

**AN ANALYSIS ON STUDENTS' ERRORS IN TRANSLATING
RECOUNT TEXT AT THE EIGHTH GRADE OF SMPN 5
BENGKULU**

Thesis

Presented as partial fulfillment of the requirements for the attainment of the
Sarjana Pendidikan Degree on the English Language Education



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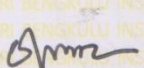
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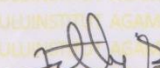
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MOTTO

- ❖ The one who knows you is you.

(The Researcher)

- ❖ Doing the right things with the wrong ways, isn't doing the right things.

(Anonymous, taken from The 100 Movie)

- ❖ It always seems impossible until it's done.

(Nelson Mandela)

- ❖ In fact, Allah will not change someone's fate until she/he takes any efforts to change her/his own fates.

(Q. S. Ar-Rath:11)

DEDICATION

This thesis is dedicated to:

1. My beloved parents. My Father (SALKAM), who has become the best leader, your hardwork is incredible. My Mother (SULASTRI), who always nurtures me with caring and warmlove. Thank you for your advice, patient, and your prayer every time. Ilove you so much.
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I hereby sincerely state that the thesis entitled "An Analysis on Students' Errors in Translating Recount Text at The Eighth Grade of SMP 5 Bengkulu" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu, 2021

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Praise to Allah SWT, the Almighty, the creator of Universe, just because of His mercy, the researcher is being able to finish her thesis. He would like to express her deepest gratitude to:

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ABSTRACT

Upi Nufsi Shalichah. 2020. *An Analysis on Students' Errors In Translating Recount Text At The Eighth Grade of SMP 5 Bengkulu.* S1 Thesis. English Education. Teacher English and Education Faculty of Tarbiyah and Tadris State Institue for Islamic Studies (IAIN Bengkulu).Consultant: Dr. Syamsul Rizal, M.Pd dan Detti Lismayanti, M. Hum.

This study aims to describe the kinds and the causes of students' errors in translating English to Indonesian text in VIII B SMP 5 Bengkulu. The approach used is a qualitative approach with descriptive methods. The research subjects were students in class VIII B SMPN 5 Bengkulu. The object of the research is Recount text. The data collection techniques used were test and interview techniques.

Based on the data analysis. There are 30 (23%) *omission errors* made by the students, 15 (12%) *Addition Errors*, 9 (7%) *Missordering Errors* and 75(58%) *Misformation Errors*. The causes of error that make students produce errors in this research is reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn condition under which rules apply'. Students should study hard to understand the differences between Indonesian and English rule when they want to make sentences.

Keyword: Erroranalysis, Translation, recount text.

ABSTRAK

Upi Nufsi Shalichah. 2020. *An Analysis on Students' Errors In Translating Recount Text At The Eighth Grade of SMP 5 Bengkulu.* Skripsi S1. Pendidikan Bahasa Inggris. Guru Bahasa Inggris dan Pendidikan Fakultas Tarbiyah dan Tadris Lembaga Studi Islam Negeri (IAIN Bengkulu). Konsultan: Dr. Syamsul Rizal, M. Pd dan Detti Lismayanti, M. Hum.

Penelitian ini bertujuan untuk mendeskripsikan jenis-jenis dan penyebab kesalahan siswa dalam menterjemahkan teks bahasa inggris ke bahasa Indonesia di kelas VIII B SMP 5 Bengkulu. Pendekatan yang digunakan yaitu pendekatan kualitatif dengan metode deskriptif. Subjek penelitian adalah siswa di kelas VIII B SMP 5 Bengkulu. Objek penelitian adalah teks recount. Teknik pengumpulan data yang digunakan adalah teknik tes dan wawancara.

Berdasarkan analisis data. Ada 30 (23%) kesalahan penghilangan yang dibuat siswa, 15 (12%) kesalahan penambahan, 9 (7%) kesalahan penyusunan dan 75 (58%) kesalahan bentuk. Penyebab kesalahan yang dibuat siswa dalam penelitian ini adalah karena mencerminkan karakteristik umum dari pembelajaran aturan seperti generalisasi yang salah, penerapan aturan yang tidak lengkap dan kondisi kegagalan belajar dimana aturan berlaku. Siswa harus belajar keras untuk memahami perbedaan antara kaidah bahasa Indonesia dan bahasa inggris ketika mereka ingin membuat kalimat.

Kata kunci : Erroranalysis, terjemahan, text recount.

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CHAPTER I INTRODUCTION

A. Background

Humans will never be separated from language because we can prove it from everyday habits, every human being needs a language to interact and communicate. And also, they have a very close relationship, language development and growth go hand in hand with human development. Language plays an important role in people's daily lives, which is used as a medium to express their thoughts, ideas, feelings, attitudes, and experiences. Language is a type of patterned human behavior. It is a way, perhaps the most important way in which human beings interact in social situations.¹ Language is a very important communication tool, so every person must master it. When humans and technology develop, it will not be possible to give or get new information without interacting with others who are on different social conditions, cultures, and of course, language. Therefore, people must learn not only their native language, the language that only works in family or region where they live, but also the international language spoken in the international world, namely English.

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. At this time, English is taught officially in school starting from elementary school to

¹ Catford, J.C. *A Linguistic Theory of Translation*, (London: Oxford University Press, 1965), p.1

high school level. Many Indonesians think that English difficult to understand, and it is caused by the complexity of the language itself. As foreign languages, English is difficult for beginners. One of them different about English and Indonesian is, English has a complexity of rules but Indonesian has simplicity of rules. This means that Indonesians must learn more about complexity in English.

English is an important subject at school and is also one of the subjects in the National Exam. They are expected to be able to master four skills of reading, speaking, listening and writing in English. Clear it the four skills cannot be separated from each other. That is why translation is very needed. Translation is an action which causes the transfer of meaning from one text to another. Translation is very important in the exchange process information. When English students do a translation, they have to do it as clear as possible and with the same meaning, to make the reader understands of the information and message are be delivered. English learner must know more about how to translate contextually because mistakes can affect meaning translate. Translation is not an easy process, because it involves the process of transferring meaning from the source language to the target language. People who do translations can not do what they like because there are theories or rules of translation. So they can produce good and natural translation. Students, especially those majoring in English, They must master the source language and target language too. In this case, Indonesian and English.

