CHAPTER IV

FINDINGS AND DISCUSSION

This chapter will be divided into two parts of presentation. They are research findings and discussion. The researcher analyzed the error of the Eleventh grade of SMAN 9 Medan.

4.1 Research Findings

This study collected data from interviews and documentation given to students of SMAN 9 Medan. Observations and interviews were held on 23-26 Agustus 2023. Based on the data collected through interviews and documentation, the researcher found that female students at SMAN 9 Medan, especially in the English subject, still had difficulty translating recount text sentences.

4.1.1 Types of Error Made by Students

Based on the data collected through interviews and documentation conducted by the researcher, then the researcher identified the types of errors in the students' translations of Indonesian recount text into English. There are four types of errors that the researcher found when translating recount text, namely the reversal of meaning, the addition of meaning, the loss of meaning and deviation of meaning.

The classification of the errors above is based on the classification of Sager (1983) which groups into types of errors (inversions, omissions, additions, and deviations). In this section, student translations are classified into four types of translation errors, namely inversion, omission, addition, and deviations of meaning. Classification and examples of translation errors can be seen further below.

    a. Inversion of Meaning

The first mistake in translation is inversion of meaning. Inversion of Meaning occurs when the meaning of the source language text is expressed in

another way. The intent of the target language is contrary to the source language. Examples can be seen below:

Table 4.1 Example of Inversion of Meaning

Source Data	Student's Translation	Translation Key
Hari itu adalah waktu yang tepat untuk memancing	That day was the <u>perfect</u> time to go fishing	It was the suitable time for fishing

From the table of student translation results above, it shows that there is an inversion of meaning because Indonesian as the source language is contrary to the target language. The word "tepat" is translated as "perfect". This is very opposite because the target language talks about perfect while the source language talks about the right time. Reversal of meaning can mislead the reader in understanding the meaning of the text. Another example as follows:

Table 4.2 Example of Inversion of Meaning

Source Data	Student's Translation	Translation Key
Saya mendapat begitu banyak ikan hari itu	I <u>caught</u> so many fish that day	I got more so many fish that day

From the table of student translation table above, it can be classified as a meaning inversion error because in the source language, the word "get" is translated as "catch". It categorizes errors in translation into inversion of meaning. This cannot be allowed because it will make the reader confused because of the contradiction in meaning from the source language to the target language.

b. Omission of Meaning

The second error in translation is omission of meaning. Omission means that an element that should be present in well-formed speech is missing. Examples can be seen below:

Table 4.3 Example of Ommision of Meaning

Source Data	Student's Translation	Translation Key
Saya bangun pagi-pagi dan menyiapkan segalanya	I wake up Early (missing word) and Prepare everything	I woke up earlier in the morning

From the table of student translation results above, it shows that there is an error in omission of meaning because in the target language there are missing word. The source language is not completely transferred to the target language. Missing words can make the reader not understand the intent of the target language because the target language is missing. Another example as follows:

Table 4.4 Example of Ommision of Meaning

Source Data	Student's Translation	Translation Key
Saya langsung mencari tempat terbaik untuk mendapatkan ikan raksasa	We are (missing word) looking for the best place to had a giant fish	I directly searched the best spot to get a giant fish

From the table above, the student's translation contains omission errors. In the target language, there are some words from the source language that are missing. This happened because the word "langsung" was not translated by students. This can lead to a different meaning if the word is lost.

c. Addition of Meaning

The third translation error is addition meaning. The presence of additional elements that may not be present in well-formed utterances is a characteristic of addition. Examples as follows:

Table 4.5 Example of Addition of Meaning

Source Data	Student's Translation	Translation Key
Saya sangat menikmati momen tersebut sehingga saya tidak menyadari bahwa matahari telah terbenam	I was enjoying the moments so much that I didn't realize the sun had set	I enjoyed the moment so much that i didn't realized that the sun had already set

From the table above the students' translation results are classified as an additional meaning because in the target language there is the word "was" while in the source language the word is nothing. This can be classified as an error with addition meaning. The addition of the word "was" can make it difficult for readers to understand the subject matter of the writing because the source language is different from the target language, there is an additional meaning in the target language. Another example as follows:

Table 4.6 Example of Addition of Meaning

Source Data	Student's Translation	Translation Key
Minggu lalu, saya pergi ke danau untuk memancing	Last week, I went to the lake to go fishing	Last week, l went to the lake for fishing

Based on the student translation table, it shows that there are errors other than meaning. In the source language "last week, I went to the lake to fish" which is translated into "last week, I went to the lake to go fishing", there is an additional meaning in the target language. The word "go fishing" in the target language is nothing in the source language. This word is classified as an error in adding meaning because this word is not mentioned in the source language. This makes the reader confused to understand the meaning.

d. Deviation of Meaning

The fourth error is the deviation of meaning. Namely the transfer of the meaning of the source language to another meaning or an unclear translation. The translation is not clear because the word is different from the word that should be the word used. Examples can be seen below:

Table 4.7 Example of Deviation of Meaning

Source Data	Student's Translation	Translation Key
Tidak lama setelah itu, teman-teman saya datang	Shortly after, my friends came	Not long after that, my friends came

From the student translation table above it can be classified as an error of meaning deviation because "Tidak lama setelah itu" is translated into "Shortly after". These words are vague translations or unclear translations.

