

CHAPTER I

INTRODUCTION

This chapter discusses the introduction of the research. It consists of a background of the research, setting of the research, limitation of the research, and formulation of the research. This research also discusses the purpose of the research, the significance of the research, and the definition of key terms.

A. Background of the Research

Translation is an activity of great significance in the contemporary world, and it is a topic of interest not just to linguists, Language instructors, both professional and amateur, engineers, mathematicians, and so on. The translation has an important function in entertainment that is close to our lives, such as film.

An activity that has emerged due to the current development phenomenon is translation, both for commercial and literary purposes. This translation study has been developing for the past twenty years. In this translation study, there are two focuses on the consistency of the translation approach, namely written translation and oral translation or what is called interpreting (Gille in Munday, 2016: 8). In the field of language, translation has three meanings including (1) a general study; (2) a text that has been translated.

From the statement above, it can be concluded that translation is the activity of transferring or reproducing a source language text into the target language by emphasizing similarities or equivalence. Although in terms of equivalent words, it is very rare to find similarities in the source language and the target language, this can mean they are equivalent in terms of meaning in the two languages.

Translation activities do not only transfer or reproduce a source language text into the target language but also pay attention to other factors outside of language. This requires a translator who is competent in the field of translation to carry out the translation process and produce a translation that is good and acceptable to target language readers. This is the same as the opinion of Coldiron (2016: 311), who states that the intuition of target language readers is needed in the translation process, apart from the cultural matrix of the target language, it is also needed because translation is a complex process.

That's why, the Subtitling should use brief, straightforward, and unambiguous terminology without forgetting the linguistic approach that blends in with the target language's culture. Therefore, the translation will yield the most creative, informative, and optimal result that aligns with the author's purpose and message. The translator's task demands a great deal of focus.

In translation, translators need broader background knowledge in both languages involved because they cannot rely on dictionaries only. The cultural backgrounds that contribute to the creation of texts must be studied before working on the translation itself. When the translator uses the right method and strategies in translation, it can make a good translation. However, translators sometimes have difficulties in translation. Finding the right equivalence in translating is a central problem encountered by translators during the translation process (Rosa, Amri, &Zainil, 2020).

Besides being an international communication device in science and technology development, it had a vital role. Communication has the goal of

delivering the message from one to another. It could be written or spoken at any time and everywhere. It could be direct communication by face-to-face or indirect by text or picture, i.e., magazine, newspaper, comic, etc. The text made by people had specific purposes of delivering the message; a good text would positively impact the reader about the text's message. So, it was essential to master the translation lesson for the students, so they could understand the English text even in an article or a book of science. Students still had difficulties in translating either Indonesian to English or English to Indonesian. There are several difficulties translating text from Indonesian to English or English to Indonesian experienced by Indonesian learners such as word choice, and the structure of both SL and TL. It is very important to master both because if the learner is doing so, it would cause the message un-delivered.

The translation process is not as simple and easy as people imagine. Therefore, when translating a text as a student, they must first know well the process norms for translating a text. They must know or master a set of rules in translation. When students translate texts, they must pay attention to a set of rules in translation.

For second-year students in the third semester, the lecturer in question teaches a translation course called English-Indonesian Translation which aims to determine students' general ability to translate. Then in the fourth semester, the Indonesian-English translation course is aimed at the same objective as the previous semester. At the end of the lecture, students are expected to be able to strive for good translation from English-Indonesian and from Indonesian-English

at the discourse semantic and lexical-grammar levels, in the form of sentences and paragraphs, in discourse. And to help them prepare papers at the final level.

Several previous studies became a reference for this research. The first research was conducted by Basuki (2014). He investigated students' difficulties in translating Indonesian texts into English among students in the fifth semester of the English Language Education Program at Muhammadiyah University, Purworejo. He found that in translating Indonesian texts into English, students still experienced difficulties, especially in finding clear diction and in using their grammatical competence.

The second research was previously conducted by Dina Merris Maya Sari (2015) who investigated error analysis in students' translated texts. This research is qualitative in nature using a language error analysis approach. He found that students made two types of errors, namely lexical errors and grammatical errors. The translation problems mentioned in the previous paragraph show that the translation problems faced by one translator are not necessarily problems for other translators. Different types of texts, different translation directions, and different levels of translator skills can cause different problems faced by translators. Therefore, studying translation problems in different translation contexts will always be beneficial. This article specifically aims to find out the problems faced by twelfth-grade students in translating historical recount texts from English to Indonesian.