At this time, the elementary, junior and senior high school students have received English subjects. In general, when the English learning process in the class, they have indirectly learned about translation. Often, the teacher asks students to translate a text or sentence. For example, a short story and also a sentence in the form of a question and then the students asked to answer the question.

English has a different structure than Indonesian. This is why students make mistakes in translating English into Indonesian. Some of them are confused when compiling words after translating a text because students are accustomed to the arrangement in Indonesian. From some of the explanations above, the writer think that an error analysis has a significant role in knowing the types and the causes of error committed by students when translating text. Considering the case, the writer assumes **An Analysis On Students' Errors In Translating Recount Text At The Eighth Grade Of SMP 5 Bengkulu.**

B. Identification of Problem

At the time of daily tests or final tests, many of the students get English scores that are less than the average. When the teacher asked them what difficulties they had when answering on English language questions, they answered that they were confused and did not understand the meaning of the questions. Many students have difficulties translating and understanding English words, and they have a lot of laziness to enrich the vocabulary from the dictionary. In other words there are always wrong words or phrases when

translating English, because of differences. This research was conducted to find out about errors that occur in translation of student recount texts, because certain students might making mistakes such as misinformation, omissions, misordering and addition. Therefore, writer conducted research to find about error can occur in translating recount text.

C. Limitation of the Problem

Important for writer to limit this research. It aims to avoid major problems and help focus on research. Based on background issues, it is very important to limit the scope of the analysis to obtain relevant data. and it would be better to limit the analysis in this study, namely an analysis on students' error in translating recount text at the eighth grade of smpn 5 bengkulu.

Many students have difficulty translating and understanding words or sentences, and many students are lazy to add vocabulary through the dictionary. Which means there are always words or phrases students get and make them difficulty when translating it. To make this study easier to understand, the writer limit this problem, namely : To find out the error translation in recount text based on Dulay in Ellis four types, that are omission, misformation, misordering and addition.²

D. Research Question

Based on the identification of the problem the writer tried to find answers to the following questions:

² Heidi Dulay, et al., *Language Two*, (New York: Oxford University Press, 1982), p.138.

- a. What kinds of errors in the English to Indonesian translation on the recount text made by the eighth grade of SMPN 5 Bengkulu?
- b. Why are the eighth grade of SMP 5 Bengkulu making errors in the English to Indonesian translating on the recount text ?

E. Research Objective

The objectives of this research are:

- a. To found the kinds of errors in the English to Indonesian translation on the recount text made by the eighth grade of SMPN 5 Bengkulu.
- b. To explain the causes of making errors in the English to Indonesian translating on the recount text made by the eighth grade of SMPN 5 Bengkulu.

F. Significance of the Research

The significance of the research result are as follows:

- a. For the teacher

This research is expected to make the teacher more easier to know the kinds and the causes of students errors in translating English text, and also make them get the solution to solve the problem.

- b. For the student

This research is expected to provide more knowledge about how to translate English text into Indonesian, so that they don't make errors in the translation process and they can answer the English questions easily.

c. For other researcher

It can be used as an additional knowledge in doing further research on student problems in the process of translating a text.

G. Definition of Key Terms

To avoid misunderstanding of the concepts used in this study, some definitions are provided as the following:

a. Error Analysis

Error analysis is a method used to document the errors that appear in second language learner. Determine whether those errors are systematic, and explain what caused them.

b. Translating Recount Text

Translating a recount text into Indonesian with the correct meanings and rules as intended from the source language.

CHAPTER II REVIEW OF RELATED LITERATURE

A. Definition of Error and Error Analysis

1. Error Analysis

Error analysis is that the study and analysis of the errors made by second language learners. Error analysis could also be administered so as to: a) Identify strategies which learners use in learning, b) attempt to identify the causes of learner errors. c) Obtain information on common difficulties in learning, as an aid to teaching or within the preparation of teaching materials. Error analysis developed as a branch of applied linguistics within the 1960s, and began to demonstrate that a lot of learner errors were not thanks to to the learner's maternal language but reflected universal learning strategies. Error analysis was therefore offered as an alternate to contrastive analysis.³

Error analysis cares with the analysis of the errors committed by L2 learners by comparing the learners' acquired norms with the target language norms and explaining the identified errors. Error analysis in learning may be a technique for indentifying, classifying and systematically interpreting the unacceptable forms produced by learner learning a far off language, using any of the principles and procedures provided by linguistics.⁴

³ Richard Jack C, *Language Teaching Applied Liguistics*, (London: Longman, 2010), p. 201

⁴ Silvia Utami, "The Source Of Error In Indonesian-English Translation". Vol. 1 No. 2, 2017, p. 193

Error analysis is also a study of errors made by second and foreign language learners. And error analysis can also be defined as a process for observing, analyzing, and classifying deviations of second language rules and then revealing the system operated by students.

2. Definition of Error

Error in simple words are the problematic aspects of learners.⁵ An error is often defined as a deviation from the norms of the target language.⁶ It means an error is something that's done and produces a result that is not in accordance with the prevailing norms, which experience deviations from existing rules.

Errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance.⁷ Something that is done both within the speech or writing, which violates the performance of language is an error. Errors aren't only systematic; many of them also are universal.⁸ Errors are often systematic and universal, where errors that occur from the start then still live within the future. Thanks to errors that are arranged or systematic. And can also occur widely due to system errors that still to be followed and thought of true, leading to errors that are widespread and followed by many of people.

⁵ M Jahanshahi, R Kafipour, "Error Analysis Of English Translation Of Islamic Text By Iranian Translators". Vol. 2, 2015, P. 240

⁶ Rod Ellis, *The Study of Second Language Acquisition*, (Oxford: Oxford University Press, 1994), p.51.

⁷ Heidi Dulay, et al., *Language Two*, (New York: Oxford University Press, 1982), p.138.

