

CHAPTER IV

FINDING AND DISCUSSION

4.1. Findings

In this research, the translation errors of senior high school student in translating short story entitle is Malin Kundang among 12th grade students at Private Madrasah Aliyah Cipta Batubara. They use Dictionary to make it easier for them to do translating the short story. Dictionary is a book that contains only words. Dictionary as a book to help someone understand a new vocabulary , in addition to reciting word's means, the dictionary may also have a guidelines, as well as the source (etimology) of a particular word and its usage examples. For clarification, there are also ilustrations throughout the book.

Based on the result of the research, the researcher chose a short story entitle is "Malin kundang" for students to translate. Before the researcher give the short story sheets to the students, researcher did a interview to the english teacher, the teacher name is Nurmaini, S.Pd, and one of the question for the english teacher is "Who is the student that can speak english fluently in this school and have to carry out competitions in the field of English?", the teacher's answered is "There is one student that can speak english fluently and have to joined the speech competition, the student name is Rio armanda, and there is three students just can speak english but never joined a competition", the researcher asked the english teacher about how could the student can speak english fluently and since when they the skill, the teacher said all of them got their skill since before they were school in MA Cipta through a course. After interviewed the english teacher, researcher asked a permission from the teacher for met the four of student who could speak english fluently for being a media of research. And the four of the student name is RM itself, R, MHM, and FM.

4.1.1. Students' Translation Errors

There are eight types of errors and translations made by students, and what students mostly do is error addition. When translating short story text, students use a bilingual dictionary to complete the translation, a bilingual dictionary is a dictionary which contains word-for-word transfers from one language to another and vice versa, for example from Indonesian into English and from English into Indonesian based on alphabetical order. Therefore, according to AA Suheri's theory (2012), one of the most frequent errors that appear is the addition error.

Table 4.1. Students Translation Errors

N o.	The Participants	Omission	Addition	Substitution	permutation	frequency	nature	effect	detection
1.	RA	2	3	1	1	1	1	1	1
2.	FM	2	2	1	1	1	2	1	1
3.	MHM	1	3	1	1	1	1	2	1
4.	R	1	2	2	1	1	1	1	1

Based on the table above, RA has 11 errors, The average error created by RA is Error Addition, where there are 3 error additions in the translation result, and each of the other seven errors RA raises 2 Omission Errors and 1 error in each type of error. There are one of error addition from RA's short story translation: "*Once a upon a time, the shore of west sumatera*", where the addition of errors is very easy to detect in simple sentences, which, as written by RA in the sentence above, RA adds the word "a" which should, if adjusted to the rules of correct sentence language is: "*Once upon a time, the shore of west sumatera*".

Then, there are also 11 errors in the FM's translation results, where the average errors created by FM are Addition Errors, Omission Errors, and Nature Errors, each of which has 2 errors in the translation results, one example of an error created by FM is error substitution, her translation result

is: *“Malin mother must fight to feed Malin”* In the sentence there is a subtle substitution error. The sentence looks quite grammatical and does not contain incorrect word substitutions. However, there are some adjustments that can be made to improve the sentence structure: *“Malin's mother must fight to feed Malin.”* In this sentence, an ownership sign ("Malin's") has been added before "mother" to indicate that the mother in question is Malin's mother.

Participant 3 is MHM which also creates 11 errors in its translation results, where the average error type is Error Addition and Error Effect, MHM creates 3 Error Additions and 2 Error Effects, an example of an error created by MHM is Error Addition, Error Addition is the translation result from MHM that he wrote: *“Mother malin want to make many money”*. We can see there are two errors in the sentence but we have to focus on the word many which is a form of error addition. the word that is more appropriate to translate the perfect sentence should use the word "a lot" because the person who mentions the sentence does not specify how many amounts to be determined in the sentence, so the correct sentence is: *“Malin’s mother want to make a lot of money.”*

Then, from the last participant, namely R, R has 10 errors in the translation results, of which Error Addition and Error Substitution are the averages that often appear in the translation results. one example of the error results created by R is Error Permutation, Error Permutation is the translating result from R, her translation result is: *“Since his husband died”* There is an error in position ("error permutation") which leads to a mistake in the use of possessive pronouns and gender. The word "his" is a possessive pronoun that refers to the male owner, but the word "husband" refers to the husband, indicating that the person in question is a man. To correct this error, we need to make changes to the possessive pronoun and ensure that it matches the gender referred to in the context of the sentence. The correct sentence is "Since her husband died." The word "her" is a possessive pronoun that refers to the female owner, which matches "husband," which is the husband. Therefore the correct sentence is: *“Since her husband died”*.