Currently, student text retelling is still lacking, especially for class XII Senior High School Negeri One Kepenuhan studied by researchers. Senior High

School Negeri One Kepenuhan, which is located in Kepenuhan District, Rokan Hulu Regency, is a conventional school. This school provides English as a subject for its students. The minimum achievement criteria for this school, especially class XII, is 75. Senior High School Negeri One Kepenuhan has used the 2013 curriculum since 2017 and only applied it to one class, and in 2019 it was applied evenly to all classes. The 2013 curriculum uses different assessments from previous assessments, namely attitudes, skills, knowledge, and social assessments.

Based on the problems above, the researcher was interested in conducting research entitled “An Analysis Of Student Translation In Recount Texts At Senior High School Negeri One Kepenuhan.”

B. Identification of the Problem

Based on the background of the problem above, this research defines the problem into the following cases: First, students have difficulty translating English texts. Second, students are not interested and bored with the teaching and learning process. Third, students still have low abilities in translating material.

C. Limitations of the Problem

Based on the background of the previous problem, the researcher focuses on how students' ability to translate In Recount Texts Students Of Senior High School Negeri One Kepenuhan.

D. Formulation of the Problem

Here is how the research challenge is stated: How do students' ability to translate In Recount Texts Students Of Senior High School Negeri One Kepenuhan?

E. Purpose of the Research

To determine how students' ability translates In Recount Texts Students Of Senior High School Negeri One Kepenuhan.

F. Significance of the Research

The finding of this research will be expected to be useful and relevant to:

1. Theoretically

Theoretically, the study will be given an easier and more interesting way to recount text.

2. Practical Benefits

For the researcher: translation in learning can add insight and broader knowledge. For teachers: This research is useful as a reference for teachers in applying speed in translation in recounting the learning in class so that the teaching and learning process can run effectively. For children: This translation will improve speaking skills, increase children's word knowledge, and apply them in everyday life. For schools: schools can use this research to increase students' knowledge about implementing good translation in the teaching and learning process in the classroom, especially regarding Recount Texas.

G. Definition of Key Terms

1. Translation

According to the Oxford English Dictionary, translation is the activity or action of transforming the meaning of text, word, or speech into another language (Press, 2020). Regarding Oxford's definition, Hatim and Munday (2004) define translation as a process where the translator receives the original language or

source text (ST) and changes it into a target language or target text (TT) in another language. Relating to the previous statements, it means that translation is known as the process of changing content from one language to another language. However, the teacher must have a strategy for students to master recount texts properly Disma Negeri 1 Kepenuhan.

2. Recount Texts

One kind of text that is learned by Junior High School Students is recount text. Recount text is one of the text types that retells past events. According to Avida, D. J. (2020) Anderson, a recount is a piece of text that retells past events, usually in the order in which they happened. This, the special features of recount text could be found in its sequence of events in which the past event is written chronologically. The purpose of the text is usually to give the reader a description of the event. Besides, its most common purposes are to inform and to entertain.

In other words, recount text is one type of text that retells some events in the past in order to inform and entertain the reader. Recount text includes eyewitness accounts, newspaper reports, letters, conversations, television interviews, and speeches.

Recount texts, recount is typically told by dealing with a sequence of events that establishes a relationship between a writer/reader/speaker. A recount is a story about the sequence of happening in past time to entertain the readers. It uses past tense to tell the story and focuses on individual participants. According to Knapp Recounts is the simplest text type.

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the researcher discusses a review of related theories, a review of related findings, a conceptual framework, and a hypothesis. A review of related theories consists of the nature of Translation, the definition of Translation the kinds of Translation, and the importance of teaching Translation. The nature of recount text; definition of recount text, the effect of recount texts, processing model recount text, and recount text.

A. Review of the Related Theories

1. Errors Analysis

Making mistakes is human and natural. In the learning process, errors are considered a tool that students use to learn. Indeed, human learning is basically a process that involves making mistakes. Mistakes, misjudgments, miscalculations, and incorrect assumptions are important aspects of learning almost any skill or acquiring information. In another explanation, it is also stated that error analysis is "testing the errors made by students both in oral and written media". Prof. Dr. Henry Guntur Tarigan provides a definition, error analysis is a procedure used by researchers to determine errors by collecting samples of learner language, identifying errors, describing errors, explaining errors, and evaluating errors.