4.1.2 Process of Making Error

Based on data collected through interviews with students conducted by researchers, researchers found process of making error.

Table 4.8 Interview Result

Name Initials		Participant's Answer
SUB	Menurut anda apa faktor utama yang mempengaruhi terjadinya kesalahan dalam penerjemahan teks recount?	Grammar dan Vocabulary
VTNA		Grammar
YDSH		Grammar
WNS		Grammar
KN		Grammar

Based on the table above, the error occurs due to a lack of understanding in grammar and vocabulary. Four students did not understand grammar, and one student struggled with both grammar and vocabulary. This indicates a need for focused language instruction and support to address these challenges among the students. Implementing targeted exercises, interactive learning materials, and one-on-one or small group sessions can significantly enhance their language comprehension and proficiency.

Additionally, a comprehensive assessment of each student's specific areas of difficulty can help tailor the language instruction to their individual needs. This might involve identifying common grammar mistakes made by the students who struggle in that area and designing exercises that specifically target those issues. Similarly, for the student who faced challenges in both grammar and vocabulary, a combined approach that integrates grammar rules with vocabulary-building activities could prove beneficial.

Furthermore, interactive learning materials such as language learning apps, online quizzes, and multimedia resources can engage students in a more dynamic way. These tools can make the learning process enjoyable and encourage active participation, which is crucial for language improvement. Moreover, incorporating real-life examples and contextual situations can help students grasp grammar concepts and new vocabulary in a more practical manner.

To provide personalized attention, arranging one-on-one or small group sessions with a language instructor or tutor can be immensely effective. These sessions can focus on addressing specific questions, clarifying doubts, and practicing language skills in a supportive environment. The students can benefit from immediate feedback and guidance, helping them to correct mistakes and reinforce their understanding.

In conclusion, the data from the table underscores the importance of targeted language instruction and support for students facing challenges with grammar and vocabulary. By implementing a combination of tailored exercises,

interactive resources, and individualized sessions, educators can facilitate significant improvements in the students' language comprehension and overall proficiency. This approach will not only address their current difficulties but also empower them with essential skills for effective communication.

4.2 Discussion

Based on the data findings above, it can be stated that the types of errors made by students are inversion of meaning, omission of meaning, addition of meaning and deviation of meaning proposed by this research.

Dwi Rizky Amalya et al (2018) "Errors of Indonesian to English Translation Texts Made by Pangkep 13 Public High School Studens". The researcher found four types of errors namely omissions, additions, inversions, lexical errors. The kinds of errors found in his research were also found in this study. There are ommissions, additions and inversions are some of the errors found in this research. Omission means that an element that should be present in well-formed speech is missing. Addition means the inclusion of intentions or ideas that are not stated or implied in the source language. Inversion means disclosure of the meaning of the source language text in another way.

Mustathira and Fatimah Hidayahni Amin (2023) "Translation Error of English Indonesian Text in Basic Translation Class" found that there are four types of errors. There are inversion of meaning, ommision of meaning, addition of meaning and deviation meaning. Mustathira and Fatimah Hidayahni Amin (2023) has same with the researcher's analysis. In this research, researcher found four types of errors too namely inversion of meaning, ommision of meaning, addition of meaning and deviation of meaning.

Ayu Safitri Burning (2019) "Analysis of Errors in Translating Indonesian to English in Class XI Students" found that there are thirteen types of used students in classroom. There are verb error, pronoun error, possesive error,

adjective error, article error, conjuction error, omission, addition, misordering, lexical error, capitalization, punctuation and spelling error. Ayu Safitri Burning (2019) has a difference with the researcher's analysis. Ayu Safitri Burning (2019) in her research found thirteen types of error, namely verb error, pronoun error, possesive error, adjective error, article error, conjuction error, omission, addition, misordering, lexical error, capitalization, punctuation and spelling error.

Ali Akbar Rafsanjani (2019) "Analysis of Indonesian to English Translation Erros in Descriptive Texts Made by Indonesian Students" found that there are three types of errors. There are morphological errors, lexical error and synthetic error. Ali Akbar Rafsanjani (2019) has a difference with the researcher's analysis cause in Ali Akbar Rafsanjani (2019) only found sources of error. Meanwhile in this research found types of error namely inversion of meaning, ommision of meaning, addition of meaning and deviation of meaning.

Dina Merris Maya Sari (2019) "Error Analysis of Student Translation Texts" found that there are four types of errors. There are lexical error, preposition error, error in the use of tenses, incomplete sentences. Dina Merris Maya Sari (2019) has a difference with the researcher's analysis. Dina Merris Maya Sari (2019) in her research found four types of errors namely lexical error, preposition error, error in the use of tenses and incomplete sentences.

In analyzing the data, researchers used Sager theory. Sager (1983) suggests that there are four types of errors, namely inversion of meaning, omission of meaning, addition of meaning and deviation of meaning. After conducting the research, the researcher found four types of errors made by students when translating Indonesian recount text into English Class XI-4 at SMAN 9 Medan, namely inversion of meaning, ommisison of meaning, addition of meaning and deviation of meaning.

From the discussion, the researcher can conclude that there is only one finding that has similarities with the findings of researchers at SMAN 9 Medan,

namely research from Mustathira and Fatimah Hidayahni Amin (2023) "Translation Errors Of English-Indonesian Text In Basic Translation Class.