ERROR ANALYSIS ON STUDENTS' TRANSLATION IN NARRATIVE TEXT AT SMAN 11 TAKALAR

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ARTICLE INFO	ABSTRACT
	The purpose of this study was to find out (1) the dominant errors in translating narrative text from English to Indonesian made by students of SMAN 11 TAKALAR and (2) the causes of the dominant errors in translating narrative text from English to Indonesian made by SMAN 11 TAKALAR. This research is quantitative descriptive. The instruments of this research are tests and interviews. The result of this research indicated that there were 238 total errors that students made which were classified into four types of errors. Those were error of omission with 53 errors, error of addition with 63 errors, misformation with 74 errors and misordering with 48 errors.. Based on the result, the researcher concluded that third grade students IPA-1 at SMAN TAKALAR and the dominant errors that students, made were error misformation. Based on the results of the students' interview answers, the causes of the students' dominant errors was the lack of students' vocabulary and the students' inability to grammar from the source language to the target language.

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INTRODUCTION

Language is a unifying tool for human communication that is used in everyday life. With the absence of language, all humans can no longer speak to all their friends and relatives. communicate with friends, mothers, fathers, friends and the people around them. With language, people use language, so communicating or interacting with them will be smoother and much easier in the future, like in this modern era now. English subjects can be used as a unifying language for communication between countries. English was first taught in junior high schools, English consists of several components of English including, writing, reading, listening, and speaking (Istiqomah, 2016).

Nababan (2007: 17) explains that something in the translation process, as a genetic factor, as a person must be able to produce an accurate and natural equivalent. Not only carelessly translating, a translator must be able to have extraordinary knowledge to be able to know the meaning of various texts and books. To be an expert translator, to be a great translator you have to be a scientist Learning to translate is very important for students because students are still often wrong in translating texts, especially narrative texts. By learning to

translate, students' vocabulary can be improved by learning translation so that students' English can improve. In doing the task of translating narrative text, students still often make mistakes they often ignore important things in translating the text. Students sometimes make mistakes with several mistakes in between, omitting a word or two words, adding or more items in speech, and omitting punctuation marks. So that the meaning of student translation results changes (Istiqomah, 2016)

in the process of learning English, sometimes students do not know the meaning when translating a text there is an error in it. especially narrative text. This is because students' knowledge of translation is still lacking, so it is necessary to teach more and practice as much as possible. so that they no longer make mistakes, especially when translating narrative texts. Sometimes students can only translate word by word, But if they translate one text the students cannot, so this makes students' knowledge not increase. Which makes students unable to translate well because students' vocabulary is reduced (Narulita S. , 2016)

Teaching additional subjects of translation to students is a way that can help increase students' understanding of English by asking students to work on interpreting narrative texts. By interpreting narrative texts, students can be trained to make good sentences. Narrative texts are first taught in junior high schools and English is first taught through literature and one of the works of art is narrative. For example, if students can translate without making mistakes, both in terms of sentences, students' understanding can increase. Improve his abilities. Not only that, students will also be able to become translators by developing their talents. Giving additional translation lessons to students is one way that is quite effective for learning English by asking students to interpret narrative texts (Rosidah, 2016)

Hatim and Munday (2004) define translation as the process of transferring meaning a written text from source language (SL) to target language (TL). To translate the text, students must transfer the meaning or message written in the source language (SL) to the target language (TL) as in English text to Indonesian text, so that the meaning is in accordance with the translated text.

According to Larson (1984: 3) "There are many problems to face in translation, these remind us that many aspects are involved in it including communication situation, cultural context of source language text, lexicon and grammar. Whatever the problems of translation are, still they have some process to transfer the meaning of the source language into the target language. In translation, the meaning which is being transferred must be constant. Only the forms change."

