

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is used as a means of communication, by the language we can talk to our friends, express our ideas, and feelings. Language is also a mirror of the mind, through language we can understand what is in the brain of a human being. It is true our language can show who we are and what we are now by how we use the language in communication in order to express and to fulfill our basic needs for social interaction with other people. Sapir (1921) defines language as a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntary symbols. From this statement, it is clear that human will never be apart from language.

Nowadays, globalization is connected to all of the community from nation, culture, language, and religion. Communication as a tool of language, so in communicating one to others, translation is very important.

Translation is the process of transferring the meaning of a text from the source language into the target language. This fact implies that people all over the world, including Indonesians, should master English for diverse purposes. For Indonesians, English is learned mainly for the absorption and development or relation with other nations. The function of English is a medium that students can improve their abilities in science, technology, art, and culture. So they will not feel neglected in their society. On

the other hand, the goal of study English is to develop culture and profitable science and technology that the developing countries have. We can obtain the information and study it easily so we are able to translate the information from English into Indonesian. Learn a language means to learn its four integrated skills, namely: listening, speaking, reading, and writing. Students should master those four skills if they want their ideas, feeling and opinion can be understood by the interlocutor. However, the mastery of these four skills is influenced by the mastery of language components. One of the language components that affect the mastery of language skills is Translation.

Translation typically used to transfer written or spoken of source language texts to equivalent written or spoken TL texts. In other words, translation is a form of change from one language into another one both oral and written language. In translating languages, it comes from the form source language (SL) which replaced by the form of the receptor or target language (TL). In learning foreign languages, translation is considered as students' language skill. Sarosdy et al (2006) added: "Translation is said to belong to the so-called fifth skill, it is one of the complex skill. Its aim is to mediate between two languages, to comprehend the message or information in one language and to communicate the same content in the target language". In this explanation, translation is the fifth language skill after reading, writing, listening, and speaking. It is one skill that very complicated process because this activity needs the knowledge in two languages both of source language and target.

Translation is considered an act of communication. It aims to send meaning to others without convert, modify, and change the meaning from the source language to

the target language. For this reason, translation skill has to be given the students in Senior High School. Where the students procure an English course in their class. This is important for the students to take a course and how to understand questions in English as well. As we know, there are several types of text. Among them: procedure, narrative, recount, descriptive, etc. One of them is a descriptive text. Descriptive text is a text that aims to describe something good that inanimate objects, living things, or a place to the reader. It is constructed from simple present tense in the sentences Generic structure of descriptive namely identification and description. The language used is simple present tense.

Based on the background above, the researcher wants to know the types of errors made by the students to learn English in translating descriptive text from English into Indonesian which translated by the tenth-grade students of SMAN 8 KEDIRI.

B. Research Problem

Based on the rational above, the researcher has formulated a problem: What types of errors made by the tenth-grade students in translating descriptive text from English into Indonesian of SMAN 8 KEDIRI?

C. The Objective of the Study

Based on the formulation of problems, there is the purpose of the research: To know errors made by the Tenth-grade Students in translating descriptive text from English into Indonesian of SMAN 8 KEDIRI.

D. Scope and Limitation of the Study

The scope of this research is analyzing the error in translating descriptive text by tenth-grade students of SMAN 8 KEDIRI. There are two classes of social students in the tenth grade of SMAN 8 KEDIRI. The researcher chooses two classes because social students do not have good achievement in English subject.

Errors can happen to each learner. It means also can happen to social students. Those reasons become the researcher's consideration in determining the subject of the research. In addition, the researcher focuses on the class which has the same competence in English subject. However, students still make an error in their translation and they repeat some similar errors.

E. Significance of the Study

The significance of this study is to find out the error made by students of SMAN 8 KEDIRI, specifically the tenth-grade students. The finding of this research is to give benefit to the tenth-grade students SMAN 8 KEDIRI. The students will be aware of the error that they make in their translation. Then, they will write more carefully and avoid making a similar error to translate a text. For the researcher is to fulfill the task of making a thesis.

