

# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Background**

In our life today, English is a second language which is an international language. It can be said that by learning English, can compete with other parties in this increasingly sophisticated era. In that era, everyone was required to master science and technology. The Indonesian government included English as the first foreign language used in Indonesia. English is included in the curriculum and is an important subject in elementary, middle, high school and tertiary institutions. So that it has a great opportunity to be used as the language of instruction in education (Istiqomah,2016).

English is one of the most important subjects in school. In English there are language skills that must be possessed, namely: The first basic English skill is Listening. This listening skill is perhaps the most challenging skill for beginners. In Listening Skills a person is required to be able to listen to what other people are saying. The second skill is reading. Reading can also help beginners to increase their English vocabulary. Not only that with reading skills, one can also learn the form or structure of a sentence. The third skill is speaking. Speaking is almost the same as listening, which is a skill that is quite challenging for beginners to learn. Speaking skills are the most important skills used to communicate in English. The fourth skill is writing. Writing at this time is also quite important, besides being used for communication, with writing skills we can create writing such as novels,

poetry or other forms of writing in English. The learning orientation on the four skills aims to improve students' ability to communicate both orally and in writing.

Translation is important because it is a type of communication. We know translation is a communication activity that involves language. People who do not share the same language can be connected with translation, through translation they can understand any text they read. In translation, making error is a natural part of learning a language. It is clear that errors in translation are common in learning process. Errors arise because of the lack of knowledge of the norms of the target language (TL). Errors in translation are mostly resulted from the non-equivalence between the source and TLs, (Bassnet, 1991).

As for the difference between the two, in English there is a change in the singular pronoun when it becomes a subject or object. Whereas in Indonesian there will be no change, both as a subject and as an object. For example : He buys vegetables at the market (Dia membeli sayuran di pasar) and Brian gives her a car key (Brian memberi dia sebuah kunci mobil)

From the two examples above, we can certainly distinguish the differences between pronouns in English and Indonesian. In English, singular pronouns will undergo changes, such as "He" (subject) which will change to "his" (object), and "She" (subject) which will change to "her" (object).

In translation there are also errors that are often made in translation, including: First, translating the meaning as it is, many novice translators make the mistake of translating word for word. Second, exaggerating the meaning of words, tend to exaggerate the meaning of words due to lack of experience. Third, using the wrong words, often using the wrong vocabulary in the wrong context. Fourth,

Lack of communication skills.

Therefore, it is very important to be analyzed the errors that students made in translating a text and used written text as the instrument to find out errors that make by students. Consequently, the writer intends conducted a research entitled **"AN ANALYSIS OF STUDENT' ERRORS IN TRANSLATING INDONESIA-ENGLISH NARRATIVE TEXT ( A CASE STUDY IN CLASS X IPA 1 AT SMA NEGERI 4 KOTA KUPANG )**

### **1.2 Research Problem**

1. What kinds of what errors found in students' translating Indonesian-English Narrative Text ?
2. What are the most dominant errors on student on translation of Indonesia-English Narrative Text ?

### **1.3 Aims of Study**

1. To find out what kinds of what errors found in students' translating Indonesia-English Narrative Text
2. To find out what are the most dominant errors on student on translation of Indonesia-English Narrative Text

### **1.4 Significance of Study**

The benefit of study is expected to give implication and application as follow.

### **1.4.1 Implication**

This result of this study hopefully can support the concept of translation errors described by Hansen (2010:385) if define a translation as the production of a target text (TT) which is based on a source text (ST), a translation errors arises from the existence of a relationship between two texts, Hansen (2010:385). Thus, translation errors occur because something has gone wrong during the transfer and movement from the ST to the TT.

### **1.4.2 Application**

The writer hopes that this research be benefit for the reader to the more understood about the causes of the error in the translation.

#### **1. For students**

Students can apply how to translate narrative texts correctly without making mistakes again, both from English to Indonesian and from Indonesian to English. so it can help them learn better and help them to evaluate and take responsibility for their own learning. The results of this study are expected to help students to improve their English skills.

#### **2. For teachers**

This research contributes to English teachers and other teachers to teach students about translating properly and correctly, especially translating narrative texts. So that it can improve the quality of teaching and learning and student achievement.