CHAPTER I

INTRODUCTION

A. The Background of the Study

Translation is the process of communication. Levy (2000) states that translation is a process of communication: the objective translating is to import the knowledge of the original to the foreign reader. As a process of communication, translation functions as the medium across the linguistic and cultural barriers in conveying the messages written in the foreign language (Duff, 1989). Translation has an important role as a way to communicate; translation also has a function as the way to share the message, information, stories, experiences and most of all knowledge.

Hatim and Munday (2004) define translation as the process of transferring meaning a written text from source language (SL) to target language (TL). Translation is not only concerned on changing words from one language to another, but also mastery of both the source language and the target language. In Indonesia, English is a foreign language that students must learn in school, and translation helps students getting knowledge from the source language.

The students especially students in Senior High School level must deal with many kinds of texts; one of them is narrative text. Narrative text or narration is any written English text in which the writer wants to deal with actual or vicarious experience in different ways (Siahaan and Shinoda, 2008). They state

that the purpose of narrative text is to entertain, to tell a story or to provide literary experience. Narrative text is a text about story that can be in the form of folklore, animal story (fable), legend or short story, novels, etc. Yudantoro (1996) states that narrative text is story which can be fable style, myth, and legend.

While translating a text, the students often do errors, they may overlook the important things in translating a text such as the accuracy, natural, and communicative so that the meaning can be understood by the reader.

The term 'error' usually means that something is wrong. Translation 'errors' occur because something has gone wrong during the transfer and movement from the SL to the TL (Hansen, 2009).

Crystal (2008) states that Errors are assumed to reflect, in a systematic way, the level of competence achieved by a learner; they are contrasted with 'mistakes' which are performance limitations that a learner would be able to correct. The students sometimes make errors while translating a text by omitting one or more words, adding an item or more in utterance, using the wrong form of morpheme or structure and misplacing morpheme in sentence, so the meaning of utterance will be changed. These kinds of errors can be analyzed and classified by using Surface Strategy Taxonomy by Dulay.

Based on preliminary observation that had been done by the researcher at SMK Negeri 1 Stabat, the researcher found errors in students' narrative text translation entitled The Enchanted Fish

Here are the examples of errors found in students' translation text:

1. Source Text : He quickly started to reel in his line and managed to pull a huge fish.

Target Text : *Dia dengan cepat mulai* <u>*kumparan dalam garisnya*</u> *dan berhasil menarik seekor ikan besar.*

The right translation is '*Dia dengan cepat mulai menggulung tali pancingnya dan berhasil menarik seekor ikan besa*r'. The students used the wrong words in order to conduct a good translation of the sentence. They translated "started to reel in his line" into '*mulai kumparan dalam garisnya*' and their translation cannot express the exact meaning. The "started to reel" or "verb to infinitive" in the sentence is used to express what the fisherman was doing, he was fishing and the students cannot read the situation or context of the text then they made error (misformation) in translating the sentence.

2. Source Text : At last, <u>as she was about to fall asleep, morning broke</u> and the sun rose.
   Target Text : *Akhirnya,* <u>*saat dia tidur, pagi rusak*</u> *dan matahari terbit.*

The right translation is '*Akhirnya, saat dia hampir tertidur, pagi menjelang dan mataharipun terbit*'. This error can be categorized into misformation error. It happens because the students used the wrong words to translate the sentence. The students translated "she was about to sleep, morning broke" into '*dia tidur, pagi rusak*' and it didn't express a good meaning to the target language, it showed that the woman was sleeping when morning broke (also something happens to morning) even though the right meaning must be "the woman was not asleep yet and she wanted to sleep when the morning was about to come", so the conclusion is the students' translations carry misperception to the reader.

Based on the data above, the researcher found errors in students' translation text. They cannot form a good target text repeatedly so the readers cannot get the meaning of the text. The students are not able to convey the meaning of the text to the readers. This phenomenon becomes the reason for the researcher to analyze the translation errors made by the students. The researcher is interested in conducting this research related to errors in students' translation text based on Dulay's Surface Strategy Taxonomy. The researcher will also find out

the causes of the errors so the students will be aware of making errors in their translation.

B. The Problems of the Study

Based on the background of the study, the problems of this study can be formulated in the form of question as follows:

1. What is the most dominant error that appears in students' translation text based on Dulay's Surface Strategy Taxonomy made by second- year students of SMA Tunas Pelita Binjai?

2. What are the causes of errors in students' translation text based on Dulay's Surface Strategy Taxonomy made by the second- year students of SMA Tunas Pelita Binjai?

C. The Objectives of the Study

In line with the problem, this study is intended to investigate:

1. To find out the most dominant error that appears in students' translation of narrative text based on Dulay's Surface Strategy Taxonomy made by the second- year students of SMA Tunas Pelita Binjai.

2. To investigate the causes of errors based on Dulay's Surface Strategy Taxonomy made by the second- year students of SMA Tunas Pelita Binjai.

D. The Scope of the Study

The scope of the study is to find out the kinds of errors in students' translation narrative text based on Dulay's Surface Strategy Taxonomy, the title of

the text is The Story of Toba Lake, one of the famous legends from North Sumatera. This study will be conducted for second- year students at SMA Tunas Pelita Binjai

E. The Significance of the Study

This study is expected to have both theoretical and practical contributions.

1. Theoretically, this study can enrich the literature on errors analysis in students' translation text based on Dulay's Surface Strategy Taxonomy.

2. Practically, the findings of this study are expected to be useful for:

   a. The teachers:

   The result of this study is aimed to help teachers find advantageous information based on the contents and findings of this study, which related to errors in students' translation narrative text based on Dulay's Surface Strategy Taxonomy.

   b. The students:

   This study can help students increase the awareness of errors on their translation.

   c. The other researchers:

   This study is expected to give additional information for the next related study.