F. Definition of Key Terms

1. Error

“Error is a systematic divergence when a learner has not learned something and consistently gets it wrong.” Errors in this research are errors in translating descriptive text from English into Indonesian which contain omission error, addition error, misformation error, and misordering error based on surface strategy taxonomy by Dulay’s theory.

2. Translation

Translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message or statement in another language (Newmark 1981).

3. Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text aims to describe something good that inanimate objects, living things, or a place to the reader. It is constructed from simple present tense in the sentences. Generic structure of descriptive text is identification and description.

CHAPTER II

THEORETICAL REVIEW

This chapter presents : (1) Error, (2) Error analysis, and (3) Descriptive text.

A. Error

Definition of Error

The term error has been defined by various linguists and researchers. According to Corder (1981), errors are described by the application of linguistic theory to the data of erroneous utterances produced by a learner or a group of learners. Moreover, Brown (2007) considers an error to be “a noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of the learner.” In addition, Richards and Schmidt (2002) state that an error is “the use of a linguistic item (e.g. a word, a grammatical item, a speech act, etc.) in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning.” Furthermore, Funder (1987) mentions that an error is a judgment of a laboratory stimulus that deviates from a model of how that judgment should be made. In conclusion, an error is a deviation made by the learner because he! she doesn't know about the rule and will make it repetitively.

Errors in foreign language teaching especially in English are the cases which are difficult enough to avoid. Learners produce errors because they have not understood the target language system. Richards (1985) states that error analysis is the study of errors made by the second and foreign language learners. Supporting his idea, Brown states that error analysis as the processes to observe, analyze, and classify the deviations of the rules

of the second language and then to reveal the systems operated by learner (1980). In order to have proper analysis of the students' language, it needed to differentiate between errors and mistakes. Richards states that an error is a term to refer to the systematic errors of the learner from which we are able to reconstruct his knowledge of the language to date. Meanwhile, mistake is made by learners when they are writing or speaking. It is random performance slip caused by fatigue, excitement, tiredness, etc., and therefore can be readily self-corrected (Corder, 1991). According to Dulay, Burt, and Krashen (1982), there are four types of error: linguistic category, surface strategy, comparative taxonomy, and communicative effect taxonomy. In this study, the researcher carried out a research to (1) find out the types of errors on the surface strategy in translation of descriptive text, (2) to find out the percentage of errors on the surface strategy in translation of descriptive text .

Types of Error

Errors are classified by some researchers in the literature. Corder (1981) categorizes the different construction among sentence. Corder describes the classification of error differently into four categories: Omission, Addition, Selection, and Ordering (Omission of some required element; Addition of some unnecessary or incorrect element; Selection of an incorrect element and ordering of elements).

On the other hand, Dulay et al (1982) classify errors into four categories based on Surface structure Taxonomy. Which are omission, 'addition misformation or substitution, and misordering.

1. Omission error is characterized by the absence of an item that must appear in a well formed utterance. Language learners omit grammatical morphemes much more frequently than content words.

For example:

Error sentence : Saya punya kucing di rumahku (I have cat in my house)

Correct sentence : Saya punya seekor kucing di rumahku (I have a cat in my house)

Here, the definite article and indefinite articles are omitted in many contexts where they must appear according to the rules of the target language.

2. Additions. It is the opposite of Omission. They are characterized by presence of an item, which must not appear in a well-formed utterance.

For example:

Error sentence : Saya merasa sangat bahagia(I feel so happy)

Correct sentence : Saya merasa senang (I feel happy)

Addition errors are made by learners in that they present definite and indefinite articles in places where they must not appear.

3. Misformation or Substitution is characterized by the use of wrong placement of an article.

For example:

Error sentence : Inilah waktu untuk keluar(It is a exiting time)

Correct sentence : Inilah saat yang menyenangkan (It is an exiting time)

One of the cases is the indefinite article “a” was used instead of the indefinite article “an”.

4. Misordering, this error is where some elements presented are correct but wrongly sequenced e.g. She yesterday came late to the party, (“yesterday” is not in exact position, the position should be in the last as adverb of time, and it should be she came late to the party yesterday).

