak korban. Bagaimana anda tahu proses terjadinya banjir? (10) perhatikan. Penjelasan berikut

Proses banjir secara alami didahului oleh hujan yang turun ke permukaan bumi, kemudian air hujan diserap oleh permukaan tanah. Banjir dapat menjadi malapetaka bagi manusia. Ketika banjir, terjadi di daerah tempat tinggal penduduk karena air membanjir serta benda-benda seperti rumah, jembatan, motor, perabotan bahkan manusia.

Disisi lain, proses terjadinya banjir non alam biasanya disebabkan oleh tingkah laku kebiasaan buruk manusia yg tidak peduli terhadap lingkungan, seperti membuang sampah sembarangan yg dapat membuat air tertimbun di tempat pembuangan akhir yg lama kelamaan menjadi genangan umum. Ketika tempat penampungan air sudah tidak mampu lagi menahan debit air, maka air tumpah

58

FLOOD

Flooding is a disaster which commonly happens in large and densely populated cities. In Indonesia, the floods hit Jakarta very often and cause many victims. ~~The~~ do you know the process of how the flood happens? Pay attention to the following explanation.

The process of natural flooding is preceded by rain which falls to the surface of the earth. Then the rain water is absorbed by the ground surface and flows to the lower place. Once that condition happens, evaporation and the water appear to the surface of the land. Flooding can be disastrous for humans when floods happen in an area that people live because the water carries along objects like houses, bridges, cars, furniture and even people.

On the other hand, the process of non natural flooding is usually caused by bad habits of humans who do not care about the environment, such as littering that can make water deposited in landfills which gradually becomes more common. When water reservoirs can no longer hold water discharge, the water then overflows out the land and cause flooding.

Nama : Bagus Prasetya
NLS : X IPS - 1

A = 1
O = 2
mi = 1
mo = 1

Banjir merupakan bencana yg sering terjadi di kota-kota lebar dan padat penduduk. Di Indonesia banjir sangat sering ^{terjadinya} melanda Jakarta dan memakan banyak korban. Bagaimana anda tahu proses banjir? Perhatikan penjelasan berikut.

Proses terjadinya banjir secara alami dilahului oleh hujan yg turun kepermukaan bumi. kemudian air hujan diserap oleh permukaan tanah dan mengalir ke tempat yg lebih rendah. Begitu ^{konstansi} lokasi itu terjadi, penguapan dan air muncul ke permukaan tanah. Banjir dapat menjadi malapetaka bagi manusia ketika banjir terjadi di daerah tempat tinggal penduduk karena air membawa serta benda-benda seperti rumah, jembatan, mobil, perabotan ^{dan} bahkan manusia.

Disisi lain, proses terjadinya banjir non alam biasanya disebabkan

Nama = Wulan Indah Pratiwi
Kelas = X IPS 1.

S-33

FLOOD

Flooding is a disaster which commonly happens in large and densely populated cities. In Indonesia, the floods hit Jakarta very often and cause many victims. ~~The~~ do you know the process of how the flood happens? Pay attention to the following explanation.

The process of natural flooding is preceded by rain which falls to the surface of the earth. Then the rain water is absorbed by the ground surface and flows to the lower place. Once that condition happens, evaporation and the water appear to the surface of the land. Flooding can be disastrous for humans when floods happen in an area that people live because the water carries along objects like houses, bridges, cars, furniture and even people.

On the other hand, the process of non natural flooding is usually caused by bad habits of humans who do not care about the environment, such as littering that can make water deposited in landfills which gradually becomes more common. When water reservoirs can no longer hold water discharge, the water then overflows out the land and cause flooding.

A = 1
O = 2
M_i = 1
M_o = 1

Banjir merupakan bencana yg sering terjadi di kota-kota besar dan padat penduduk di Indonesia, banjir sangat sering melanda Jakarta dan memakan banyak korban. Bagaimana anda tahu proses terjadinya banjir? Perhatikan penjelasan berikut

Proses terjadinya banjir secara alami oleh hujan yang turun ke permukaan bumi. Kemudian air hujan diserap oleh permukaan tanah dan mengalir ke tempat yang lebih rendah, begitu kondisi ini terjadi, penguapan dan air muncul ke permukaan tanah. Banjir dapat menjadi malapetaka bagi manusia ketika banjir terjadi di daerah tempat tinggal penduduk karena air dan membawa serta benda-benda seperti rumah, jembatan, mobil perabotan bahkan manusia

Disisi lain proses terjadinya banjir non alami biasanya disebabkan oleh kebiasaan buruk manusia yang tidak peduli terhadap lingkungan. seperti membuang sampah sembarangan ke mana-mana yang dapat membuat air ter-timbun di tempat pembuangan.