⁸ Rod Ellis, *Second Language Acquisition*, (Oxford: Oxford University Press, 1997), p.19

There are three main processes on how errors come; transfer of rules from the maternal language, generalization (and overgeneralization) of second language rules, and redundancy reduction by omitting elements.⁹ From this process we will understand that errors generally occur because students try to process different rules from their maternal language to the target language. This is often known by the term “competence errors”.

From those definitions above, the author concludes that a mistake is simply an error that the learner forgets the proper form. While an error is a deviation which is formed by the learner because he does not know the rule and he or she is going to make it repetitively.

3. The Kinds of Error

In this context, there is a surface strategy taxonomy in terms of classification error within the sentence. Four types, that are omission, misformation, misordering and addition.

a. Omission

Omission errors are characterized by the absence of an item that has got to appear during a well-formed utterance. Although any morpheme or word during a sentence may be a potential candidate for omission, some sorts of morphemes are omitted more than others.¹⁰

⁹William Littlewood, *Foreign and Second Language Learning*, (New York: Cambridge University Press, 2008), p. 29.

¹⁰ Heidi Dulay, et al., *Language Two*, (New York: Oxford University Press, 1982), p.138.

Omission is when a sentence or phrase during which there is a scarcity of elements like the absence of tobe, or auxiliary words et al. . example: "I'm tired", the instance shows a sentence that Tobe lacked within the writing.

b. Addition

Addition error are the other of omission. They are characterized by the presence of an item which must not appear during a well-formed utterance.¹¹

Addition errors are the other of negligence. that is, where durind a sentence or phrase there are items that ought to not got to exist in writing.

c. Misformation

Misformation errors are characterized by the utilization of the uncorrect sort of the morpheme or structure.¹² Misformation, namely the occurrence of structural errors during a sentence or phrase.

d. Misordering

Misordering errors are characterized by the wrong placement of a morpheme or group of morphemes in an utterance.¹³ Missordering with incorrect morpheme or morpheme group placement within the wrong structure within the phrase "white cat". Sometimes, Indonesian students make mistakes within the order like "white paint". The right expression is "white cat".

¹¹ Heidi Dulay, et al., *Language Two*, (New York: Oxford University Press, 1982), p. 156.

¹² Heidi Dulay, et al., *Language Two*, (New York: Oxford University Press, 1982), p.158.

¹³ Heidi Dulay, et al., *Language Two*, (New York: Oxford University Press, 1982), p.162.

e. The Causes of Error

There are three major of causes of error, they are: Maternal language interference, Overgeneralization, and Error encouraged by teaching material or method.¹⁴The explanation for error is learners' habit in mother tongue that they need learn and that they use its rule to apply in second language.

Sources of error classifies into, 1) interlingual transfer, that is the negative influence of the maternal language of learner, 2) intralingual transfer, that is the negative transfer of things within the target language. So as words, the wrong generalization of rules within the target language; 3) context of learning, which overlaps both sorts of transfer, for instance, the classroom with its teacher and its materials within the case of faculty learning or the social situation within the case of untutored second language learning. During a classroom context the teacher or the textbook can lead the learner to form wrong generalization about the language; 4) communication strategies. It is obvious that communication strategy is that the conscious employment of verbal mechanisms for communicating a thought when linguistic forms are not available to the learner for a few reasons.

And also, error causes classifies into three types that is carelessness, first language interference, and translation. The three sorts of causes of error are going to be discussed briefly below.

¹⁴ Rod Ellis, *The Study of Second Language Acquisition*, (Oxford: Oxford University Press, 1994), p.49.

a. Carelessness

Carelessness is usually closely associated with lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest, perhaps the materials and/or sort of presentation do not suit him.

b. First language

Learning a language (a maternal language or a far of language) may be a matter of habit formation. When someone tries to find out new habits the old ones will interfere the new ones. This causes of error is named mother tongue interference”.

c. Errors in Translating

Translation is one among the causes of error. This happens because a student translates his mother tongue sentence or idiom in to the target language word by word. This is often probably the foremost common explanation for error.

There are three sources or causes of errors, they are:¹⁵

- a. Interference errors occur as a results of ‘the use of elements from one language while speaking another.’
- b. Intra-lingual errors ‘reflect the overall characteristics of rule learning like faulty generalization, incomplete application of rules and failure to find out condition under which rules apply’.

¹⁵ Rod Ellis, *The Study of Second Language Acquisition*, (Oxford: Oxford University Press, 1994), p.58.

- c. Development errors occur when the learner attempts to create hypotheses about the target language on the idea of limited experience.

B. Errors In Translating

1. Definition of Translation

Translation is rendering the meaning of a text into another language within the way that the author intended the text.¹⁶ Translation is an operation performed on language: a process of substituting a text in one language for a text in another.¹⁷ Translating consist in reproducing within the receptor language the closest natural equivalent of source language message, first in terms of meaning and secondly in terms of style.¹⁸

Translation is one among the main courses that ought to be taken by university students. They are trained to translate a text from Indonesian into English or the other way around. The foremost important point in doing translation is that the scholars are not allowed to translate the text literally from the source language to the target language since the interpretation is rendering the meaning of a text into another language within the way that the author should specialise in the meaning of a text in translating which have similarity and equivalence within the both original text and therefore the target ones.

¹⁶ Peter Newmark, *A Text Book of Translation*, (New York: Prentice Hall, 1988), p.5

¹⁷ Catford, J.C. *A Linguistic Theory of Translation*, (London: Oxford University Press, 1965), p.1

¹⁸ S Ran, “*Philosophical Interpretation on E. A. Nida’s Definition of Translation*”. Asian Social Science. Vol. 5 No. 10, 2009, p. 44

Translation may be a challenging work for college kids since the intended meaning of the language should be considered before translating it into target language. Currently, many student tend to use literal translation in doing translation tasks.¹⁹

Translation consists of transferring the meaning of the source language into the receptor language. It means that a process of transferring the source language into the target language must be avoided changing thought or meaning of the source language.

From the above understanding it are often concluded that translating is that the act of transferring messages from the source text to the target text. The aim of the translation is to find the equivalent meaning of the source language expression within the target language. Thus, the meaning is important in translation and must be kept constant.

Furthermore, translating literary works into other languages means creating new literary works in other languages. Translated novels are novels that contain different languages from the first text but carry the spirit of the original text. It also evokes an equivalent response to readers between the two languages.

