

CHAPTER I

INTRODUCTION

A. Background of the Study

Translation is an activity of translating one language into another or it can be understood as an activity of transferring meaning from the source language to the target language. The development of an increasingly evolved and developed era is consistent with the way language naturally changes and evolves with the passage of time. In relation to the topic, certain experts have perspectives on translation. According to Catford in Koman et al. (2019) stated that translation is the process of substituting text in one language with equivalent text in a different one. Based on Larson in Hartono (2017) stated that when a language is translated, its meaning is changed from the source language to the target language. Form is changed from the source language to other languages during the semantic structure process. It conveys a message that must be upheld. And also Newmark in Hartono (2017), Translation, according to him, is defined as changing a text's meaning into another language without losing sight of the author's nature or perspective. Based on statement from experts above, the researcher can conclude that the activity of transferring the meaning of the source language to the target language without changing the literal meaning are called translation.

Translation errors are caused by a deficiency of understanding of certain aspects in the source and the target languages. The translators may have made mistakes in the translation. Because a student is not a professional translator, there is a risk that they will make some errors in their translation practice. It is also possible for it to occur in a student's translation product (Koman et al. 2019). According to Retnomurti and Imran in Utami (2017), For students, translating is not an easy task. Prior to translating it into the target language, they must understand and verify the meaning of the source language. Given these challenges, it stands to reason that many students choose word-for-word translation, which entails just changing the word order from Indonesian to English while translating.

Moreover based on Koman et al. (2019), there are 26 error categories according to ATA's (American Translation Association) Framework for standardized error making. The three most prominent error categories made by the students are grammar, syntax, and faithfulness. Grammar become the highest category of translation error in their research. But in this study, the researcher focus on the translation error related to the Mossops' model in analyzing the students' translation result.

Therefore, based on the background above, this proposed study attempts to analyze on students product of translation, focusing on the translation error that occurs on students' translation product. Allah said in surah An-Nisa verse 113:

وَلَوْلَا فَضْلُ اللَّهِ عَلَيْكَ وَرَحْمَتُهُ ۗ هَمَمْتَ طَائِفَةً مِّنْهُمْ أَن يُضِلُّوكَ وَمَا يُضِلُّونَ إِلَّا أَنفُسَهُمْ وَمَا يَصُرُّونَكَ مِن شَيْءٍ ۗ وَأَنزَلَ اللَّهُ عَلَيْكَ الْكِتَابَ وَالْحِكْمَةَ وَعَلَّمَكَ مَا لَمْ تَكُن تَعْلَمُ وَكَانَ فَضْلُ اللَّهِ عَلَيْكَ عَظِيمًا

“But for the grace of Allah upon thee (Muhammad), and His mercy, a party of them had resolved to mislead thee, but they will mislead only themselves and they will hurt thee not at all. Allah revealeth unto thee the Scripture and wisdom, and teacheth thee that which thou knewest not. The grace of Allah toward thee hath been infinite”. (An-Nisa (4) 113)

A group of them, specifically the Banu Ubairaq, would undoubtedly be ready to divert you from the truth with false testimony if it weren't for the grace and kindness of Allah and His mercy upon you, O Prophet, by forewarning you of the truth of Thu'mah's consideration. However, they cannot damage you in the slightest and only deceive themselves. Because you base your decisions on the unambiguous testimony you hear, Allah has given you the Qur'an and wisdom, taught you the Shari'a's hidden meanings, and given you the insight to discern the truth. By delivering you to all of humanity, God has given you a very generous gift. The gift of prophecy and revelation is the most significant one (Az-Zuhaili, Tafsir Al-Wajiz).

The researcher can infer from the redaction of the verse and the tafsir above that the existence of various languages is a sort of favor and grace that Allah has extended to His slaves. One of the languages is English, which is widely studied throughout the world, especially in Indonesia. English is a worldwide language. In this sense, translation is an effective way of learning

English. Learning translation will be highly beneficial for human life, which cannot be separated from language. By learning translation, we can understand the meaning of a language, as well as be able to translate one language into another well and reduce the potential for translation errors.

