CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Definition of Translation

There are many definitions derived from experts. Many experts provide explanations about translation but they only focus on translating from the source language to the target language. According to Newmark, translation is the mastery of transferring written messages from one language to the target language. Here, Newmark limits the definition to the scope of the written language only (Newmark, 1981).

According to Ordudari, translation has traditionally been employed to convert texts from a source language, whether written or spoken, into corresponding texts in a target language, whether written or spoken. Generally, the purpose of translation is to render diverse types of content, such as religious, literary, scientific, and philosophical texts, into another language, thereby making them accessible to a broader audience (Ordudari, 2007).

Furthermore, Muchtar and Farida (Muktar & Kembaren, 2016) explain translation as translating ideas, messages, and elements of style from one source language to another.

Furthermore, as per Munday's perspective, translation entails the transformation of the original source text into text written in a distinct language. Moreover, it is a translation of a text. A translator is a person or computer program that translates text into another language. Translation studies is a field of study that focuses on the problems involved in the translation process. Alternatively, translation can be described as the conveyance of written language from one linguistic context to another (Munday, 2008).

Translation is the process of converting text messages from the source language into the target language, as stated in the definition above. Translation is the process of transferring ideas and meanings from the source language into the target language. The term "translation" itself carries with it a number of various meanings, including "broad topic area," "product" (translated text), and "process" (the act of making a translation, also known as translation). Additionally, Bassnet (Amalya et al., 2018) claimed that translation is crucial for understanding a world that is becoming more and more fractured. Without translation, people from diverse cultural backgrounds are unable to communicate effectively. A conversation about politics or the economy is an example of a more substantial exchange that falls under the category of communication. Without translation, the information provided will not be known by others, and they will not be able to use it properly. As in Surah Al-Quran Ar-Rum: 22 it is stated:

$$وَمِنْ اٰيٰتِهٖ خَلْقُ السَّمٰوٰتِ وَالْاَرْضِ وَاخْتِلَافُ اَلْسِنَتِكُمْ وَاَلْوَانِكُمْۗ اِنَّ فِيْ ذٰلِكَ لَاٰيٰتٍ لِّلْعٰلِمِيْنَ$$

Meaning of :

And of His signs is the creation of the heavens and the earth, and the diversity of your languages and colors. In this are signs for those who know (Itani, 2016:153).

The passage above indicates that there are several ethnic groups and languages around the earth. In this instance, translation is required to comprehend knowledge and science. Anyone who can interpret can exchange information with anyone else.

Moreover, it is supported by the hadith which says that we must learn another language.

حَدَّثَنَا جَرِيرٌ عَنِ الْأَعْمَشِ عَنْ ثَابِتِ بْنِ عُبَيْدٍ قَالَ قَالَ زَيْدُ بْنُ ثَابِتٍ قَالَ لِي رَسُولُ
اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ تُحْسِنُ السُّرْيَانِيَّةَ إِنَّهَا تَأْتِينِي كُتُبٌ قَالَ قُلْتُ لَا قَالَ
فَتَعَلَّمْهَا فَتَعَلَّمْتُهَا فِي سَبْعَةَ عَشَرَ يَوْمً

Meaning: "After telling us Jarir from Al A'masy from Thabit bin Ubaid said, Zaid bin Thabit said, "The Messenger of Allah shallallahu 'alaihi wasallam asked me: 'Can you speak Syriac ? ' I replied, 'You can't.' He said: 'Study! So I learned it in just seventeen days. (Ahmad - 20605).

According to the hadith above, it is beneficial for people to learn another language. Because learning a language allows us to acquire knowledge, acquire and exchange information, and communicate with other people. They can be obtained by translating the source language.