2. The Process of Translation

When translating a text, the translator's goal is an idiomatic translation which makes every effort to speak their meaning of the SL text into the natural

¹⁹ Silvia Utami, "*The Source Of Error In Indonesian-English Translation*". Vol. 1 No. 2, 2017, p. 192

sorts of the receptor language. Furthermore, he states that translation cares with a study of the lexicon, grammatical structure, communication situation, and cultural context of the SL text, which is analyzed so as to work out its meaning. The discovered meaning is then re-expressed or reconstructed using the lexicon and grammatical structure which are appropriate within the receptor language and its cultural context.

Translation process distinguish into three stages: (1) analysis, during which the surface structure is analyzed in terms of (a) the grammatical relationships and (b) the meaning of the words and combinations of words, (2) transfer, during which the analyzed material is transferred within the mind of the translator from language A to language B, and (3) restructuring, during which the transferred material is restructured so as to form the ultimate message fully acceptable within the receptor language.

3. Errors in Translating

Translation is one among the causes of error. This happens because a student translates his mother tongue sentence or idiom in to the target language word by word. This is often probably the foremost common explanation for error.

There are three sources or causes of errors, they are:²⁰

²⁰ Rod Ellis, *The Study of Second Language Acquisition*, (Oxford: Oxford University Press, 1994), p.58.

- d. Interference errors occur as a results of ‘the use of elements from one language while speaking another.’
- e. Intra-lingual errors ‘reflect the overall characteristics of rule learning like faulty generalization, incomplete application of rules and failure to find out condition under which rules apply’.
- f. Development errors occur when the learner attempts to create hypotheses about the target language on the idea of limited experience.

C. English Recount Text

1. Definition of Recount Text

Recount text is one among genre of the text which is usually learn by students in class level.²¹ Recount text is one among genre that is taught by teacher for studet in junior high school. Recount text are often said as a text which tells some event within the past time.²² Recount text tell past events occurred during a sequence.²³ Recount text also retelling past event is occurring in lifestyle. Within the sort of a recount text, the scholars must retell the sequence of events or experiences which they need ever came the past.²⁴

²¹ AH Qomar, “*The Correlation Between Students’ Reading Motivation, Vocabulary Mastery And Writing Ability In Recount Text*”. Vol. 5 No. 2, 2016, p. 25

²² Aditiawarman, Rafli, and Yessy Marzona., *Recount Text Through Toontown Game At Senior High School Eksakti*. (Mauritius: Lap Lambert Academic Publishing, 2018), *Google Book*. Web 1 Feb. 2020, p.8.

²³ Napitupulu and Kisno, *Teaching English As A Foreign Language 1*. Jakarta: Halaman Moeka Publishing, 2014), p.145.

²⁴ NKH Sayukti and E Kurniawan, “*An Analysis Of Student’s Recount Text Systematic Functional Linguistic Perspectives*”. Jurnal Ilmu Bahasa. Vol. 4 No. 1, 2018, p. 54

Recount text may be a text that tells about past experience or events which will be supported the author's personal or historical events. This sort of text is chosen as means during which the scholars explore the story that is supported their personal experience and eventually convert their ideas into written form.²⁵ Recount text is a piece of text that retells past events, usually in order in which they happened.²⁶ One of text that is learned by senior high school students is recount text. Recount text is one of types that retells past events.

2. The Purpose of Recount Text

The purpose of a recount is to tell and entertain the readers. To achieve its purpose, the text must involve several steps name :²⁷

- a. Orientation may be a first paragraph that provides background information, which lets the reader know who is involved, where, what, and when. Orientation refers the students' ideas or statement a few topic or information that want to be shared with the readers.²⁸
- b. Events are a series of paragraphs that retell the events within the order during which they happened.
- c. Reorientation may be a concluding paragraph.

²⁵ ASH Fisher, "Students' Reading Techniques Difficulties In Recount Text". Journal Of English And Education.Vol. 4 No. 2, 2016, p. 8

²⁶ Mark Anderson and Katy Anderson, *Text Types in English 2*, (South Yara: Macmillan. 1997), p.48

²⁷ ASH Fisher, "Students' Reading Techniques Difficulties In Recount Text". Journal Of English And Education.Vol. 4 No. 2, 2016, p.

²⁸ MK Sari, "An Analysis of students' problem in writing recount text". Journal Educative: Journal of educational studies. Vol. 2 No. 1, 2017, p.16

3. The Language Feature of Recount Text

A number of expert have proposed their ides to define language features of recount text. There are some language features of recount text, as follow:²⁹

- a. Usually written within the past tense. Some forms may use simple present, e.g, informal anecdote storytelling (just image- I'm in the park and I suddenly see a giant bat flying towards me!).
- b. Words that show the order of event (then, next, first, afterwards, just before that, at last, meanwhile).
- c. The topic of a recount tends to specialize in individual or group participant (third person: all of them shouted, she crept out, seem like like animal of some kind).
- d. Personal recount are common (first person: I used to be on my on my thanks to school...We got on the bus).
- e. Using action verbs and circumstance like adverb of place and adverb of your time to point out the action and detil information of events that occur within the story.

²⁹Aditiawarman, Raflis, and Yessy Marzona., *Recount Text Through Toontown Game At Senior High School Eksakti*. (Mauritius: Lap Lambert Academic Publishing, 2018), *Google Book*. Web 1 Feb. 2020, p. 9

4. Types of Recount Text

There are differing types of recounts with varying levels of language and content consistent with the audience and purpose.

a. Personal Recount

A personal recount retells an activity that the writer or speaker has experienced. It has personal and emotive comments and anecdotes added and should take the shape of an oral story, a letter or a diary entry. It is written within the first person using personal pronouns, I and we. Details of who, what, when, where and sometimes why are included but the sequence of recounting may change.

b. Factual Recount Text

A factual recount documents a series of events sequentially and evaluates their significance. This will be presented as a historical recount, science experiment, traffic report, sport report or in film, television and video. At this stage recounts involve detailed research about unfamiliar topics for which students should be using print and technological resources. 18 Appropriate technical language, precise details of your time, place and manner and retelling with appropriate explanations and justifications assists readers to accurately reconstruct what happened. The main target is on language that shows time sequence (before shifting, while they were, after a number) using evaluative language (importance, significance, influence, achievement) and emphasizing assessment

language (amazing, successes influence, achievement). This recount is typically written in third person using pronouns he, she and they.

c. Imaginary recount

The imaginary details of a literary or story recount are placed during a realistic context. Character development is emphasized with the narrator responding emotively to the events. The sequence of details could also be changed but who, what, when and where are still included. The literary recount is usually written in the first person using me or us, establishing a relationship between the author and reader or speaker and listener, for instance my diary as a child in space.