There are some previous studies that discussed about translation error such as Koman et al (2019) about translation error on Indonesian to English. Wongranu (2017) discussed about error in Translation focussed on types and causes especially by English major students. Also, Utami (2017) look for the error in Indonesian-English Translation. However, this study focussed on Analyzing the Translation error on students' Translation result especially in English to Indonesian.

The researcher was interested in this topic because this research might be beneficial for English Department Students in the future. This phenomenon is something that occurs unintentionally by students and triggers a problem. Translation errors can be an insight for those who are learning to translate to be more conscientious and careful in translating a text. Finally the researcher interested in doing this research came up with the title "A Content Analysis of Translation Error Made by English Department Students in Translation 2 Course."

B. Definition of Key Terms

To avoid misunderstand or misconception of this research, the researcher present some definition of key terms associated to the title as follows:

1. Translation Errors

Translation error is a term used in translation results where there is a discrepancy in meaning from the source language to the target language. The error in this context is not an error in the translation results but a discrepancy in the meaning of a text. What is meant by translation error in this research is the discrepancy in meaning in a text context, in this case from students' translation result that analyzed by the researcher using Mossops' model.

2. Translation Method

What is meant by the translation method in this study is the method used by translators or students in the process of translating one language to another language. In this study, there are 8 types of translation methods based on Newmark (2008) namely Word for Word Translation, Literal Translation, Faithful Translation, Semantic Translation, Adaptation Translation, Free Translation, Idiomatic Translation, and Communicative Translation.

3. Content Analysis

Qualitative content analysis has a tendency to describe media content in terms of the context and process of the source documents so

that the results obtained are more in-depth and detailed. What is meant by content analysis in this research is analyzing students' translation product, through documentation, namely the results of students' translation assignments given by lecturers who teach Translation 2 Courses.

C. Research Question

Based on the background above, the questions of this study that would be discussed are as follows:

1. What kind of translation errors occur in students' translation product?
2. What is translation method used by the students in translating a text?

D. Objectives of Study

Based on the research question above, there are some objectives of study discussed are as follows:

1. To analyze kind of translation errors occur in students' translation product.
2. To know the translation method used by the students in translating a text.

E. Significance of Study

The researcher of this study hopes that readers in general and students in the English education department in particular will benefit from it.

1. For English education department students, they can get an insight on the phenomenon of translation error that is experienced by students when translating a text.
2. For English education department students, they can get an insight about translation method used by students in translating a text.
3. For the readers, they can be inspired to research translation errors, because there are many other types of errors that can still be researched.

F. Review of Previous Studies

The reason the researcher is interested to research on translation error because it was inspired by previous studies which also examined translation error.

1. Koman et al. (2019), Translation Error in Students' Indonesian-English Translation Practice, which their research discuss about translation errors in student's Indonesia – English translation practice where the main point is 26 students' errors in translating. In addition, there are 3 errors that are most experienced by the students, namely grammar, syntax, and Faithfulness errors. The study and this study have a lot in common because we both look at students who are taking translation courses and their translation errors. And another distinction between their research and this study, this study examines the translation method students utilized while translating a text, their research examines the causes of translation errors in students.

2. Wongranu (2017), *Errors in Translation Made by English Major Students: A Study on Types and Causes*, which his study looked into translation mistakes committed by students majoring in English. This study identified several problems, including translation errors, carelessness, a lack of confidence, and anxiety. His study and this are similar in that they both look at the different kinds of translation errors that students encounter. The distinction is that while this study focuses on translation error based on Mossop's Model, their focus is on translation errors that are syntactic, semantic, and other errors.
3. Utami (2017), *The Source of Errors in Indonesian-English Translation*, which her research discussed about the source of errors in Indonesian-English translation. The analyze of the students' errors are generally found in the types of grammatical errors namely local errors and global errors. His study and this study both examine students' translation errors, which is where they have similarities. The main distinction is that although our study examines students' translation methods, their research additionally examines the intralingual and interlingual sources of students' translation problems.