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AN ANALYSIS OF ERRORS IN TRANSLATION DESCRIPTIVE TEXT AT STUDENTS ENGLISH DEPARTMENT IN MEDAN

Abstrak

Penelitian ini bertujuan untuk menilai seberapa baik mahasiswa dapat menerjemahkan teks deskriptif dari bahasa Inggris ke bahasa Indonesia dan mengidentifikasi kesalahan dalam terjemahan mereka. Peneliti melakukan penelitian kualitatif dengan menggunakan metode deskriptif kualitatif. Kesimpulannya menunjukkan bahwa kesalahan yang dibuat oleh mahasiswa jurusan bahasa Inggris di Medan bervariasi dalam hal frekuensi dan persentase, dengan beberapa kesalahan berasal dari generalisasi aturan dan penerapan yang tidak lengkap. Kesalahan lainnya diakibatkan oleh penjelasan dosen yang kurang jelas dan teknik belajar mahasiswa yang kurang efektif. Meskipun penulisan teks deskriptif dengan tata bahasa yang tepat tidak terlalu sulit, namun kesalahan dalam penerjemahan masih sering terjadi. Peneliti merekomendasikan penelitian di masa depan untuk mengumpulkan bukti melalui penelitian analitis, untuk mendukung tindakan lebih lanjut.

Kata Kunci: Deskriptif, Kesalahan, Penrrjemahanan, Kosakata, Penulisan.

Abstract

This study aims to assess how well students can translate descriptive text from English to Indonesian and identify errors in their translations. Researchers conducted qualitative research using qualitative descriptive methods. The conclusion indicates that errors made by English-major students in Medan vary in frequency and percentage, with some stemming from generalizing rules and incomplete application. Other errors result from unclear lecture explanations and ineffective student learning techniques. Despite descriptive text writing with proper grammar not being overly challenging, occasional mistakes still occur in translation. The researcher recommends future studies to gather evidence through analytical research, supporting further actions.

Keywords: Descriptive, Errors, Translation, Vocabulary, Writting .

INTRODUCTION

Globally, this research is important to study. Grammar, governing the arrangement and relationship of words in a sentence, loses meaning without the presence of semantics and pragmatics (Brown, 2001). Making mistakes is a natural part of the learning process, especially in acquiring a second or foreign language (Dulay, Burt, & Krashen, 1982). Translation is an essential component of language learning and communication, acting as a link between diverse languages. Within the sphere of English language education, students frequently face difficulties when translating descriptive texts from their native language into English.

This research is important to study nationally because english is a foreign language for Indonesian, which is a language that is not the main language but is one of the language used in general in Indonesia. Currently, English is officially taught at the high school level. Many Indonesians perceive English as challenging due to its inherent complexity. As a foreign language, English poses difficulty for beginners, distinguishing itself from Indonesian, which has simpler rules. This implies

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that Indonesians need to delve into the intricacies of English language complexity in their learning process.

English is structured differently than Indonesian, which is why students often make mistakes when translating from English to Indonesian. Some get confused while putting words together after translating because they are used to the way words are arranged in Indonesian. Based on these points, the writer believes that studying errors is really important to understand the types and reasons why students make mistakes when translating. Because of this, the writer suggests looking into the errors students make when translating descriptive text at the English Student Department in Medan.

Griffith Patricia Lionny's prior research indicates significant errors in simple past tense among tenth-grade students at SMA Mardi Yuana Depok, primarily attributed to interlingual transfer. This interference arises when students translate their thoughts from their mother tongue to English, resulting in 37.5% misinformation and 30% omission errors. Devie Reztia Anjarani's study reveals 143 errors in students' translational assignments, with a dominant 62.5% in missed formation. Students struggle due to confusion in applying Indonesian grammatical rules to English, reflecting their inadequate understanding of the target language. Afore Tahir Harefa's research on SMP Negeri 4 Gunungsitoli Utara's second-year students identifies misinformation errors as the most frequent at 67%, showcasing a strong influence of Indonesian language thinking. Overall, students' errors stem from incomplete rule application, poor teaching materials, and challenges in understanding grammar from both languages. The students find it hard to use past tense when writing about past events. From the results, we can say that looking at mistakes is the best way to understand and fix the students' errors. This helps both teachers and students get better at learning English. Once the teacher knows what mistakes the students make, they can decide what to do next to help and evaluate the errors, especially in improving the students' English skills. Also, when students know about their mistakes, they can see where they need to get better. Even though many studies have looked at errors in translating recount text, not much has looked at descriptive text. This research aims to find mistakes in translating descriptive text and figure out how well students can do it from English to Indonesian. The problem formulations of this research are:

1. What are the dominant types of errors in the translation of English descriptive text into Indonesian by English Department students in Medan?
2. What are the causes of the errors made by the students in translating descriptive texts?