5. Procedural Recount

Procedural recounts record, in an oral or written form, the sequential steps needed to realize a result. This is often written after the completion of a procedure. Procedural recounts are found in information books, television, films and books that specify how things were made. 19 The main target is on the accurate order of sequence, the choice of the right language for the subject and the use of time conjunctions. Diagrams and drawings are often included to help with the clarification of the stages.

6. Critical Recount

A critical recount looks at a problem and comments and evaluates negative and positive aspects. Selected details are included to suit the argument, but this recount may not be sequenced chronologically. It is

generally written within the first or third person using me or we but could also be written within the passive voice. For instance, a recount of exploration in Antarctica may critically assess the damage caused to the environment and ecosystem by this exploration.

7. The Example of Recount Text

Game and Crash

Last week was a terrible day for me. My friend and I were playing station console to spend time with us at my house. First, it was really fun until we try to football game and there is fun in first time we played. But finally I always win the game and my friend get angry to me. After that, my friend threw the game stick to the tv screen and certainly it's innadiately dropped to the floor, and then I saw yelled at us. We are afraid of her, but we do not know what to do. Then, my friend quickly apologized to me and my mother, but my mother could be not easily forgive but I can only keep quiet because I confused should what to do, and finally I trauma to invite to come to my house and play games.³⁰

The text above can be analyzed based on the generic structure of the recount text and language features of the recount text as follow:³¹

³⁰Aditiawarman, Rafilis, and Yessy Marzona., *Recount Text Through Toontown Game At Senior High School Eksakti*. (Mauritius: Lap Lambert Academic Publishing, 2018), *Google Book*. Web 1 Feb. 2020, p. 10

³¹Aditiawarman, Rafilis, and Yessy Marzona., *Recount Text Through Toontown Game At Senior High School Eksakti*. (Mauritius: Lap Lambert Academic Publishing, 2018), *Google Book*. Web 1 Feb. 2020, p. 10

Table 2.1
Table of Recount Text Structures

Recount Text	Generic Structure
a. Last week was a terrible day for me.	a. Orientation
b. My friend and I were playing station console to spend time with us at my house.	b. Event 1
c. First, it was really fun until we try to football game and there is fun in first	c. Event 2
d. time we played. But finally I always win the game and my friend get angry to me.	
e. After that, my friend threw the game stick to the tv screen and certainly it's innadiately dropped to the floor,	d. Event 3
f. then I saw yelled at us. We are afraid of her, but we do not know what to do.	e. Event 4
g. Then, my friend quickly apologized to me and my mother, but my mother could be not easily forgive but I can only keep quiet because I confused should what to do,	f. Event 5
	g. Re-Orientation

h. finally I trauma to invite to come to my house and play games.	
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D. Previous Study

To prove the originality of this study, the author presents some previous researches.

The first research is by Afifatul Millah (123411014), An Error Analysis On The Use Of Simple Past Tense In Students' Recount Text Writing (a study at the tenth grade of ma nu banat kudos). The objectives of this research were to describe what the types of errors on the use of simple past tense in students' recount text writing are, to find out the error percentage on the use of simple past tense in students' recount text writing, and to identify the sources of the errors found on the use of simple past tense in students' recount text writing. This research focused on the tenth grade students at MA NU Banat Kudus. The method used in this study was descriptive qualitative. The data of this research was grammatical error on the use of Simple Past Tense and the source of this research was writing assignment from 34 students of X IPA U. The steps of Error Analysis were identification, description, explanation, and evaluation of errors. The writer used Surface Strategy Taxonomy proposed by Dulay (1982: 150) in the analysis of the data. From the result, it could be seen that errors made by students were 56 omissions, 9 additions, 79 misinformations, and 3 misorderings.

From the frequency of each error types, misinformation was the error which most frequently produced by the students. It took 54% of the total errors. Moreover, 38% errors fell into omission and 6% errors fell into addition; whereas, for misordering, it only took 2%. These errors came from the influence of their first language rules (interlingual), some errors occurred because students generalized the rule and applied it incompletely (intralingual) and sometimes they could be found similar to those made by children learning the target language as their first language. Most errors made by students were influenced by their target language rules. Later, the result of EA in students' writing could be used as a feedback for teachers to implement effective teaching in the grammar class. There are similarities between Afifatul's research and this research.

The similarities is analyses error and uses descriptive qualitative as a method. There is difference too, on Afifatul's research she used Simple past tense in student's recount text writing as the object. Meanwhile in this research, the object of the research is translating English recount text into Bahasa Indonesia.

The second is, Research was done by Eka Samsiasih, Error Analysis on the Students Writing of Descriptive Text (A case study at second grade students of SMP PGRI 2 Ciputat). This research was carried out to find out what types of error made by students of second grade of SMP PGRI 2 Ciputat in using adjective in descriptive text writing and what causes of the students error in using adjective in

descriptive text writing. This research is categorized as a case study done to 25 students of SMP PGRI 2 Ciputat. The method used in this study was Descriptive Qualitative Method. This study was conducted following procedures of the error analysis: data collection, identification, description, explanation and diagnosis, evaluation, and prevention and feedback. The data were gathered through writing test and interview. The finding of this study showed the highest frequency of error is mis-formation error (53.33%). The lowest frequency of error is mis-ordering error (6.67%). On the other hand, the highest cause of error is First Language (52.54%), while the lowest cause of error is Translation (6.78%). There are similarities between Eka Samsiasih research and this research.