4.1.2. The Process of the Student's Translation Errors

According to the 4 processes in the students' translation error, namely omission, addition, simple addition, and misinformation. The error that appears the most in the students' translation results is addition error. There are the process of Students' Translation in the table below:

Table 4.2. The Process of The Students Translation Errors

No.	The Participants	Omission	Addition	Simple Addition	Misinformation
1.	RA	4	2	1	2
2.	FM	5	2	1	2
3.	MHM	3	3	1	3
4.	R	4	2	1	2

From the first Participants named RA, There are many errors that occur when translating texts is an omission error is defined as an error that occurs when the translation process is in progress, an omission error in RA's Translation also occurs because RA as the translator often forgets. For example, . There are one of error omission process from RA's short story translation "*When he see many friends*", He should have put the word "see" as V2 because when the subject "she/he/it" must be followed by the predicate that applies to the subject, namely the second verb, after the word "he" it should be followed by the predicate, namely "saw", so the correct sentence is "When he saw many friends".

Then, the second participant is FM, the average error that occurs in FM when the translation process is in progress is Error Omission, an example is "*The more Malin grow*", In the sentence, there is an error related to error nature, namely the error occurs in the verb "grow," which should be "grows" to correspond to the singular subject "Malin." In English, the form of the verb that corresponds to the singular subject "Malin" is "grows." The correct form is: "*The more Malin grows*".

Next is the third participant named MHM in the translation results MHM on average raises Misinformation in the translation process, for example “*Mother malin want to make many money*”. We can see there are two errors in the sentence but we have to focus on the word many which is a form of error addition. the word that is more appropriate to translate the perfect sentence should use the word "a lot" because the person who mentions the sentence does not specify how many amounts to be determined in the sentence, so the correct sentence is: “*Malin’s mother want to make a lot of money*”.

Then the last participant named R brings up Simple Addition in the translation, for example “*Malin mother’s must to flight to malin*”. There is three errors on the sentence but we will focus in the word “must to”, the word “must” never followed the word “to” because “must” is the part of Modalsso that the word “must” does not have to transformation. Therefore the correct sentence is: “*Malin’s mother have to struggling to malin*”.

4.1.3. The Factors of Students’ Translation Errors

Here are some explanations about the factors of Students’ Translation errors made by students in the table below:

Table 4.3. The Factors of Students’ Translation Errors

N o.	The Particip ants	Ommi sion	Addit ion	Substit ution	permut ation	freque ncy	nat ure	eff ect	detect ion
1.	RA	2	3	1	1	1	1	1	1
2.	FM	2	2	1	1	1	2	1	1
3.	MHM	1	3	1	1	1	1	2	1
4.	R	1	2	2	1	1	1	1	1

The first is an ommision error is defined as an error that occurs when the translation process is in progress, an omission error also occurs because the translator often forgets. For example, a translator is distracted because there

are other things that he has to think about besides his current job, namely translating, resulting in an error in translating. Then the second is error addition is the form of an error that occurs because the translator adds a word that should not be in a translated sentence. translators already know the grammatical rules of the second language, but they often misunderstand them. So, they then made the mistake. The third is error substitution, substitution errors are automatic replacements of one word in a sentence, strategy, or phoneme when the specific text you want to translate is forgotten or unknown. For example, when a translator is asked to repeat words immediately after listening to them, he or she may say —Naturel after hearing the word —Maturel. In this example, there is a substitution of the phoneme [M] for the sound of the word. Then the fourth is error permutation, error permutation are places where the morphemes or words in a sentence or utterances that are not arranged correctly are placed. The fifth is error frequency, error frequency is the number or rate of occurrence of errors in text etc on error frequency might range from views on its effect on comprehension to strategies for reducing error frequency in language use.

And the sixth is error nature, error nature is the global error that occur when the translator make mistakes in understanding the overall meaning of a text and random errors occur due to factors such as tiredness or ignorance. the seventh is error effect, error effect is how an error can affect translator overall language skill. And the last is error detection, error detection is the process of tracking errors during data transmission, namely the change of one or more bits from the value '1' to '0' or vice versa.

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there is three students just can speak english but never joined a competition. the researcher asked the english teacher about how could the student can speak english fluently and since when they the skill, the teacher said all of them got their skill since before they were school in MA Cipta through a course. After interviewed the english teacher, researcher asked a permission from the teacher for met the four of student who could speak english fluently for being a media of research.

4.2. Discussion

As written in the findings above in accordance with the results of previous studies owned by AA Suhendi , namely the type of error that appears the most is error addition. Then if adjusted for the types of errors in the opinion of Bagheri and Nazari, translating using only the media dictionary is not enough to help students in translating short story text with English grammar rules that comply with the applicable language rules, because the dictionary itself, and the one who created the most errors in the translation results was a student named MHM (17) grade 12, MHM himself was a child who was born using English as his main language or a native speaker because both of his parents worked as nurses in the city of Kuwait, Saudi Arabia, had to MHM and his two siblings attend an English-based school called Pakistan International English School, but for now MHM has been studying Indonesian for 2 years and at least is able to speak Indonesian, but due to his limited Indonesian and still having a small vocabulary, There was a misunderstanding in the translation, based on the results of the interview MHM said that "Indonesian has too many vocabulary words, so sometimes I get confused about how to place each katana because I don't fully understand it, moreover I only understand English, not the grammar". From MHM's statement above, it can be concluded that MHM's obstacles in translating are the lack of Indonesian vocabulary, and their lack of understanding of English grammar.