METHOD

Research Design

Researchers use descriptive qualitative methods because they're the ones actively doing the research in real life, directly in the field. Qualitative research is a kind of study that aims to describe, analyze, and interpret research subjects. As McLeod mentioned in Tavallae and Talib (2010: 571), qualitative research doesn't aim to test a hypothesis but tends to deeply describe, analyze, and interpret the socially constructed aspects of the world.

Research Site and Participants

This research took place at a college of education at a state university in Medan, Indonesia. The data collected was from tests specifically, the errors students made in translating descriptive text. The test used grammar rules for descriptive text. Using this data, the researcher looked at the kinds of errors and where they came from. The people providing information for this study were 34 students of college of education at a state university in Medan, Indonesia.

Before starting the research, the researcher asked the participants if they could collect information, making it clear that it was entirely their choice. The participants also gave positive feedback to the researcher. And after conducting the research, the researcher expressed his gratitude for the positive response during the research.

Data Collection and Analysis

In the research on Error Analysis, researchers follow several steps to understand and evaluate mistakes. These steps include gathering information, recognizing errors, describing them, explaining why they happen, and assessing them. This approach helps in understanding how well students can translate recount text. The process of analyzing the data involves the following steps:

1. Gathering the information.
2. Identify errors from the students' answer sheets..
3. Categorize the errors.

4. Describe errors based on their type.
5. Examining the students' errors.
6. Calculating the percentage of errors made by the students using the provided formula :

The Percentage of Errors in Each Category

$$\text{Error Percentage (\%)} = \frac{\text{The Total Number of Errors}}{\text{The Total Number of Errors}} \times 100\%$$

The identified errors are categorized using surface strategy taxonomy, which includes omission, addition, misinformation, and misordering.

Instrument of The Reseach

When doing research, the tools we use are essential. In this study, the author used a test a written one describing a mother in a short paragraph. The goal of the test is to see what mistakes students make. These mistakes fall into four categories: omissions, misinformation, drafting errors, and additions.

Table 1. The Test Guideline

NO	SENTENCES	Analysis On Students Erros	The Kinds Of Errors			
			Om (A)	Add (B)	Mo (C)	Mf (D)
1.	My mother is my role model(1).	Students Translate	-	-	-	-
2.	Her name is Sintia and She is a very good person and always loves me(2).	Students Translate	-	-	-	-
3.	My mother is quite tall, around 165 cm(3).	Students Translate	-	-	-	-
4.	Her weight is 60 kg(4).	Students Translate	-	-	-	-
5.	She has curly and soft hair(5).	Students Translate	-	-	-	-
6.	Her eyes are brown and her skin is brown(6).	Students Translate	-	-	-	-
7.	She also has a sweet smile(7).	Students Translate	-	-	-	-
8.	My mother is wise, friendly, patient, and likes to help others(8).	Students Translate	-	-	-	-
9.	She is diligent, neat and disciplined(9).	Students Translate	-	-	-	-
10.	Our home is always clean and organized because of it(10).	Students Translate	-	-	-	-
11.	My mother is also devout in worship(11).	Students Translate	-	-	-	-
12.	Starting from obligatory prayers, sunnah prayers, to fasting on Mondays and Thursdays, she does everything regularly without missing anything at all(12).	Students Translate	-	-	-	-
13.	That's my mother(13).	Students Translate	-	-	-	-
14.	I really admire her because she has been a good example for me(14).	Students Translate	-	-	-	-
15.	I love her always(15).	Students Translate	-	-	-	-

FINDINGS AND DISCUSSION

This chapter has three sections: description, research findings, and discussion. The researchers looked at mistakes in translation by 5th-semester students studying English Education, Class of 2021. They talked about the errors students made and why these errors happened when translating English descriptive texts into Indonesian.

Data Description

1. Place and Time of Research. The researchers did this study from October 11 to October 15, 2023, right in the classroom. The researcher handed out the text during class and explained the tasks to their colleagues.
2. Population and Research Sample. The subjects in this research were TBI-1 Semester 5 UINSU students. A total of 34 students participated. The researchers chose this class for their study and used a method called purposive cluster sampling. This method is selected for specific goals and helps create efficient samples in terms of money and time..