The similarities are analyses error and uses qualitative as a method. There is difference too that is her used Descriptive text that she analyse but in this research, the object of the research used Recount text as a instrument.

The last research by Bena Florita Krisetyawati (K2205005), An error analysis on the translation of English noun phrases into Indonesian of the fifth semester students of the English department of teacher and education faculty 2010. From the computation of errors, there are 355 errors (39.44%) of the possible errors made by the students in translating English noun phrases into Indonesian (900) that are classified into four types. They are omission errors (175 or 49.30% of the total number of errors), misinformation errors (144 or 40.56% of the total of errors), misordering errors (27 or 7.61% of the total number of errors), and addition errors (9 or 2.53% of the total number of errors). From the

four types of error, omission errors have the highest number of errors. Because the total errors made by the students is 355 errors (39.44% out of possible errors), the correct answers are 545 (60.56%). Referring to Suharsimi's opinion it is classified as fair. It means that the students still have problems in these areas. This analysis is very useful for the teacher and students. It helps the students to know their weaknesses and difficulties in translating English noun phrases into Indonesia. The numbers of errors show the effectiveness of teacher's teaching material and teaching technique. Teacher also can plan and determine an effort in teaching to minimize the errors.

There are similarities between Bena's research and this research. The similarities are analyses error and uses qualitative as a method. There is difference too, on Bena's research she used verbal conjunction as the object. Meanwhile in this research, the object of the research is translating English recount text into Bahasa Indonesia.

Table 2.2
Table of Previous Research Summary

No	Name/title	Method	Approach	Data Collecting Technique	The Result
1	Afifatul Millah/ An Error Analysis On The Use Of Simple Past Tense In Students' Recount Text Writing (a study at the tenth grade of ma nu banat	Qualitati ve	Descriptive Qualitative	Documenta tion	From the result, it could be seen that errors made by students were 56 (38%) omissions, 9 (6%) additions, 79 (545) misinformations, and 3(2%)

	kudus).Program				misorderings.
2	Eka Samsiasih/ Error Analysis on the Students Writing of Descriptive Text (A case study at second grade students of SMP PGRI 2 Ciputat).	Qualitative	Descriptive Qualitative	Test and Interview	From the result, there are (53.33%) misformation error. (6.67%) misordering error. On the other hand, the highest cause of error is First Language (52.54%), while the lowest cause of error is Translation (6.78%).
3	Bena Florita Krisetyawati/ An Error Analysis On The Translation Of English Noun Phrases Into Indonesian Of The Fifth Semester Students Of The English Department Of Teacher And Education Faculty	Qualitative	Descriptive Qualitative	Observation and Interview	From the result there are, 355 errors (39.44%) of the possible errors made by the students in translating English noun phrases into Indonesian (900) that are classified into four types. They are omission errors (175 or 49.30%), misformation errors (144 or 40.56%), misordering errors (27 or 7.61%), and addition errors (9 or 2.53%).
4	Upi Nufsi Shalichah/ An Analysis Of Students' Errors In Translating Recount Text At The Eighth	Qualitative	Descriptive Qualitative	Test and Interview	Based on the data analysis. There are 30 or 23% omission errors made by the students, 15 or

	Grade Of Smpn 5 Bengkulu				12% Addition Errors, 9 or 7% Missordering Errors and 75 or 58% Misinformation Errors.
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CHAPTER III RESEARCH METHOD

A. Research Design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.³²

Research design is needed because it facilitates the smooth sailing of the various research operations, thereby making research as efficient as possible yielding maximal information with minimal expenditure of effort, time and money.³³

This research used descriptive quantitative method because this research was to investigate the kinds of the students' errors in translating recount text. It meant that the research used survey as a method to collect the data. This study was to find out the students' errors of in their translating English to Indonesian text. Then, this study described or analyzed the kinds and caused the students make errors in translating English recount text.

Qualitative research is often used as a source of hypotheses for late testing in quantitative research.³⁴ The design of this research is descriptive quantitative method because the data is presented in numerical and descriptive

³²Kothari, C. R. (2004), *Research Methodology: Method and Technique*, (New Delhi: New Age International Publisher, 2004) p.31.

³³Kothari, C. R. (2004), *Research Methodology: Method and Technique*, (New Delhi: New Age International Publisher, 2004) p.32

³⁴Geoffrey Marzey, David DeMatteo, David Festinger, *Essential of Research Design and Methodology*, (New Jersey: Jhon Wiley and Sons, Inc, 2005), p. 17.

form. In this research the writer only focus on the analyze about students' error of English to Indonesian translation at eighth grade SMPN 5 Bengkulu. The result of this research will be percentage and describe with use descriptive quantitative.

B. Research Subject

The subjects of this research is VIII B students in SMP 5 Bengkulu. The researcher took VIII B as participant consists of 32 participants. The researcher used recount text and 8 questions of interview as the instrument. Their writing denoted their understanding about translation. The recount text was given to the participants. The researcher made a list of students' errors. The researcher described the number of errors in the table form as of the errors the students make. In order to know the student's error, the researcher will analyze and classify their the students' translation errors, in four kinds.

C. Technique of Collecting Data

Qualitative data collection consists of collecting data using forms with general, emerging questions to permits The participant to generate responses; gathering word (text) or image (picture) data; and collecting information from small number of individuals or sites.³⁵ In doing the action research, the researcher used several appropriate techniques and methods. To carry out the study, the researcher had to collect data containing some information needed for

³⁵ Creswell, John W. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. (Boston: Pearson Education. 2012), p.205.

the research. In this study, the researcher collects the data by the test and interview techniques.

Test is examination of a person's knowledge or ability.³⁶ Brown defines a test, in plain words, is a method of measuring a person's ability or knowledge in a given domain.³⁷ It is a set of techniques, procedures, and items that constitute an instrument of some sort that requires performance or activity on the part of the test-taker. It is a set of techniques, procedures, and items that constitute an instrument of some sort that requires performance or activity on the part of the test-taker. The researcher collects the data by giving test to the students. The test is translating English recount text into Bahasa Indonesia. The text given is made by the writer. Then, the writer distributes the test papers to all students. When the students finish their work, the papers are collected. After all the data have been collected, the researcher analyzes them. The researcher analyzes the data by the following techniques :

This method is to describe the ability of the students in translating recount text. The steps of analyzing the data are as follows:

1. Collecting the data.
2. Identifying the errors from the students' answer sheet.
3. Classifying errors.
4. Describing errors based on their type.