“Language error analysis is a procedure used by researchers and teachers, which involves collecting samples of learner language, identifying the errors contained in the samples, describing the errors, classifying them according to hypothesized causes, and evaluating them.

Students studying a foreign language essentially follow those three definitions of error analysis, which is what the author is doing in his research work.

2. Translation

a. The Definition of Translation

Translation is necessary to convey foreign knowledge in the age of globalisation. A translator plays a significant function and has the potential to significantly impact both their nation and the global community.

The study of translation theory is a subfield of comparative linguistics since it focusses on a particular kind of relationship between languages. Any pair of languages or dialects, whether related or unconnected, and with any type of spatial, temporal, social, or other interaction between them, can have translation equivalencies established and translations carried out. But to put it simply, translation is a language-based procedure that involves replacing a text in one language with a text in another.

Therefore, to clarify the term translation, it is useful for us to consider the summary of expert theories below:

1. Replacing text in one language with another is called translation. (TL) with equivalent textual material in another language (TL).

Translation consists of reproducing in the recipient language the natural equivalent of the source language message, first in terms of meaning and second in terms of style.

2. Translating is the study of the lexicon, grammatical structure,

communication situation, and culture of the source language to find equivalents expressed in the lexicon, structure, and culture of the target language.

3. Translation is conveying the meaning of a text into another language according to the intention of the author of the text.

From the definitions above, the author can conclude that translation is looking for equivalent meanings or reproducing equivalent messages from the source language into the target language. In translating both the source language and the target language, the translator has a big responsibility and plays an important role in producing a translation that has equivalent meaning.

a. The Method of Translation

Since the translator cannot rely just on one technique to translate from SL to TL, there are other translation methods as well. The method is the approach taken during the translation process that treats the entire text as a single, cohesive whole. Newmark divides the approach into eight categories. There are four different approaches that highlight the source language:

1. Word-for-Word Translation

Interlinear translation, in which the TL appears right behind the SL words, is a common example of this. The words are translated individually by their most prevalent meaning, out of context, while maintaining the SL word order. Cultural terms are translated literally. Word-for-word translation's primary application is either to understand the mechanics of the source language or to construe a difficult text as a pre-translation.

2. Literal Translation

The lexical words are once more translated individually and out of context, while the SL grammatical structures are translated to their closest TL equivalents. This pre-translation procedure identifies the issues that need to be resolved.

3. Faithful Translation

Within the limitations of the target language's grammatical structures, an accurate translation aims to capture the exact contextual meaning of the source text. It keeps the degree of grammatical and lexical "abnormality" (difference from SL norms) in the translation while transferring cultural terms. It makes an effort to be entirely true to the SL writer's goals and text realisation.

4. Semantic Translation

Semantic translation differs from "faithful translation" only in as far as it must take more account of the aesthetic value (that is, the beautiful and natural sound) of the SL text, compromising on "meaning" where appropriate so that no assonance, wordplay or repetition jars in the finished version.

The method that emphasizes the target language is as follows:

5. Adaptation

The "freest" translation method is this one. It is primarily used for plays (poems, comedies); the text is frequently rewritten, the SL culture is changed to the TL culture, and the themes, characters, and plots are typically kept. While some adaptations have "rescued" period pieces, the reprehensible practice of having the play or poetry directly translated and redone by a renowned drama poet has resulted in many subpar versions.

6. Free Translation

Free translation replicates the information without the original's form, or the matter without its manner.

7. Idiomatic Translation

Despite reproducing "the message" of the original, idiomatic translation tends to misrepresent subtleties of meaning by favouring colloquialisms and idioms that are absent from the original (authors as disparate as Stuart Gilbert and Salescovith lean to this sort of vivid, natural translation).

8. Communicative Translation

Communicative translation aims to accurately convey the original's contextual meaning while making the language and material easily understandable and acceptable to the target audience.