Research Findings

1. Types of Mistakes in Translating Descriptive Text at English Student Department in Medan.

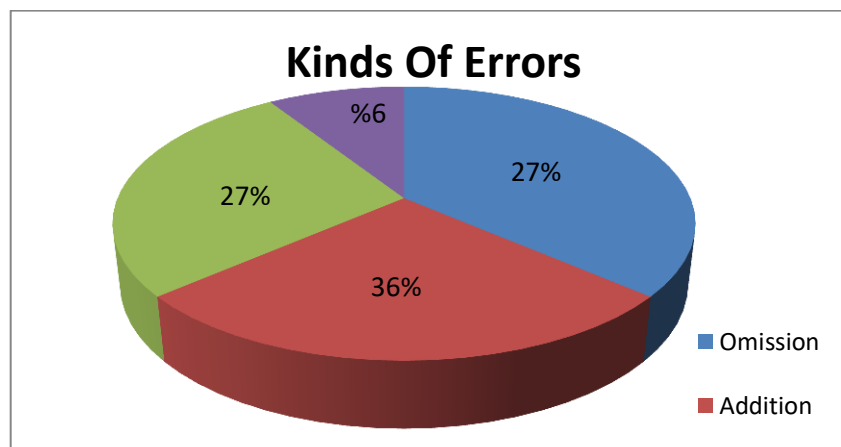
In looking at students' mistakes, researchers found and counted how many times each type of error happened. Researcher organized the numbers into a table and changed them into percentages. After that, researcher explained the data from processing the results. From the research, they concluded there were 20 omission errors, 15 addition errors, 15 missinformation errors, and 5 misordering errors. Researcher also created a pie chart to show the percentage of each type of error.

Table 1.The Percentage of Students' Errors

NO	STUDENTS' CODE	KINDS OF ERRORS				TOTAL
		Om	Add	Mf	Mo	
1.	ASN	1	-	-	-	1
2.	ARFS	-	1	-	-	1
3.	AR	-	1	1	-	2
4.	AKH	2	-	1	-	3
5.	AS	-	1	2	-	3
6.	AN	1	-	-	-	1
7.	BD	1	-	1	-	2
8.	DMS	1	-	1	-	2
9.	ECMS	-	1	1	-	2
10.	HFA	2	1	-	-	3
11.	GH	-	1	1	-	2
12.	JJS	-	1	-	-	1
13.	KA	-	-	1	-	1
14.	KS	-	2	-	-	2
15.	LFG	-	-	1	-	1
16.	LPK	-	-	1	1	2
17.	MH	1	-	-	-	1
18.	MN	1	-	-	-	1
19.	MFN	1	2	-	-	3
20.	NYA	1	1	-	-	2
21.	NFN	-	1	-	-	1
22.	NA	-	-	1	-	1
23.	PRR	-	1	-	-	1
24.	RFL	1	-	-	-	1
25.	RRT	-	-	1	-	1
26.	RPJS	-	-	1	-	1
27.	RPYK	2	-	-	-	2
28.	SR	-	-	1	1	2
29.	SS	1	-	-	1	2
30.	SF	1	-	-	-	1
31.	TP	1	-	-	1	2
32.	YR	1	-	-	-	1
33.	ZH	-	1	-	-	1
34.	MR	1	-	-	1	2
TOTAL		20	15	15	5	55

NOTE :

- Om : Omission
- Add : Addition
- Mf : Missinformations
- Mo : Missordering



Picture 1. The Percentage of Kinds of Errors

2. The Causes of Students Department in Medan Making Errors In Translating Descriptive Text

The reasons students made mistakes in this study show common features of learning rules, like making generalizations, not fully using rules, and not understanding when to use rules. So researcher learned why they made errors in translation and also the solutions they need to apply when they make mistakes in translating text.

DISCUSSION

The Kinds Of Error

a. Omission

Omission errors occur when there are elements missing in a grammatically correct expression. Although any morpheme or word in a sentence could be left out, some types of morphemes are more commonly excluded. In this type of error, learners forget to include a part in a correct sentence. The research identifies instances of omissions made by the object of study..

- 1) (SL.3) My mother is quite tall, around 165 cm.
(ASN. A1) Ibuku tinggi, sekitar 165 cm.

The translation above has a problem. A word is missing in this sentence. The word is "cukup". The correct version of the sentence is "Ibuku cukup tinggi, sekitar 165 cm".