³⁶ "Test" Oxford Dictionary

³⁷ Brown, H. Douglas. *Principles of language learning and teaching fourth edition*. (New York: Longman. 2000), p. 384-385

5. Analyzing the students' errors
6. Deciding the how many percent of the errors made by the eighth grade students, using the formula below:

The Number of Errors of Each Category

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

The errors which have been calculated, then, analyzed or identified into surface strategy taxonomy which is divided into omission, addition, misinformation, and misordering.

Interview occurs when researchers ask one or more participants general, open-ended questions and record or note their answers.³⁸ The researcher then transcribes and types the data into a computer file for analysis. Interview is way to gather data on subjects' opinion, beliefs, and feeling about the situation in their own words. Interviews provide information that cannot be obtain through observation, or they can be used to verify observation.

The interview is used by the researcher to collect the data about the causes of making error in translating English text into bahasa Indonesia. The interview consist of 8 questions collected by 8 students of eighth grade that used as supporting data for this research.

³⁸ Creswell, John W. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. (Boston: PearsonEducation. 2012), p.217

D. Instrument of the Research

1. Test

In conducting a research, research instrument has an important role to support the research. In this research, the writer used the test and interview as instrument. Their type of test is a writing test about the biography of a famous scientist, which consist of two paragraphs. The purpose of the test to find what kinds of mistakes do students make, which are categorized into four; omission, misformation, misordering and addition.

The test guideline for the students is presented below:

Table 3.1
Table The Test Guideline

No	SENTENCES	Analysis on Students' Errors	The Kinds Of Errors			
			(A) Om	(B) Add	(C) Mo	(D) Mf
1.	I had scary night yesterday (1).	Students' Translate	-	-	-	-
2.	When that event happened (2).	Students' Translate	-	-	-	-
3.	I was on my house lonely (3).	Students' Translate	-	-	-	-
4.	I felt very thirsty that night (4).	Students' Translate	-	-	-	-
5.	I went to the kitchen to get drinking water (5).	Students' Translate	-	-	-	-
6.	Then I heard the sound of someone taking a bath in the bathroom, even though I remember no one else at home except me (6).	Students' Translate	-	-	-	-
7.	Then I ran to my room I knew I had heard a ghost's voice (7).	Students' Translate	-	-	-	-
8.	To my suprise, when I got there, I remembered something (8).	Students' Translate	-	-	-	-

	That it was the sound of my cousin taking a bath, he had just come from the village (9).	Students' Translate	-	-	-	-
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2. Interview

The interview created is to help students to organize their ideas. The interview consist of 8 questions collected by 8 students of eighth grade, it used to collect the data about causes of making error in translating English text into bahasa Indonesia.

The interview guideline for the students is presented below:

Table 3.2
Table The Interview Guideline

Theme	Component	Students Answers	Items
Students' Knowledge	-	-	1,8, 9,10.
Students' Experience	-	-	2
Students' Difficulties In Translating	-	-	3
The Causes of Errors	a.Interference Errors b.Intralingual Errors c.Development Errors	-	4,5,6.

E. Data Analysis

In conducting the research, it is necessary to analyze the data after the data is collected. The author analyzes the students' error from the tests given into

the table. Each table contains names and four error that will be analyzed. After the table is complete, the author fills in the table what error made by students. Then the writer makes conclusion based on data that has been analyzed. The writer used descriptive analysis techniques (percentages) for analyzing data.

In analyzing data from the interview, the researcher was playing the record one by one and listen the record carefully. After playing the record, the researcher made the transcription one by one of the interview dialog. After made the transcription, the researcher took data that focus on the main information from every student. Next step is display the data. Display the data is the collection of information which arranged and gives possibility to get the conclusion and take the action. By displaying the data, the data would be organized and arranged. Therefore, it would make easier to be understood. The next step after displaying data is drawing the conclusion or verification. It refers to the process which is able to answer research questions and research objectives. The researcher made the conclusion of the description about the causes of making error in translating English text into bahasa Indonesia.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter is divided into three parts, namely description, research findings and discussion. The researcher analyze errors in translation in eighth grade SMP 05 Bengkulu academic year 2020. The researcher discussed the errors made by students and the causes of errors in translating English recount texts into Indonesian.

A. Data Description

1. The Place and Time of the Research

The researcher conducted this study started from June 13 - August 24, 2020, carried out from house to house. The researcher went to student's ouse to get the data, because students didn't study at school due to a covid19 pandemic.

2. The Population and Sample of Research.

The subjects in this study were students of class VIII B SMP 05 Bengkulu. There are 32 students who participated in this study. The researcher takes that class to conduct the research using purposive cluster sampling used for specific purpose to generate a more efficient probability sample in term of monetary and/or time resources.

B. Research Findings

1. Kinds of Errors In Translating Recount Text At The Eighth Grade of SMPN 05 Bengkulu

In analysis of Students' Errors, the researcher has identified the students' error and she has calculated the number of each error. The researcher arranges the result of calculation into table and converting them into percentages. After that, she interprets the data after processing the result. Based on the research, can be concluded that there are 30 errors of omission, 15 errors of addition, 75 errors of misinformation, and 9 errors of misordering. The percentages of there capitulation of students' errors are converted into a pie chart.

