

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the research question, the objectives of the study, and the research benefits.

1.1 Background of the Study

Everyone in the world needs to interact with each other, and every country has communication media that can streamline a relationship between individuals. This communication tool is called language. Without language, humans come across difficulties in communicating with others. In the globalization era, communication is absolutely needed for sharing ideas and getting information from other countries.

Moreover, 6 official languages of the United Nation; Spanish, Russian, French, Arabic, Chinese, and English. English become an international language to communicate worldwide. Harmer (2008) English is the mother tongue for most people in the world, on the other hand, it is also the second or third language for some people and it is used for international communication. As a result, all people have to master English, especially for Indonesian learners because English is their first foreign language.

Learning a foreign language is inseparable from translating activities. Translation is needed by Indonesian learners because it is a crucial task in the process of exchanging information. Translation is not an easy task. It needs good mastery of the source language and also the target language. The two

languages involved have differences in sentence structure or grammar. The differences certainly do not translate easy work by a translator. Newmark (1988) states that translation is rendering the meaning of a text into another language in accordance with the author's intent for the text. Furthermore, Catford (1974) claimed that translation is a process of substituting a text in one language for a text in another. Based on Quine in Hartono (2013), translation is the substitution of the source language for to target language through linguistics studies and the target language culture, the essence of translation lies in meaning. A translation must have a good mastery of the two languages involved. Language as an object of translation is a part of culture therefore translation from one language to another cannot be done adequately without having a good knowledge of the culture and structure of the two languages.

Mastery of multiple languages plays a crucial role in preventing misinformation in the translation process. This has been proven through research Millah (2013) The finding shows that misinformation is the most common error produced by students. The error made by students was 56 omission, 9 additions, 79 misinformation, and 3 misordering. From the frequency of each error type, misinformation was the error which most frequently produced by students. It took 54% of the total errors. These errors came from the influence of their first language rule (interlingual) and applied it incompletely (intra lingual).

Mastery of language, whether linguistic or communication using verbal language, which includes various aspects of language such as the study of

sounds (phonetics), the study of the sound system in language (phonology), the study of word formation (morph), the study of sentence structure (syntax), the study of the meaning of words and sentences (semantics), the study of the use of language in context (prag) and non linguistic or dead communication does not use verbal language which includes various aspects of language such as smile and frowns (facial expressions), nods and shakes (body movements), posture and way of standing (body language), high and low voice (tone of voice), pictures and diagrams (visual), music and sound effects (audio) is essential to minimize linguistic and non-linguistic. Hadrus (2017) reveal that there are two factors that causes the students' difficulties: linguistic and non-linguistic factors. Both factors show the linguistic factor is the biggest difficulty faced by students. From the questionnaire item “saya mengalami kesulitan dalam menerjemahkan kalimat yang sangat Panjang”. 27 of 36 students choose option 1.

The novelty of this study is that the study investigated the translation errors made by the subjects in translating descriptive text from Indonesian to English by employing the theory proposed by Vilar et al. (2006). The subjects manually translated the descriptive texts without any assistance. It is expected that the results of the test are able to reflect the actual knowledge and skills of the subjects in translating Indonesia to English.

1.2 Research Questions

Based on the problem mentioned, the researcher formulates the statement of problem, namely “What are the translation errors made by twelve-

grade students of SMA Negeri 02 Ungaran in translating descriptive text from Indonesian to English based on Vilar et al. (2006)?

1.2 Objectives of the Study

The objective of this study is to describe the translation errors made by twelve-grade students of SMA Negeri 02 Ungaran in translating descriptive text from Indonesian to English based on Vilar et al. (2006).

1.4 Significance of the study

This study is expected for students to know some errors in their translation. They will learn from the errors made then they will not repeat the errors that are often made in English translation. It is hoped that the students become careful and pay attention more to the aspect of linguistic translation. at least they know their difficulties which further can be discussed with their teacher to have a better understanding.

a. Theoretically

Theoretically, this research on analyzing translation errors can produce theories or insights that other researchers can use as references.

b. Pedagogically

Pedagogically, through this research, teachers can understand various translation errors made by students and apply new methods to better teach English.

c. Practically

Practically, through this research, there will be applications that can be useful for addressing translation errors. Moreover, the types of translation errors can be used as insight to be avoided in translation practices.