CHAPTER 1

INTRODUCTION

1.1 Background

Translation is one of the competencies that is learned in the English Language. Translation will help a student to get many kinds of information that are available in English easily. Newmark (1987) translation is a process to change a text in one language into another language that has an equivalent meaning, so that the reader can catch the message from the source language in the form of the target language. The term translation itself is described as a process of changing an original text in the original language into a different language by the translator (Munday, 2008). Translation includes transferring a message or meaning from the source text to the target text. Since translation is not only changing words from the source language to the target language but also the message or meaning, thus it must be translated appropriately to convey the accurate meaning from the source language to the target language, then misunderstanding or miscommunication will not happen (Catford, 1978).

Translation is one of the very important aspects of encouraging foreign languages in the teaching and learning process. Nord (1997) translation is interrelated with other skills in the English teaching and learning process because it demands the translator to integrate the four skills, namely; listening, speaking, reading, and writing. Translation is a craft consisting of the attempt to replace a written message and/or statement in one language with the same message and/or statement in

another language (Newmark, 1987: 7). Bassnet (1991) explains that translation has a crucial role to play in aiding understanding of an increasingly fragmentary world. Without translation, people across cultural backgrounds cannot build communication well. Communication can be daily communication, political communication, or trading communication. Without translation, the information available will not be known and used by other people as it should be. Nida (1982) translating is not translating the sentences word by word, but getting the idea of the text, often to analyze, or at least make some generalizations about the text before translating the idea into another language with the same idea.

Therefore, translation is important because it is a type of communication. Translation is a communication activity that involves language. People who do not have the same language can be connected by translation, through translation they can understand any text that they read. According to Ramelan (1994:4), if someone wants to learn a foreign language, he meets all kinds of learning problems. It is true. One of the learning problems is making errors in translating text. The students faced many problems and get many errors in translating. In translation, making errors is a natural part of learning a language. Translation errors are common in the learning process. Errors arise because of the lack of knowledge of the norms of the target language (TL).

The conclusion likely to be drawn from what (Culler 1976) writes is that one of the troublesome problems of translation is the disparity among languages. The bigger the gap between the SL and the TL, the

more difficult the transfer of message from the former to the latter will be. The difference between an SL and a TL and the variation in their cultures make the process of translating a real challenge. Among the problematic factors involved in translation such as form, meaning, style, proverbs, idioms, etc.

Learning a new language is some ways easy yet difficult. Sometimes translation is difficult because the translator must be familiar with the source language and the structure of the target language, the translator has to master the vocabulary, tenses, or grammar of the target language, when the translator the mastered many vocabularies in the target language, they sometimes cannot translate well, they have to master about the structure of the target language too (Nida, 1982). Students will find difficulties during the lesson, for example, when they translate text, they still need google translate because they haven't enriched their vocabulary and also they mistranslate so that the meaning of the source language and target language is different because of the grammar and the influence of the stlyle of language they often use. Students should practice and enrich their vocabulary by themselves. It happened in the fifth semester of the Artha Wacana Christian University of Kupang, the students have many difficulties learning English. The writer sees from the experience when she was still going through it in fifth-semester, often in translating texts still uses google because of a lack of vocabulary and cannotdistinguish the grammar of the source language, therefore the writer wants to conduct this research on current students. The students are confusion about grammar

knowledge of the source language and target language so that they make errors in translating the text. The students of Artha Wacana Christian University still find the difficulties to express the idea from Indonesia in English. One of the difficulties is to express the idea of Indonesian translation text into English. Students have difficulty translating from Indonesia into English. There are difficulties facing students in translating text, namely linguistic factors. Difficulties in linguistic factors are problems faced usually due to the lack of known vocabulary and lack of knowledge about grammar and language structure.

Based on the explanations above, the writer realizes the students' condition, and the writer assumed that the students" ability in translation is still errors, especially the students" errors in translating text from Indonesian into English. Therefore, it is very important to be analyzed the error that students made in translating a text and used written text as the instrument to find out errors made by students. Consequently, the writer intends to conduct a research entitled "AN ANALYSIS TYPES TRANSLATIONS ERRORS INDONESIAN INTO ENGLISH MADE BY THE FIFTH-SEMESTER STUDENTS OF ENGLISH EDUCATION IN ARTHA WACANA CHRISTIAN UNIVERSITY"

1.2 Limitations of the Study

This study is focused on fifth-semester students of the English Education Department in the Artha Wacana Christian University of Kupang in translating text and focuses on errors found in Indonesian translation text into English. The writer chooses students in the fifth semester at Artha Wacana Christian University because they already know much about English vocabulary and they have learned about translation.

1.3 Research Problem

Based on the background of this study, the question problems of this research are the following:

What are the types of errors made by the students in translating text Indonesian into English?

1.4 Aims of Study

The aims of this study are:

To find out and classify the types of errors made by the students in their translation text of Indonesian into English.

1.5 Significant of Study

This research provides the following benefits:

1.5.1 Implication

There are the type and sources of error in translation, the writer focused in used Sager's (1983) classification, they are; types of errors (inversion, omission, addition, and deviation)) to see the dominant errors made by students in translating a text. In this research, the writer limits the study only focus on translating Indonesian to English.

1.5.2 Application

In this research, there are two kinds of benefits, they are:

1. Theoretical Benefit

    a) This research can enrich the study of linguistics, especially about errors in translating Indonesia into English.

    b) This research can give more information about errors in translating Indonesia into English.

2. Practical Benefit The researcher reviews two practical benefits as follows:

    a) For Students

    1) This research would make students understand translating Indonesian into English, and it would also increase their knowledge about translating Indonesian into English.

    2) The results of this study can be used as references for other researchers who would conduct the different objects with different perspectives.

    3) This study gives a clear explanation of error analysis, especially in translating Indonesian into English.

    b) For Lecturers This study can be used by teachers or lecturers as the material to teach about error analysis.

    c) Other researchers, This research can be used as a reference for the next researchers who are interested in the study of error analysis, especially in translating Indonesia into English using error analysis.