B. Error Analysis

Definition of Error Analysis

In the course of learning and using a foreign language, one of the most inhibiting factors appears of making mistakes and errors. The making of errors is a sign that the students have not mastered the rules of the language being learned. Language learning as any other human learning involves making mistakes and errors. Brown (2007) states that the mistakes, misjudgment, miscalculation and erroneous assumption from an important aspect of learning of skill and acquiring information. Anyone attempts to acquire something by making mistakes and errors. The child who learns his native language makes countless mistakes with his linguistic knowledge. However, he gradually manages to produce acceptable spec hand justify it after a series of errors.

Since language is a process that involves the making of mistakes and errors, errors are considered as the product of learning. It is important for the English teacher to realize that errors made by learner need to be analyzed correctly in order to arrange the learning strategy effectively. In addition, it is important to discuss error analysis to underscore the relevance of such an analysis for teaching English as a foreign language. Such analysis becomes the key to foreign language acquisition.

According to Corder (1981), error analysis is a branch of applied linguistic activity. Whereas, Brown (2007) asserts that error analysis is the fact that learners do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, leading to a surge of study of learners' errors. On the other hand, James (1998) argues that error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language.

In short, error analysis can be a very useful device of a foreign language teaching program. Errors provide feedback, they tell the teacher something about the effectiveness of their teaching materials and their teaching techniques.

The Procedure of Error Analysis

Procedure of error analysis is very necessary and important. Without Procedures, error analysis will not be correct and clear. Therefore, a learner needs to know about the procedure of error analysis. So that they know how to write correctly. There are some procedures of error analysis which come from some linguistics expert; one of them is Ellis (1997), in his book, "Second Language Acquisition", mentions the procedure of

error analysis into four steps such as identifying the errors, describing errors; explaining or interpreting, and evaluating the error. Where the four step procedures those are very important and needed in the error analysis. The four steps of procedures will be discussed briefly below.

The first step in analyzing learners' errors is identifying the errors which the researcher should compare the sentence that learner produces with what would be the correct sentence in the target language. If the sentence is assumed wrong in the target language or inappropriate for a particular context, it shows the error.

The next step is describing errors; the identified errors are described and classified into the table description of errors in order to know the frequency of error types. Classifying errors in such ways can help the teacher analyze learners' problems in their target language development.

The third step is explaining or interpreting. It discusses the error types described in the table description and it is going to be more difficult when identifying the causes of error since the errors have varied causes such as mother tongue interference, overgeneralization, error encouraged by teaching materials or methods.

The last step is evaluating error, which is also necessary. The teacher can determine what should be more emphasized or treated and what should not to their students.

Based on the explanation above, this research uses Ellis's theory of error analysis viewing the error analysis as an activity to identify, describe, explain or interpret, and evaluate the errors.

Errors and Mistakes

An error is different from mistake, so it is crucial to differentiate both of them. According to Ellis (1997), errors reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct. Corder (1981) adds that errors are breaking the rule, due to lack of competence such as knowledge of the language, which may or may not be conscious. As they are due to lack of competence they tend to be not correctable. Furthermore, Brown (2007) states that errors are a noticeable deviation from the adult grammar of a native speaker, reflecting the competence of the learner.

According to Ellis (1997), mistakes reflect occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows. Meanwhile, Brown (2007) states that a mistake refers to a performance error that is either a random guess or a slip in that it is a failure to utilize a known system correctly.

In conclusion, a mistake is just a slip that the learner forgets the right form. Meanwhile, an error is a deviation made by the learner because he/she does not know the rule and will make it repetitively.

C. Descriptive Text

Definition of Descriptive Text

This research will analyze the students' problems in using the article in their descriptive writing. Descriptive writing is the clear description of people, places and objects. Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. An effective description will contain sufficient and varied elaboration of details to communicate a sense of the subject being described. Details used are usually sensory and selected to describe what the writer sees, hears, smells, touches, and tastes.