- 2) (SL.2) Her name is Sinta and She is a very good person and always loves me.
(AKH. A4) Namanya Sinta dan Dia orang yang baik dan selalu mencintaiku.

The translation above doesn't look right because there is a missing word in the sentence. The word is "sangat". The correct version of the sentence is "Namanya Sinta dan dia orang yang sangat baik dan selalu mencintaiku".

b. Addition (A)

Addition errors are different from omissions because they include elements that shouldn't be in a correctly formed expression. This type of mistake usually happens when learners are too careful in following the rules of the target language. Researchers have found many cases of these additional elements.

- 1) (SL.7) She also has a sweet smile.
(KS. B14) Dia juga biasanya memiliki senyum manis)

The sentence above isn't translated correctly because the students added the word "Biasanya" in the target language. The correct version of the sentence is "Dia juga memiliki senyum manis."

- 2) (SL.8) My mother is wise, friendly, patient, and likes to help others
(MFN. B19) Ibu saya bijaksana, ramah, sabar, dan sangat suka membantu orang lain

The sentence above isn't translated correctly because the students added the word "sangat" in the target language. The correct version of the sentence is "Ibu saya bijaksana, ramah, sabar, dan suka membantu orang lain."

c. Missordering (C)

Misordering errors happen when morphemes or groups of morphemes are put in the wrong places within a sentence, and this can occur in both direct and indirect speech. The research found examples of misordering.

(SL.12) Starting from obligatory prayers, sunnah prayers, to fasting on Mondays and Thursdays, she does everything regularly without missing anything at all

(AS. C.5) Biasanya mulai dari salat wajib, salat sunah, hingga puasa senin dan kamis, semuanya ia lakukan dengan rutin tanpa kehilangan semuanya.

The translation above is wrong. In this case, the learner puts the word "biasanya" in the missordering, and the correct sentence is "Mulai dari salat wajib, salat sunah, hingga puasa senin dan kamis, semuanya ia lakukan dengan rutin tanpa ada yang terlewat sedikit pun."

d. Misinformation (D)

Misinformation errors happen when a wrong morpheme or structure is used. This usually occurs because learners incorrectly apply the grammar rules of the target language.

1) (SL.11) My mother is also devout in worship
(LPK. D16) Ibu saya juga taat dalam menyembah.

The translation above has a mistake. Students translated the word "worship" as "menyembah," but the correct meaning is "Beribadah." This error occurred because they either didn't know the meaning of a word or didn't have enough English vocabulary.

2) (SL.8) My mother is wise, friendly, patient, and likes to help others
(SR.D28) Ibu saya hikmat, ramah, sabar, dan suka membantu orang lain

The translation above made a mistake because students translated the word "wise" as "Hikmat," while the actual meaning is "Bijaksana." Errors like this occur because they are not familiar with the word's meaning or they lack sufficient English vocabulary.

The Causes Errors

Errors happen for three main reasons:

- 1) Interference errors happen when someone uses words from one language while speaking another.
- 2) Intra-lingual errors happen because of common problems in learning rules, like making mistakes in generalizing, not using rules completely, and not understanding when rules should be used.
- 3) Development errors occur when learners try to guess things about a new language based on what they've experienced so far.

After examining the errors, the researcher observed that students make mistakes because they exhibit typical challenges in learning rules, like making incorrect generalizations, not fully applying rules, and not understanding when to use rules. So, the solutions they need to apply when they make mistakes in translating text, there are:

- 1) The students should practice English regularly, both at college and at home, to enhance skills, including translation.
- 2) The students are read extensively to increase knowledge in English, especially in translating English text.
- 3) The students are discuss translating sentences with classmates
- 4) The students enrich vocabulary by reading English texts, dictionaries, magazines, etc.

CONCLUSION

In conclusion, this article explores the challenges faced by English students in Medan in translating descriptive texts from their mother tongue into English. The analysis revealed common mistakes, such as inaccurate vocabulary choices, grammatical problems, and difficulty in dealing with cultural nuances. The results of the research were that 36% of students had difficulty in omission, 27% of students had difficulty in addition, 27% of students had difficulty in missordering and 9% of students had difficulty in misinformation. This study emphasizes the importance of addressing these challenges through targeted interventions, teaching materials, and real-world translation tasks. The research findings, presented through comprehensive data analysis regarding translation assignments, highlight the need for educators to focus on improving students' linguistic and cultural competence. Ultimately, this analysis contributes valuable insights to the ongoing discourse regarding language

education and translation pedagogy, offering a foundation for designing effective strategies for improving students' translation skills.

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