Allah says in the Qur'an Surah Ibrahim 4:

وَمَآ اَرْسَلْنَا مِنْ رَّسُوْلٍ اِلَّا بِلِسَانِ قَوْمِهٖ لِيُبَيِّنَ لَهُمْۗ فَيُضِلُّ اللهُ مَنْ يَّشَاۤءُ وَيَهْدِيْ مَنْ
يَّشَاۤءُۗ وَهُوَ الْعَزِيْزُ الْحَكِيْمُ

Meaning :

We never sent any messenger except in the language of his people, to make things clear for them. God leads astray whom He wills, and guides whom He wills. He is the Mighty, the Wise, (Itani, 2016:91).

According to the verse above, The sender of the message emphasizes that messengers have only been dispatched in the language understood by their respective communities. The purpose of this linguistic clarity is to ensure clear communication of the message. The sender acknowledges the role of God in determining who goes astray and who is guided. This emphasizes the divine power and wisdom of God as the one who guides and directs individuals along their paths.

Additionally, Munday quotes Jacobson as saying that there are three different types of translation. (1) Word signs are translated or appreciated inside a language by employing other word signals from the same language. (2) Oral translation utilizing a different language is known as interlingual translation or appropriate translation. (3) Intersemiotic translation or transmutation (Munday, 2008) is the understanding of verbal signs using signs from non-verbal sign systems.

According to the justification provided, intralingual translation will take place, for instance, when we paraphrase, summarize, or rephrase an expression into ext in the same language. When written text is translated into other media, such as music, movies, or paintings, this process is known as intersemiotic translation. A typical, though not exclusive, focus of translation studies is interlingual translation between two separate verbal languages.

2.1.2 Concept of Error

2.1.2.1 Error Analysis

According to Richards and Schmidt in Hendriwanto and Sugeng (Hendriwanto & Sugeng, 2013), error analysis is the study of errors made by second- and foreign-language learners. Error analysis can be used to: a) identify the learning techniques adopted by students; b) pinpoint the root causes of student errors; and c) gather knowledge about typical difficulties in language learning to aid in instruction or the creation of teaching materials.

Furthermore, error analysis is a subset of language analysis that focuses on mistakes committed by pupils, according to Gass and Selinker (Gass & Selinker, 2013). Identifying the occurrence, character, causes, and effects of language failure is the process at hand. The learning process includes a step called error analysis, which identifies the errors that students made. Errors might be the result of occasions, characteristics, causes, or a learner's lack of comprehension.

According to Richards, mistakes arise when linguistic units (such as words, speech acts, and grammatical units) are used in a way that native speakers believe signals erroneous or insufficient learning. The classification of faults includes phonological (pronunciation), syntactic (grammar), lexical (vocabulary), interpretation (understanding the speaker's intent or meaning), and production (creating the inappropriate communication effects) errors. Errors have been employed in the study of second and foreign languages to identify the methods that students employ to acquire and use the language (Richards, 2010). Richards added that error analysis is the study and analysis of mistakes produced by speakers of second languages and other foreign languages. Three reasons make error analysis crucial: (1) it tells teachers how much their students have learned; (2) it gives researchers information about how language is learned; and (3) it serves as a tool for students to learn the grammar of translated languages (Sunardi Hasyim, 2002).

According to the definitions given above, mistake analysis is a technique used to investigate undesirable and distorted norms made up by language learners in second and foreign languages. Information regarding pupils' proficiency in second and foreign languages can be gleaned from this analysis.

2.1.2.2 Translation Errors

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

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

1. Interlingual errors, which are often influenced by a person's mother tongue, occur when individuals rely on their knowledge of their first language while they are in the process of learning a second language. This involves the act of translating idiomatic expressions, vocabulary, and even grammatical rules from their native language into the second language they are acquiring. In the realm of contrastive analysis, it is posited that these errors can be anticipated and their underlying causes can be identified. In order to tackle and correct interlingual errors, Richards (1974) proposes that around 3-25% of all errors can be attributed to the impact of the native language, while the remaining 75% fall under the category of 'non-contrastive' errors.