The translation took an important role in our lives since many books, comics, newspapers, magazines, and films published were translation products. Some experts have proposed various definitions of translation; Generally, Hornby et al., (2000). in Oxford Advanced Learner's Dictionary, obviously elaborated definition of translation according to them, translation was the process of transferring the meaning of something written or spoken into another language. The same definition stated by Nida and Taber, (1982) in Fitria, (2018) similar to Catford, mentioned that translation was the process of transferring the meaning of source language to the naturally closest of target language meaning which paid attention to the meaning and the style. Thus, when translating a text, means paying attention to the meaning of words and paying attention to the grammatical rules

and style that every language has its style and grammar, of both source language and target language.

Rubric Scoring Test of Translation

No	Item Analysis	Score	Criteria of Scoring
1	Source Text Meaning	5	The meaning of the source text is communicated very precisely in the translation.
		4	The meaning of the source text is communicated appropriately in the translation.
		3	The meaning of the source text is communicated fairly accurately in the translation.
		2	The meaning of the source text is not fully communicated in the translation.
		1	The translations show a large and persistent misunderstanding of the meaning of the source text.
2	Style and Cohesion	5	The translation has a very good style, flows perfectly, and forms a unified whole.
		4	The translation has style, flows well, and forms a cohesive whole.
		3	The translation has an inconsistent style, there are some odd element placements.
		2	The translation has a rigid style, does not flow, and there are many odd element placements.
		1	The translation lacks style, does not flow, and sentences and ideas appear unrelated.
3	Situational Appropriateness	5	Word choice is very good and appropriate. Cultural references, discourse, and register are very appropriate to the target language, text type, and audience.
		4	Word choice is good. Cultural references, discourse, and register are appropriate to the target language, text type, and audience.
		3	Cultural references, discourse, and

			register are mostly appropriate to the target language, but there are some choices that are less appropriate to the target language, text type, and audience.
		2	Cultural references, discourse, and register are often not appropriate to the target language, but many word choices are inappropriate to the target language, text type, and audience. Audience.
		1	Cultural references, discourse, and register are always inappropriate to the language and most word choices are inappropriate to the target language, text type, and audience.
4	Grammar and Mechanics	5	The translations show excellent grammar, spelling, and punctuation. There are very few or no errors.
		4	The translation shows good grammar, spelling, and punctuation. Minor errors occasionally appear.
		3	The translations show fairly weak grammar, spelling, and punctuation. Minor errors often appear.
		2	The translations showed poor grammar, spelling, and punctuation. Many errors appear
		1	The translations showed very poor grammar, spelling, and punctuation. Serious errors appear frequently.
5	Translation Skill	5	The translations show creative solutions to the problems of translation. The skill of using reference materials is very obvious.
		4	The ability to identify and solve translation problems is very good. There are no major errors or only minor errors. The use of reference materials is good.
		3	The ability to identify and solve translation problems is good. There are major and/or many minor errors in the translation. The use of reference materials is lacking.

		2	The ability to identify and solve translation problems is lacking. There are a few major and/or many minor errors in the translation. The use of reference materials is lacking.
		1	Unable to identify and solve translation problems. Lots of major and minor errors in translation. The use of reference materials is not appropriate.

Source: Angelelli (2009: 40-43)

3. Recount Text

a. The Definition of Recount Text

One type of text studied by high school students is recount text. Recount text is a type of text that retells past events. According to Anderson, a recount is a text that retells past events, usually according to the events. Thus, the special characteristics of recount texts can be found in the series of events that write down past events chronologically. The purpose of the text is usually to give the reader an idea of an event. Additionally, the most common goals are to inform and entertain.

In other words, recount text is a type of text that retells several events in the past with the aim of providing information and entertaining the reader. Recount texts include eyewitness accounts, newspaper reports, letters, conversations, television interviews, and speeches.

b. Various Recount Texts

According to the UC High School Kaleen Writing Handbook 2011, recount texts are classified into three; namely personal recount, factual recount,

and imaginative recount.

1. Private Recount

A personal recount is when the writer recounts a personal event in which they were directly involved. This means that the author is actively involved in the activities of the event. The purpose of personal recounts is to inform and entertain readers.

2. Factual Recount

A factual recount is a list of records of a certain event. It can be used to retell a particular incident or event, such as an accident report, eyewitness, scientific experience, historical event, or newspaper report. Its purpose is just to inform the reader about what was going on in the past.