There has been a lot of evidence stating that students often make mistakes when doing assignments in translating easy sentences from English to Indonesian. Where there is an interrelationship between the mother tongue and everyday language is often a mistake, the mother tongue habit of students will do it often to follow their own language patterns and practice alone is not enough to stop students from making mistakes. (Hamsia, 2018).

Students especially students at the high school level, learn various kinds of texts, one of which is narrative text. To be able to understand some texts, students must be able to translate texts, especially narrative texts because students cannot understand the contents of text stories without knowing how to translate. Narrative text or narration is any written English text in which the writer wants to deal with actual or vicarious experience. When students do the task of translating Narrative text, the results of the translation of students must be checked carefully and criticized so that students can know what their mistakes are so that they don't repeat their mistakes (Istiqomah, 2016)

The reason why the researcher chose this title as the title of the study was because the researcher wanted to see the results of students' narrative text translations and students' mistakes in translating narrative text at SMA N 11 Takalar. By considering the problems discussed above, translating has an important role to make students' English comprehension increase. Therefore, the researcher proposed a research entitled "Error Analysis on Students Translation in Narrative Text at SMAN 11 Takalar".

RESEARCH METHOD

According to Cresswell (2012: 20) research design is a framework that is arranged in what will be examined including, data collection, data analysis, and report writing. This researcer used were descriptive quantitative method. The aim is to find students' errors in translating narrative texts, especially students' of SMAN 11 Takalar.

In this study, the researcher used two research instruments to determine the dominant errors made by students in translating narrative text and the causes of students' the dominant errors in translating narrative text. The instruments used are writing test and interview.

Data Collection

According to Arikunto (2006) the test is described as several sentence frameworks, which function to find intervals or advantages, intelligence,intelligence, abilities or talents of the group. Here the researche used two research instruments, namely written test and interview. And a test is given to find out the mistakes made by students in translating. Test and interview were given to find out the dominant errors made by the students in translating and the causes of students' the dominant errors in translating narrative text.

Data Analysis

According to Sugiyono (2014: 244), data analysis is a procedure for searching and organizing carefully based on the results obtained from interviews, archival records, and documentation. At this research stage, the researcher uses image analysis with analysis of the results as follows:

1. The researcher identified students' errors individually by identified the types of translation errors consisting, audition, omission, misinformation, and misordering by looking at the result of students translation answer.
2. The researcher classified student errors into types of errors that are grouped based on four types of errors, namely Omission from the identification of student errors.

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Table 1. Classification Types of Errors

Students	Types of Errors			
	Omission	Addition	Misformation	Misordering
Students 1				
Students 2				
Students 25				
Total				

$$P = \frac{F}{N} X100\%$$

P = Percentage number
F = Frequency (from the error)
N = Number of case (total)

3. The researcher concluded that the students' dominant narrative text translation errors and the causes of students' errors in translating narrative text from English into Indonesian.

RESULT AND DISCUSSION

The results showed that the data obtained from the results of the English to Indonesian translation were to see the dominant errors in the narrative text translation and the dominant causes of the translations made by students of SMA NEGERI 11 TAKALAR. Then, the discussion contains the description and interpretation of the research results. Researchers present data about tests that have been collected from class XII students' of SMA Negeri 11 Takalar.