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

3. Errors caused by learning strategies include:

   a. Incorrect analogy: Students incorrectly assume that new item B behaves like old item A because they are aware that "boys" (in A) has the plural "boys" and "children" (in B) has the plural "children".

   b. Misanalysis: Students come to the wrong conclusion. This tactic is demonstrated in the sentence: *The term (ü) is derived from the

fact that they are carnivorous plants. It is the plural of it, which is the incorrect notion at play here. The pupil misinterpreted the SL, leading to the incorrect notion.

c. Incomplete application of rules: Because the learner does not apply all the principles, this is the reverse of overgeneralization or undergeneralization. Because they strive for simplification rather than attempting to obtain a complicated overall structure, they replace or reduce complex rules to simpler ones. Examples of subject and verb order that deviates from "be" include: Nobody knows where* Barbie was (ü Barbie was). Only two of the interrogative construction rules have been used by the learner: they have chosen and advanced the wh elements (rule components 1 and 2) but left out the subject and verb.

d. Utilize redundancy: This error occurs when there is an excessive amount of redundancy apparent throughout the system, which is demonstrated by the presence of redundant morphology and dual signaling.

e. Ignoring co-occurrence constraints: Ignoring exclusionary criteria is the source of this mistake. Because I was unaware that the verb enjoy requires a complement gerund.

f. Hypercorrection (over-monitoring): This is the result of pupils' extreme caution and rigid obedience to the rules. A seventeen-year-old girl is a good illustration of a learner who may be actively limiting the L1 transfer potential out of fear of being incorrect.

4. Over-generalization or simplification of the system: This error arises due to the incorrect use of vocabulary or grammatical rules. An example of this is the broad application of the relative pronoun "which" in the sentence: "Bill, *which has a peculiar moral sense." Learners use it to restrict others from this context.

Students' translation errors can be divided into numerous categories and sources of error. It is possible to utilize Sager's classification (1983) to examine student translation faults from Indonesian to English.

According to Sager (1983), translations may contain the following four types of errors:

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

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

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

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

c. The loss of meaning. Superseding the concept conveyed in the source language within the target language by omitting informational elements from the source language in the target language.

Example : "Waspadai penyebaran virus ebola" translates to "be aware of (missing word) the Ebola virus".

d. Deviation of meaning. Redirecting the meaning of the source language to an alternative interpretation or a translation that lacks clarity.

Example: "Penyebaran virus ebola yang menyerang wilayah afrika barat menyita perhatian" translates to "The spread of the Ebola virus in West Africa has attracted the attention of the world".

Sager (1983) also contends that any situation resulting in students conveying their intentions or messages incorrectly is the origin of errors. This can be traced back to the following causes:

a. Morphological errors, encompassing word forms and morphological processes. For instance, an error occurs when writing "children" in its plural form as "children" instead of the correct form "children" (singular).

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

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

Sager's (1983) categorization, encompassing error types (inversions, omissions, additions, and deviations) and error origins (morphological, lexical, and syntactic), forms the foundation for the authors' exploration of translation errors. Drawing from this framework, the authors analyze the mistakes made by students during text translation.

2.1.2.3 Process of Making Error

When there are precise performance standards that outline the requirements for a proper response can it be said that incorrect activities have truly happened. From various professional vantage points, the nature and origin of "errors" are approached; it rapidly becomes clear that the beginning point of the analysis is frequently extremely different. Engineers would therefore prefer to think of operators as parts of a system whose accomplishments and failures can be expressed in the same terms as gadgets. In sociological analysis, factors like

management style and organizational structure are therefore frequently considered mediating variables that influence error rates because sociologists have historically linked the main types of errors to features of the sociotechnical system in use (Hollnagel, 1993).

Last but not least, psychologists frequently begin with the premise that human behavior is essentially deliberate and can only be properly understood in relation to subjective objectives and intents. (2000) Errick Hollnagel Cognitive errors can be explained from a psychological standpoint. The following definition of cognitive mistake is given: Operational failure is primarily cognitive in nature. This is consistent with the use of other expressions that are frequently used to describe wrongdoing, such as neglect and willfulness, which in reality refer to an apparent or audible incident.