3. Imaginative Recount

An imaginative recount retells an imaginative story through the eyes of a fictional character. It means the events that happened in the text do not occur in real life. Its purpose is usually to entertain, and it usually can be found in textbooks.

From those three kinds of recount text, it can be seen that there is one typical characteristic: the text retells the event in the past chronologically. The example of this text is as follows.

b. The Generic Structures of Recount Text

To create an effective recount text, standards are needed that are used as guidelines for a writer to write good writing. Recount texts have several important characteristics that writers can use. The general structure of recount text consists

of: orientation, series of events, and reorientation.

1. Orientation

The retelling begins by telling the reader who was involved, what happened, where it happened, and when it happened. Orientation provides the background information the reader needs to understand the text, and the reader will recognize the scene setting and context of the text.

2. Sequence of Events

Events are the main activities that occur in the story text. In writing recount text, events are ordered chronologically. Sometimes, additional details are added to the text to provide information for the reader.

3. Reorient

Reorientation is a closing statement that may include elaboration. Some recount texts also have a closing paragraph. In this closing paragraph, the author may provide comments or personal statements, but this is optional.

c. The Language Features of Recount Text

There are some language features of recount text, as follows:

1. Usually written in the past tense. Some forms may use simple present tense, e.g. informal anecdotal storytelling (Just imagine – I'm in the park and I suddenly see a giant bat flying towards me!).
2. Words that show the order of events (then, next, first, afterward, just before that, at last, meanwhile).
3. The subject of a recount tends to focus on individual or group participants (third person: they all shouted, she crept out, it looked like an animal of

some kind).

4. Personal recounts are common (first person: I was on my way to school ...We got on the bus).

Using action verbs and circumstances such as the adverb of place and the adverb of time to show the action and detailed information of events that occur in the story.

B. Review of Related Findings

The term translation is generally defined as a process of changing the form of the original language (the source language or SL) into different languages (the target language or TL). This process accords with an intra-lingual translation which is an interpretation of verbal signs through some other languages (Munday, 2016: 8). Another definition is proposed by Larson (1998:3) who states that translation is a process of transferring meaning from texts in the source language into the receptor language. The process must be done by changing the form of the ST to the form of the TT in the semantic structure. The meaning is maintained, only the forms change.

The translation process is an order of technical devices to transfer the message of the source language to the equivalent target language. The translation process can be described as understanding the meaning of the source text and then expressing this meaning in the target language without ignoring grammar, syntax, idioms, and also the culture of the related target language text.

The steps are parsed in the following description. The first step is to study the whole text to get a general idea or to get the message, after obtaining the general picture of the message, the translator analyses it into parts of meaning to know how the message is conveyed in the SL sentences; what kinds of dictions or words choices are used to bring the message. After that, the translator finds the equivalent meanings to the target language and adjusts them in the TL natural patterns. Furthermore, the cultural aspects of SL have to be replaced with the ones in the TL.

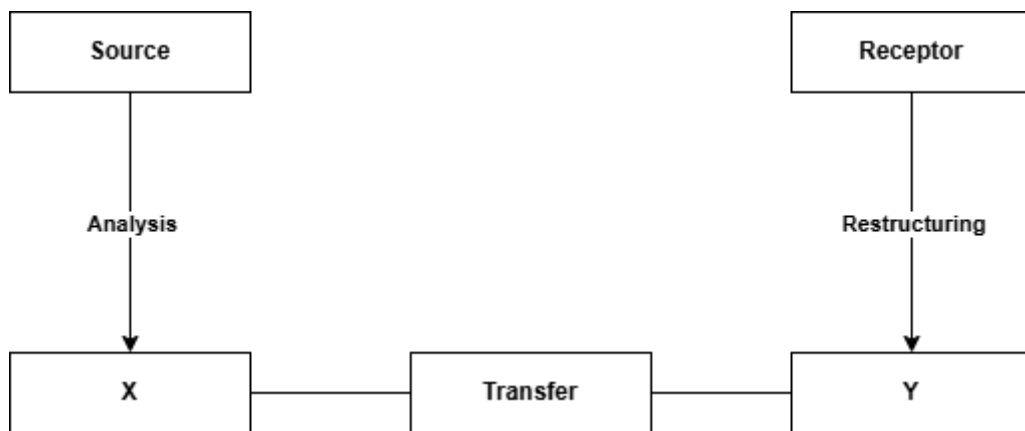
The next step is to re-read the whole new text to evaluate the equivalent result of the SL message to know whether the text in TL gives the same effect to the readers who read it as they read the SL text or not. Then, to achieve a translation result that sounds like the original, the translators need to make the lexical and grammatical adjustments to the TL.

