CHAPTER I

INTRODUCTION

A. Background of the Study

English is currently the global language used in almost every occassion of international communication. From business to politics, environment to military, English connects the parties involved in global communication. Because of this, countries who do not have English as their native languages, including Indonesia, require the students to learn English as the mandatory foreign language in compulsory education level. In Indonesia, English is learned as early as first grade in primary school.

As it is important to communicate in English, information or text from a non-English native language is translated to English to reach global audience. Information in English is also translated the other way around to a native language so that people can easily understand it. Importance of translation can be seen in culture and literature. Novels from Indonesia, such as Laskar Pelangi (The Rainbow Troops) and Negeri Lima Menara (Land of Five Towers), are translated to English and other foreign languanges so that the cultural product can be enjoyed by other countries. In the same way, foreign language novels like Harry Potter are also translated to Indonesian.

Not only in literature, translation also has an important place in classroom. Translation in language classes is used as a tool to facilitate second or foreign language learning. This is called pedagogical translation. It has been proved that

pedagogical translation is beneficial and represent an extremely useful method in learning and acquiring foreign language (Cook in Popescu, 2013). Schaffner in Siregar (2018) suggests that pedagogical translation helps students in their verbal language use, vocabulary, and comprehension among other things.

As pedagogical translation is useful for teachers, UNIMED and other universities include Translation subject in their Department of English Education students. In UNIMED, the subject is divided into two courses over two semesters. Translation I deals with the theoretical aspect of translation, while Translation II deals with the application of the theory.

Based on interview with the lecturer of Translation subject and in preliminary observation, the writer found that there are still problems faced by students in the subject. The following are some examples of observation result

Table 1.1 Errors in preliminary observation

Source text	Student translation
...*letaknya tidak berada di pusat kota namun juga tidak jauh dari kota*	...located not in the city center
memiliki 5 bangunan utama	...has 5 buildings principal
dari seluruh masyarakat sekitar	...from society surroundings

In the first example, there was a mismatch of meaning between the source text and the target text. The source text contained information of *namun juga tidak berada di lingkungan jauh dari kota* whereas the target text omitted the information of not in remote area of the city. In second and third example, the student translated the noun phrases in Indonesian to English while still using Indonesian syntax of modifier following after the head noun.

In order to have a good translation, among other things, masteries of both the source language and target language are required. Therefore, translation test can be used as one of the ways to measure English competence. By analyzing the errors produced by students in the translations, teachers can determine which part of the language the students are still weak at and come up with appropriate strategies and learning materials to remediate the problem. This method of analyzing errors to ultimately remediate problems is known as error analysis.

There have been several studies using error analysis to analyze native language (L1) to foreign language (L2) translations. Salam, *et al.* (2017) studied translation errors in Indonesian-English translations obtained by using a crowdsourcing translation application. They focused on the translation error which concerns with mismatch in meaning. Salam, *et al.* found that the translations of 50 original (source) text are varied and resulted in 350 variations in the translated text. They found that the dominant kind of translation errors were deviation of meaning (58%).

Tandikombong, *et al.* (2016) studied the grammatical errors in Indonesian-English translations made by students of UKI Toraja. They found that the most frequent types of errors are errors found in verbs and nouns. The errors are mostly caused by overgeneralization. Similarly, Fithriyani and Kusrini (2014) also studied grammatical errors in Indonesian-English translations by students of English Department of Universitas Muhammadiyah Purwokerto. They found that the major types of grammatical errors were the errors of plural noun markers

(17.3%) and errors in construction of active sentences in simple present and past tenses (35.3%).

Popescu (2013) analyzed the errors found in Romanian (L1) - English (L2) translations of analytical exposition texts in journals. She focused on both the linguistic errors and translation errors. This categorization is used because she is interested in both L2 (English) competence and L1-L2 translation competence of the students. She found that the majority of errors are in the linguistic category, specifically in collocation. She suggested that students should have more vocabulary practice and use collocation dictionaries.

Following Popescu, Cuc (2017) analyzed Vietnamese (L1) - English (L2) translations made by Vietnamese university students. Cuc used the error categorization proposed by Popescu. The study found that errors are caused both by interlanguage and intralanguage interferences.

The preceding paragraphs showed that translation is important for prospective teachers and that preliminary observation still had numerous errors. Furthermore, there were only a few Indonesian-English translation error studies focusing on translation (meaning) aspect in Indonesian university context. As such, the writer was interested in analyzing the errors in Indonesian-English translations made by students of Department of English Education in UNIMED as a study titled Errors in Indonesian-English Translations by Students of English Education.

B.   Identification of the Problems

Based on the background of the study above, the problems identified in this study were:

1. Students had problems in the Translation subject.

2. There were only a few translation error analysis studies done focusing on meaning aspect in Indonesian university context.

C.   The Problems of the Study

Based on the explanation given in the background, the problems of the study were formulated in the following questions:

1. What are the types of errors made by students of UNIMED Department of English Education in their Indonesian-English translations?

2. How are the errors realized into pattern in narrative, descriptive, and analytical exposition texts?

D.   The Objectives of the Study

In line with the problems formulated above, the objectives of the study were:

1. To investigate the types of errors made by students of UNIMED Department of English Education in their Indonesian-English translations.

2. To investigate how the errors are realized in narrative, descriptive, and analytical exposition texts.

E.   The Scope of the Study

The study was only concerned about Indonesian-English translation, not the other way around. The study focused on errors in meaning, not in grammar/linguistics. The text types to be translated are narrative, descriptive, and analytical exposition text.

F.   The Significance of the Study

The findings of the research may help teachers and students. For teachers, the research might reveal the types of errors made by students in translation and what caused them. This might provide insight on which strategies and learning materials can be used and which parts of the language students found difficult.

For students, the errors revealed showed which part of the language students generally found difficult. This can be used to see which part requires additional focus. The study can also be used by the next researchers in general, and students of English Education in particular, who want to conduct error analysis as an additional reference.