In each of these situations, misbehavior is demonstrated by a failure to carry out specific expected behaviors. The category of cognitive activity, in contrast to the categories of omission and commission, denotes a collection of activities as opposed to a single activity. This group of cognitive activities often consists of tasks that need thinking rather than doing, such as diagnosing, choosing, reasoning, planning, remembering, recognising, etc. As an illustration of a "cognitive error," misdiagnosis is one thing, but it's hardly the only one (Reason, 1990).

Referring to a certain cognitive theory or model can frequently be used to define membership in a set of cognitive operations. The concept also admits that perception can be a component of any activity, but sometimes it has a less impact, as in the case of simple movement or observation. (Errick Hollnagel, 1998) (2) Inferred reasons for unsuccessful operations. The fact that cognition is a mental function that can only be viewed by humans is acknowledged by this definition. For instance, even if we are unable to identify a diagnostic problem, we can deduce from the observable performance that an error is most likely to be the root cause of the issue we are watching. It is debatable whether seeing execution

errors, often known as failure modes, provides a solid enough foundation to draw the conclusion that cognition is also flawed or error-prone. It is based on how constraining the causal model is (Errick Hollnagel, 1998).

The conclusion from the above sentence is that errors can be explained from various professional perspectives, such as the viewpoints of engineers, sociologists, and psychologists. However, a more specific explanation of errors can be found in a psychological perspective, where errors are explained in terms of cognitive processes, such as an incorrect diagnosis. Cognitive failures involve a set of activities rather than a single activity and can often be defined with reference to a particular theory or cognitive model. Errors can be observed or inferred from performance that is not in accordance with the norm , but it should be considered that the observation of execution failure is not always sufficient to conclude that cognition also fails or is wrong.

2.1.3 Definition of Recount Text

Hyland claims that the definition of recount is "to tell what happened" (Hyland, 2003). This demonstrates that a recount is a text that describes past occurrences in our lives or is used to describe activities, holidays, mishaps, and other past events. Recount, in Knapp's opinion, is the most straightforward kind of literature in this field. Recounts are formal documents that only list the events in chronological order. No matter how little the story, orientation is required (Knapp & Watkins, 2005). This shows that a recount is a style of narrative that looks into interesting details regarding earlier experiences.

Recount Text, according to Saragih, was initially developed to offer a narrative account of the experiences of a number of connected occurrences. Recounts are written to inform or amuse readers about an incident. You can retell prior experiences using the text function called Recount Text (Saragih, et al., 2014). In other words, remembering also serves as entertainment for individuals to continue reading the story, aside from recalling prior events or experiences.

Anderson defines a recount as writing that narrates events in order to inform the reader of what took place and when. Watkins defines a recount as a sequential text that accomplishes little more than a subsequent series of events in line with this. Retelling is the simplest sort of text compared to other types of text, so students in Indonesia must be able to comprehend it. Students must therefore grasp these subjects as well (Anderson & Anderson, 1997).

In conclusion, Recount texts provide information about past experiences or incidents. Recount language can be used to report on an incident, give an overview, amuse readers, or educate them about it. Recounting is one of the easiest types of texts, but students in Indonesia need to comprehend and be proficient in it because it is one of the key courses.

2.1.3.1 Social Functions of Recount Text

Yulianti contends that the purpose of a recount text is to convey details about an earlier occurrence, as well as entertain readers by retelling funny or interesting events. In addition, recount text can also provide experience or lessons for readers, especially if recount text tells about a valuable or inspiring experience. In the context of learning English, recount text can also be used to train students' writing and reading skills (Yulianti, 2019).

2.1.3.2 General Structure of Recount Text

The general organization of recount text is described as follows (Hogue & Oshima, 2006):

1. Orientation (introduction): In this section, the author introduces the reader to the topic or event to be told. The things that are usually included in this introduction are information about who was involved, where the event occurred, when the event occurred, and the context in which the event occurred.