Description is writing about characteristic features of a particular thing. According to Oshima (2007) description is writing about how something (or someone) looks and uses space order. Hogue (2008) said that descriptions are "word pictures." You tell how something looks, feels, smells, tastes, and sounds. You need a sharp observer and notice many small details so that you can write a good word picture. McCarthy (1998) states that descriptive writing is that domain of writing that develops images through the use of precise sensory words and phrases, and through devices such as metaphor and the sounds of words. Oshima and Hogue (2007) mention that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. In addition, a good description is like a "word picture"; the reader can imagine the object, place, or person in his or her mind. According to the statements above, it can be concluded that a descriptive writing should be concrete and detail, so the readers know and understand what the writer is telling about.

Moreover, the generic structure of a descriptive text are as follows: (1) identification: an introduction to the subject of the description; (2) description of features: describe the characteristic features of the subject.

Beside that, the language features of a descriptive text are follows: (1) use of particular nouns, (2) use of detailed noun groups to provide information about the subject, (3) use of a variety of types of adjectives, (4) use of relating verbs to provide information about the subject, (5) use of thinking and feeling verbs to express the writer's personal view about the subject or to give an insight into the subject's thoughts and feelings, (6) use of action verbs to describe the subject's behavior, (7) use of adverbials to provide more information about this behavior, (8) use of similes, metaphors and other types of figurative language, particularly in literary descriptions. From the explanation above, this research analyze the use of article in descriptive text. This is because, in descriptive text there are some objects that will be described. Students need to use article in describing the object have chosen by them.

Purposes of Descriptive Text

The purpose of descriptive text is to create a vivid impression of a person, place, object or event. The researcher use description to persuade others to think or act in particular ways. As the example in the following chart show, description enables us to entertain, express feelings, relate experience, inform, and persuade.

Kinds of Descriptive Text

Descriptive text is a text to describe something, such as persons, places, or thing.

1. Description of person

According to Andelstein and Pival (1976) in Zetira (2015), there are three different ways to describe someone depending on the situation: identification, impression, and character sketch.

a.) Identification

Identification only consist certain statistical information (height, weight: age), visible characteristic (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).

b.) Impression

Unlike the identification the impression may not identify a person, but it does convey on overall idea of him or her. Many details may be missing. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive trait.

c.) Character Sketch

More complete description of people are usually called character sketch they may be refer to as profile, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least

his or her main personality traits. In the process, it may include identification and an impression.

2. Description of a place

There is no pattern for arranging sentence in descriptive paragraph in describing place. It is not necessary to begin with one area and then proceeds to another one. The description must be organized. So the reader can imagine the scene described.

3. Description of a thing

To describe a thing the writer must have a good imagination. Besides, to make our subject interesting to our readers, the proper nouns and effective verbs can be used :
noun and verb.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

According to Creswell (2014), research designs were types of inquiry within qualitative, quantitative, and mixed methods approach that provided specific direction for procedures in research design. On the other hand Kumar (2011) mentioned that research design was a plan, structure, and strategy of an investigation so conceived as to obtain answers to research questions or problems. Meanwhile, this study was used qualitative research with descriptive approach. This was called as descriptive qualitative research because of the characteristics mentioned by Densin and Lincoln in Creswell (2007).

In line with the description above, the qualitative study was used in this study because the researcher wanted to describe the errors in the students' translation, especially the types of errors. Those errors avoid be described in details of this study based on the result of the students' translation, it was the application of qualitative research. It meant that the researcher would investigate the errors in translating descriptive text based on surface structure taxonomy.

B. Data Source

This research paper is conducted in the form of field research in which the data is taken naturally from students' target language on the descriptive text. Some steps followed by the writer in order to collect the data are:

1. The descriptive text given to the students to be translated are in same title.
2. The writer asked the students to translate the descriptive text from English into Indonesia.
3. After that the students put the target language in the table form in order to be analyzed.

C. Instruments

According to Saleh (2001), “the term of instrument means equipment for collecting the data.” Based on this statement, instrument plays an important role in conducting a research that is for gathering the data accurately. Research instrument is intended to analysis of students’ errors in translating descriptive text from English into Indonesian at SMAN 8 KEDIRI.