Tri Agustina (2016) conducted the study entitled Error Analysis in Writing Recount Text, using qualitative research. This study aimed to identify morphological, syntactic, and discourse errors in writing recount texts which were done by the students at SMP Muhammadiyah Surakarta. The subjects of this study were 60 eighth-grade students. The data were collected by using the elicitation method. In this case, the result of the study shows that lexical errors were 22.2% including false friend, wrong spelling, and use of Indonesian words. While syntactic errors were 64% including a verb, "be", phrase, article, preposition, and sentence construction. Discourse errors were 7.7% which included generic structure.

C. Conceptual Framework

In this, a conceptual framework is the effectiveness of Error Analysis Of Students' English-Indonesia Translation Of Translation In Recount Texts Students Of Senior High School Negeri One Kepenuhan. This concept can be seen in the following figure.

Figure 1. Conceptual Frame Work



Understanding the meaning or message of SL text, through analyzing its words, phrases, and sentence structures or grammar used in the sentences. Finding out the equivalent meanings of the text to transfer the analyzed messages in the source language into the target language messages. This step is called an internal process, and the equivalent meanings of SL to TL with equivalent forms or sentence patterns. The messages in the TL must be the same as the message in SL. When some adjustments of lexical or grammatical are.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the research methodology that researchers will use in this research. This chapter consists of several sections, research design, research setting, population and sample, instrumentation, research procedures, data collection techniques, and data analysis techniques taken from twelfth-grade students of Senior High School Negeri One Kepenuhan, and research instruments.

A. Research Design

This research design will use qualitative recount texts because the aim of this research is only to find out how students' translation skills in recount text translators are used by Senior High School Negeri One Kepenuhan class students. According to Widoyoko (2012:2), qualitative research describes something that is based on facts and expressed in the form of statements or words. Qualitative descriptive research is part of qualitative research, the aim of qualitative research is to find the results of the analysis of what the researcher wants to observe.

B. The setting of the Research

The research will be conducted on the twelfth-grade students of Senior High School Negeri One Kepenuhan.

C. The subject of the Research

The subject of this study consisted of one class: each class consisted of 21 students. According to Arikunto (2010: 183), purposive sampling is the process of selecting a sample by taking a subject that is not based on the level or area but is taken based on the specific purpose.

D. Research Instruments

Research instrumentation is critical to collecting data accurately. The instruments used to collect data are tests, interviews, and documentation. According to Arikunto (2002: 136) states that instruments are research tools or facilities that researchers use to collect data so that their work is easier to process. This means that the instrument is the media used by researchers to collect data from respondents. And also the instrument must have some controls to ensure the test is understood by respondents.

1. Test of translation

In this research, the researcher will use a written test in which is researcher gives one topic for the students which is "making fun holidays during the semester holiday". Then, students are ordered to translate a recount text story into English in the form of simple past tense. Translation task is chosen as the instrument of the research because they demand students to express and show with their own words.

2. Questionnaire

According to Sugiyono (2010), "Questionnaire is a technique of data collecting that was done by giving the set of questions or written statement for the respondent to be answered". In this case, the researcher gives a questionnaire to students. This instrument for this research uses a questionnaire.

E. Data Collection Techniques

In the first stage, researchers prepare topics for texts in student translation. In the second stage, the researcher will distribute topics or images and students

will translate the recount text per topic/image with text and text. After the students translate it, the researcher will make a conclusion about how students' skills in translating recounted texts and without recounted texts are in class twelfth grade students of Senior High School Negeri 1 Kepenuhan.

F. Technique of Analyzing the Data

Data analysis is important, because through the data researcher has the benefit, and in problem solution and gets the final research. According to Siyoto (2015:98), Data analysis is the process of organizing and sorting data into patterns, categories, and descriptions of the basic unit so it can be found theme and working hypotheses can be formulated as suggested by the data.

The data analysis of this research employs some steps. They are as follows:

1. Analyzing the students' of the test translation in recount text.
2. Analyzing the student's questionnaire.