2. Series of events (series of events): This section is the essence of recount text. In this section, the author tells a series of events that occur

chronologically. Writers must present detailed and clear information so that readers can easily follow the storyline. Apart from that, this part must also be presented using the tense that corresponds to the time of the incident.

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

2.1.2.3 Types of Recount Text

There are three different sorts of recounts, according to research on the purpose of writing (Derewinka, 1990). It is a recalculation made by the individual, one that is based on both reality and fantasy.

a. A personal recount is one in which the author or speaker recounts an event in which they were directly involved.

b. Imaginative recounts are recounts that assume take on the role of fantasy and provide details about events.

The Literacy Secretariat (2012) asserts that the categories of recount text extend beyond the ones previously mentioned; in fact, there are two additional types to consider. Consequently, recount text can be classified into the following categories:

a. Personal recounts involve the author recounting their personal experiences or activities, fostering a connection between the author and the reader. This category includes examples such as anecdotes, journal diaries, and personal letters.

b. Factual recounts center around the reporting of specific incidents by reconstructing factual information. Examples include police accident

reconstructions, historical accounts, and biographical or autobiographical narratives.

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

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

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

There are five different forms of recount texts, including personal recount, factual recount, imaginative recount, procedural recount, and literary recount, according to the two sources cited—Derewinka (1990) and Literacy Secretariat (2012). A personal recount is a form of account that describes events that the writer or speaker has personally experienced. An incident's specifics are recorded in a recount called a factual recount. A retelling that adopts an imagined persona and offers information about an incident is called an imaginative recount. A sort of recount known as a procedural recount documents the actions taken throughout an investigation or experiment. A literary recall is a form of recount that narrates a sequence of incidents for amusement.

2.2 Relevance of the Study

Researchers find research that has been done by other studies before. Can be seen as follows:

1. Dwi Rizky Amalya, Ummi Khaerati Syam, Nunung Anugrawati, Ismail Sangakala & Nurdevi Bte Abdul, (2018), entitled "Errors of Indonesian to English Translation Texts Made by Pangkep 13 Public High School Students". This study uses quantitative research. This study aims to find out the types of errors in the Indonesian to English translation texts made by students of SMA Negeri 13 Pangkep and the sources of errors in the Indonesian to English translation texts made by SMA Negeri 13 Pangkep .

Data is collected through written text. The findings of this research reveal that students in the second grade, enrolled in Indonesian to English Translation courses at SMA Negeri 13 Pangkep, continue to commit errors when translating texts. The primary type of mistake observed among these students predominantly pertains to the lexical aspect.

2. Mustathira and Fatimah Hidayahni Amin (2023) entitled "Translation Errors of English-Indonesian Text in Basic Translation Class". This study aims to find out (1) types of students' translation errors, (2) common students' translation errors (3) students' difficulties when translating English texts into Indonesian at 'UIM Al Ghazaly Makassar. This study used a descriptive qualitative method to collect and analyze data according to the concepts of Miles, Huberman, and Saldana (2014). The subject of this study is the third semester of the Department of English Language Teaching at UIM Al Ghazaly Makassar. Ten students were purposively selected as research participants. The focus of this study is on errors in translating English texts into Indonesian. The tool of this research is the text of the passage. The test was used to collect data on students' English-to-Indonesian translation errors. The research results show that students make mistakes when translating text from English to Indonesian. They have found the types, advantages and difficulties of the errors that students make when translating text d'a. The types of errors were (1) inversion of meaning, students made about 2 errors, (2) omission of meaning, about 3 errors, (3) addition of meaning, about 2 errors, and (4) wrong direction. commit about twice. 3 errors. The main errors were (1) in morphology, about 3 errors, (2) in vocabulary, students made 3 errors, and (3) in syntax, students made about 3 errors. The difficulties that students encounter when translating text are vocabulary meaning, grammatical meaning, contextual meaning, textual meaning and socio-cultural meaning. It can be concluded that the difficulties that students encounter when translating a speech, both in terms of lexical meaning, grammatical meaning, contextual meaning, textual meaning and social meaning.