The researcher uses a writing test as an instrument in this study. The test is called English-Indonesian translation test. It is used to collect data about types of errors made by students. For the test, the researcher asks the students to translate a descriptive text which the topic is about describing thing. The students have to translate a short text related to the topic given. In the process analyzing the data, researcher uses some theories about translation error analysis, such as the theory purposed by Dulay (Surface Strategy Taxonomy) who has classified the error into four types. They are: omission error, addition error, misformation error, and misordering error. It is caused when learner translate the paragraph, sometimes they omit necessary any morphemes or words, add unnecessary ones, misform items, and misorder them.

D. Data Collection

To collect the data, the researcher used a writing test. Furthermore, the researcher has to prepare the instrument needed and start to collect the information as much as possible. Then the researcher analyses and interprets to solve the problem in this study. The test is English-Indonesian translation test based on the descriptive text. The text is about thing, especially shoes. The researcher collected the data and analyzed it. To analyze and classify the students' errors, some of the procedures were used by the researcher as the following:

1. Collecting the data
2. Read the students' translation carefully
3. Classifying the students' errors by quoting the sentences

The researcher used the data surface strategy of taxonomy to analyze students' errors in translation, then collected and conducted through the following steps:

1. Reading on incorrect sentences or errors in sentences
2. Marking on incorrect sentences or errors sentences
3. Analyzing the wrong sentences and classifying them based on the kinds and error categories
4. Drawing the table to present the errors to know many errors students in translating descriptive text

E. Data Analysis

This research uses qualitative method, so the researcher becomes the main instrument of this research. In the process analyzing the data, researcher reads some theories about error analysis, such as the theory purposed by Dulay (surface strategy taxonomy) who has classified the error into four types (omission, addition, misordering, misformation). It is caused when learner write the paragraph, sometimes they omit necessary any morphemes or words, add unnecessary ones, misform items and misorder them. Then the second theory is proposed by Brown (2007) to analyze the source of errors. The researcher spends her time reading and analyzing the types of error and the source of error found in the descriptive text paragraph by herself.

F. Triangulation

In order to achieve the credibility of the data, the researcher implements deep and detail observation of the data. The researcher read and reread the data carefully and comprehensively to make sure the data are suitable with the research question.

To get dependability of the data, the researcher uses triangulation technique. In this research, the researcher looks for the experts' judgment and peer reviewers to confirm the research data. Regarding this triangulation, after the data are analyzed, the researcher asks peer reviewers to check the tightness of the data analysis. Then, the researcher asks Mrs. Meikrisnawati, S.Pd. as the experts to give comments and suggestions.

CHAPTER V

CONCLUSION AND SUGGESTIONS

Having described the research findings and discussion in Chapter IV, the researcher would like to give the conclusion and suggestion based on the research finding, which related to the research result.

A. Conclusion

Regarding the findings and discussion in the previous chapter, the researcher has found that sixty six data of translating descriptive text by the tenth grade students of SMAN 8 KEDIRI contain four types of error based on surface strategy taxonomy by Dulay's theory. This research shows that students use four common types of error. Those are omission error 35,8%, addition error 30,6%, misformation error 29% and misordering error 4,6%. Omission error is the most common error found in the 66 data of students' translating. Meanwhile, in describing the possible translation errors, based on the surface strategy taxonomy, It is found that 131 items of translation error. It occurred in the students' sentences is caused by lacks of translation understanding, and students more likely translate Indonesian pattern into English without taking notice of grammar.

B. Suggestion

Based on the conclusion, the researcher would like to propose some suggestions, which would be useful for the students, English teacher and other researcher.

1. Based on the conclusion, it can be found that the students must learn more in using verb, adjective and auxiliary verb because it is the highest errors. It is expected that the students translate more often. By doing so, the students' translation skill will be better.
2. Based on the observation, the researcher concludes that the errors occur because the students consider that English is very difficult. It is very important for the English teachers to be able to present translation items in a communicative and interesting way, such as using games, pictures, English songs etc. in order to make translation interesting. English teacher must be creative, and in this way the errors can be reduced or minimized.
3. The researcher realized that there are many weakness in this research, so it is expected to other researcher to do further investigations. So they can find other research findings related to this problem.

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