APPENDIX VI**DOCUMENTATION**

The researcher gave the paper test of translation



The researcher waited the result of the translation



The student did the test



The researcher asked students to be interviewed



The Researcher took photos with Headmaster and English Teacher

APPENDIX VII

PERMISSION LETTER

8/6/2021

<https://siselma.uinsu.ac.id/pengajuan/cetakaktif/Mzg00Tc=>



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-15291/ITK/ITK.V.3/PP.00.9/08/2021

06 Agustus 2021

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala SMA PAB 4 SAMPALI

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: Nova Hartati Rambe
NIM	: 0304173184
Tempat/Tanggal Lahir	: Sigambal, 31 Maret 1999
Program Studi	: Tadris Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: TALUN MANOMBUK DESA BANDAR TINGGI

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jalan Sampali Ujung, Medan Estate, Percut Sei Tuan, Kabupaten Deli Serdang, Sumatera Utara 20221, Indonesia, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

AN ANALYSIS OF STUDENTS TRANSLATION ERROR ON EXPLANATION TEXT AT TENTH GRADE OF SENIOR HIGH SCHOOL

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 06 Agustus 2021
a.n. DEKAN
Ketua Program Studi Pendidikan Bahasa
Inggris



Digitally Signed

Yani Lubis, M.Hum
NIP. 197006062000031006


Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

Info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

APPENDIX VIII

RESEARCH RESPONSE



PERKUMPULAN AMAL BAKTI (PAB)
SMA PAB 4 SAMPALI
PERGURUAN PAB WILAYAH IX SAMPALI

NSS : 304070106030 Izin Operasional : No.421 5/432/DIS PM PPTSP/6/II/2019
NDS : 3007010024 NPSN : 10214145
NIS : 300410 Akreditasi : "A"

Alamat : Jl. Pasar Hitam No. 69 Kec. Percut Sei Tuan Kab. Deli Serdang, Telp. (061) 80088927, Kode Pos 20371, Email: smapabsampali@yahoo.co.id

Nomor : A4/611/PAB/IX/2021
Lampiran : -
Hal : Telah Melaksanakan Riset

Kepada Yth :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan
Universitas Islam Negeri Sumatera Utara (UINSU)

Di -
Tempat

Dengan hormat.

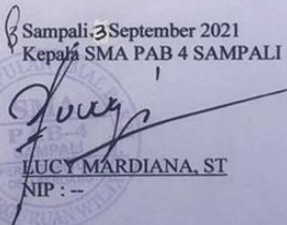
Berdasarkan surat dari Dekan Universitas Islam Negeri Sumatera Utara (UINSU) Nomor : B-15294/ITK/ITK.V.3/PP.00.9/08/2021 tanggal 06 Agustus 2021 Prihal : Izin Riset Kepala SMA PAB 4 Sampali, Kecamatan Percut Sei Tuan, Kabupaten Deli Serdang, Provinsi Sumatera Utara Dengan ini menerangkan bahwa Nama yang tersebut di bawah ini :

Nama	: Nova Hartati Rambe
NIM	: 0304173184
Program Studi	: Tadris Bahasa Inggris
Semester	: VIII (Delapan)
Judul Penelitian	: " AN ANALYSIS OF STUDENTS TRANSLATION ERROR ON EXPLANATION TEXT AT TENTH GRADE OF SENIOR HIGH SCHOOL "

Benar telah melaksanakan Riset untuk menyelesaikan tugas Skripsi kuliah di lingkungan SMA PAB 4 Sampali Pada Tanggal 25 Agustus s/d 01 September 2021

Demikian hal ini kami sampaikan , agar dapat di pgunakan sebagai mana mestinya.

Sampali, 3 September 2021
Kepala SMA PAB 4 SAMPALI


LUCY MARDIANA, ST
NIP : --