3. Safitri Burning, (2019) entitled "Analysis of Errors in Translating Indonesian to English in Class XI Students". This study uses qualitative research. This study aims to find out the types of errors in Indonesian to English translation texts made by students of MAN 1 Medan, the process of errors made by students and the reasons for errors in student translations from Indonesian to English. Data was collected through translation tests and interviews. The results of this study indicate that students still make mistakes in translating Indonesian texts into English and the types of errors and causes of mistakes made by students in translating Indonesian texts into English.

4. Ali Akbar Rafsanjani, (2019), entitled "Analysis of Indonesian to English Translation Errors in Descriptive Texts Made by Indonesian Students". This study uses qualitative research. This study aims to find out the sources of errors in the translation of Indonesian into English in Descriptive Texts Created by Students. This research was conducted at SMPN 1 Arjawinangun which was taken from class VIII students at SMPN 1 Arjawinangun. Data was collected through instructions to students to translate descriptive text from Indonesian into English. The researcher found 355 translation errors from 30 students consisting of 77 morphological errors, 96 lexical errors and 182 synthetic errors.

5. Dina Merris Maya Sari, (2019) entitled "Error Analysis of Student Translation Texts". This qualitative research was conducted to examine the errors made by fifth-semester students majoring in English at STKIP PGRI Sidoarjo when translating text. The study involved multiple stages of data collection, starting with the researcher's analysis of the students' translation outputs. Various errors made by the students during the translation process were documented. These translation error data were categorized into several groups, including generalization, misunderstandings of rules, incomplete application of language rules, and incorrect assumptions about language rules. During the data classification phase, the researcher sorted

the data into distinct categories, such as grammatical errors and semantic errors.

Although many studies have examined translation errors using the Classroom action research research design, there is still little that discusses translation errors from Indonesian to English texts using a case study design. In addition, the gaps in this study are found in the object of research. Previous research was at SMA N 13 Pangkep, while this study examined at SMAN 9 MEDAN.

2.3 Conceptual Framework

The conceptual framework of this research can be seen as follows:

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│   Recount Text in Indonesian    │
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│      Translation Process        │
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┌─────────────────────────────────┐
│     Translate Recount Text in   │
│            English              │
└─────────────────────────────────┘
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┌─────────────────────────────────┐
│   Identification of Errors Made by │
│           Translator            │
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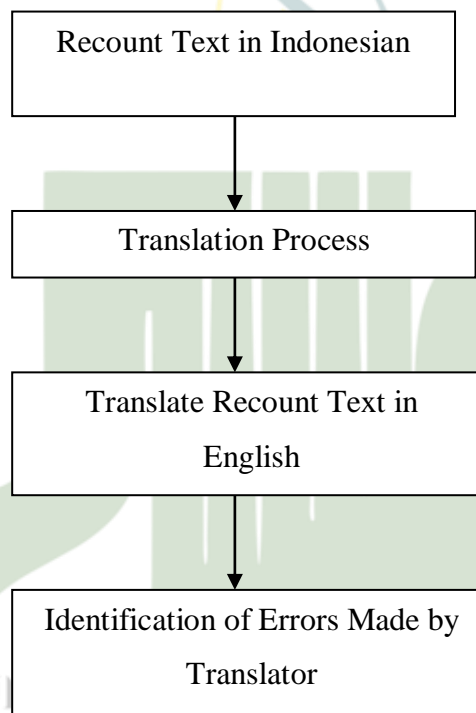
Figure 2.1 Conceptual Framework of Research

The conceptual framework above describes the stages in conducting research on errors in translating recount texts from Indonesian to English. The first stage is the input, where the researcher will use Indonesian language recount text as research material. Furthermore, the translation process is carried out by translators who master both languages. The results of the translation process are in

the form of recount text in English, which will then be analyzed to identify the types of errors made by the translator.