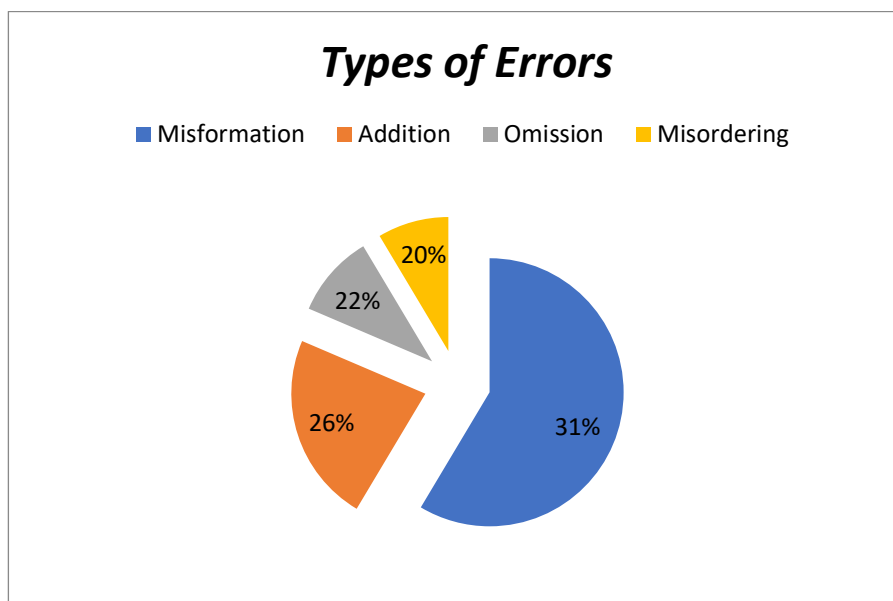1. The dominant errors of translation in narrative text

After the results are collected, the researcher looks for the results, decides to return and marks the error. Then, the researcher combined the errors into 5 types. The results of student work are searched and combined based on the type of error according to Dullay et al (1982). The table below gives an indication of the percentage of each error

Table 2. Percentage Dominant Errors of Students

No.	Types of errors	Percentage	Frequency
1.	Error of misformation	31%	74
2.	Error of addition	26%	63
3.	Error of omission	22%	53
4.	Error of misordering	20%	48
	Total	100%	238

The number of the first high is the error of misformation with 31% of the total error. Then the second order is the addition error with 26% of the total error. The third order is the error of omission with 22% of the total error. Then the smallest is the wrong sequence error with 20% of the total 238 errors.

The chart below shows the dominant error in translation narrative text made by the students' XII IPA-1 of SMAN 11 Takalar.

Chart 1. The Dominant Errors in Translation Narrative Text

Based on the chart 1 above, the highest number of error is Misformation with 31%. The second is Addition with 26%. The next is Omission with 22%. The last is Misordering with 20% of total errors. The researcher concluded that misformation was the dominant errors in translatin narrative text English to Indonesian made by students' class XII IPA-1 of SMAN 11 TAKALAR.

2. Cause the dominant errors translation in narrative text

Rasyid (2018) explains that there are several causes that cause translators to make mistakes when translating text. Including, lack of knowledge, not being able to compose the correct grammar of the target language, and not using the dictionary well. There are many problems for translation. Each language has its own system. One language has a different system with other languages. From these differences, it causes difficulties and even causes misunderstandings in translating the text. The translator does not know the source rules.(Davies, 2003:34). Based on the results of the students', The rsearcher conducted was interview answers, the causes of the students' dominant errors was the lack of students' vocabulary, unable to structure grammar from SR to TL, Can't understand the meaning well. Lack of student vocabulary makes students make mistakes such as making incomplete sentence errors, difficult to interpret foreign words such as some foreign terms in English. Actually, if students have difficulty in vocabulary, students can use the dictionary as an aid, but some students cannot use the dictionary well so this is also the cause of student errors. The second cause of error is not being able to arrange grammar from the source language to the target language. From these causes, students make mistakes in composing sentences so

that the word order they arrange into sentences does not connect so that they make mistakes, even some students have incomplete sentences. From this, the meaning of their translation does not match the meaning of the text.

CONCLUSION

1. Based on the discussion the types of errors in translating narrative text from English to Indonesian made by the students' of class XII IPA-1 at SMAN 11 TAKALAR there are four, namely Omission, Addition, Misformation, and Misordering. The dominant errors translation in narrative text was error of misinformation with 31% of total errors.
2. Based on the discussion the causes of the students' dominant errors was the lack of students' vocabulary and the students' inability to grammar from the source language to the target language.

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