Table 4.1
Table of The Percentage of Students' Errors

NO	Student's Code	Kinds Of Errors				Total
		Om	Add	Mf	Mo	
1	S.1	-	2	-	1	3
2	S.2	-	-	4	-	4
3	S.3	3	-	2	-	5
4	S.4	1	-	3	-	4
5	S.5	-	-	-	-	0
6	S.6	2	-	3	-	5
7	S.7	-	-	4	-	4
8	S.8	-	1	4	-	5
9	S.9	1	1	4	1	7
10	S.10	1	-	1	1	3
11	S.11	1	-	1	-	2
12	S.12	-	-	3	2	5
13	S.13	2	-	4	-	6
14	S.14	1	-	3	-	4
15	S.15	-	-	3	1	4
16	S.16	1	1	2	-	4
17	S.17	3	1	1	-	5
18	S.18	-	1	2	-	3
19	S.19	2	-	4	-	6

20	S.20	-	1	3	1	5
21	S.21	-	-	3	-	3
22	S.22	-	-	4	-	4
23	S.23	1	2	4	-	7
24	S.24	1	1	-	-	2
25	S.25	2	-	1	-	3
26	S.26	2	-	4	2	8
27	S.27	1	1	1	-	3
28	S.28	1	1	-	-	2
29	S.29	-	-	2	-	2
30	S.30	3	-	4	-	7
31	S.31	1	2	1	-	4
32	S.32	-	-	-	-	0
TOTAL		30	15	75	9	129

NOTE :

Om : Omission

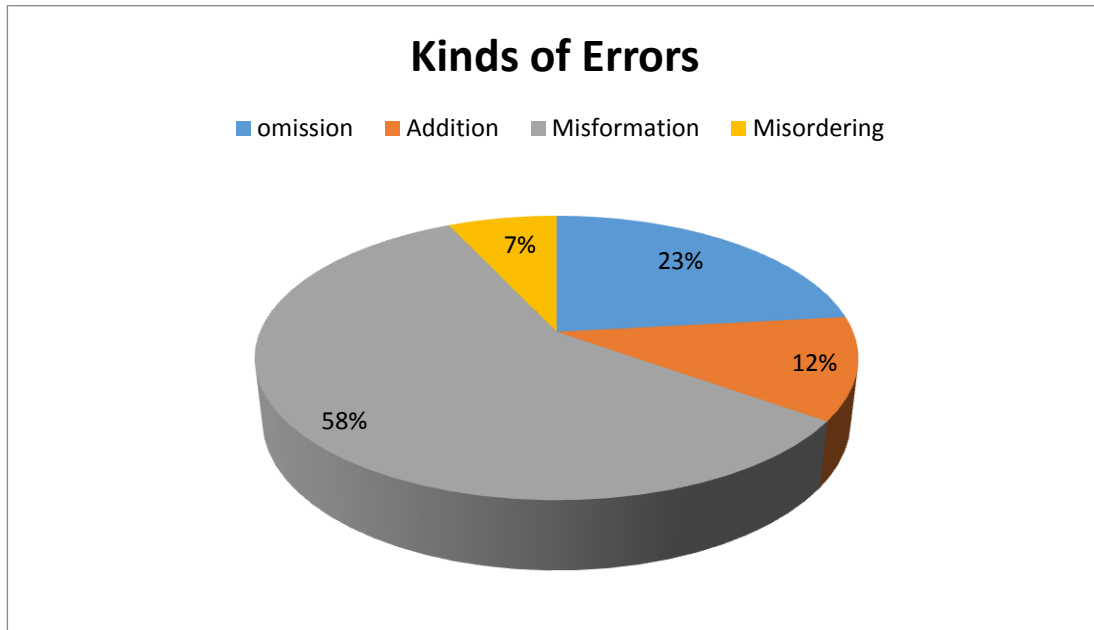
Add : Addition

Mf : Missinformations

Mo : Missordering

The pie chart covers the highest until the lowest rank as follows:

Figure 1.
Diagram of Students' Kinds of Errors



2. The Causes of The Eighth Grade of SMPN 05 Bengkulu Making Errors In Translating Recount Text

The causes of errors that make students produce errors in this study are reflecting the general characteristics of rule learning such as generalization errors, incomplete application rules, and failure to learn the conditions under which the rules apply. from the results of the interview above we know why they made errors in translating a text and also the solutions they need to do when making errors at the time of translating the text.

C. Discussion

1. The Kinds Of Error

a. Omission (O)

Omission error are characterized by the absence of an item that must appear in a well-formed utterance. although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others.³⁹ In this type of error, the learners omit one of the elements in the correct sentence. Any morpheme or word in a sentence is potential for omission. In this research, Researcher finds omissions that are made by object of research.

1. (SL.2) When that event happened.

(S9.A2) Saat kejadian terjadi.

The translation above is not well-formed. There is miss one word in this sentence. It is “itu”. The correct form of the sentence above is “saat kejadian itu terjadi”.

2.a (SL.3) I felt very thirsty that night

(S4.A3) Aku merasa haus malam itu

The translation above is not well-formed. There is miss one word in this sentence. It is “sangat”. The correct form of the sentence above is “aku merasa sangat haus malam itu”.

³⁹ Heidi Dulay, et al., *Language Two*, (New York: Oxford University Press, 1982), p.138.

2.b (SL.3) I felt very thirsty that night.

(S14.A3) Saya merasa sangat haus.

The translation above is not well-formed. There is miss two words in this sentence. It is “malam itu”. The correct form of the sentence above is “saya merasa sangat haus malam itu”.

b. Addition (B)

Addition error are the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance.⁴⁰

This error happens because the learners are too careful in using the rule of the target language in this type of error. There are many of additions that researcher finds.

1. (SL.3) I was on my house lonely.

(S31.B3) Ketika saya sendirian dirumah.

The sentence above is not well-translated. The students add word “ketika” in the target language. The correct form of the sentence is ”saya sendirian dirumah”.

2. (SL.7)I knew I had heard a ghost’s voice.

**(S8.B7)Saya tahu saya sudah mendengar suara hantu
bernyanyi.**

⁴⁰ Heidi Dulay, et al., *Language Two*, (New York: Oxford University Press, 1982), p. 156.

The sentence above is not well-translated. The students add word “bernyanyi” in the target language. The correct form of the sentence is ” Saya tahu saya sudah mendengar suara hantu”.

3. (SL.9) That it was the sound of my cousin taking a bath,.....

(S31.B9) Ternyata suara itu adalah suara sepupu saya yang sedang mandi.

The sentence above is not well-translated. The students add word “ternyata suara” in the target language. The correct form of the sentence is ” itu adalah suara sepupu saya yang sedang mandi.”.

c. Missordering (C)

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.⁴¹ This error frequently takes place indirect and indirect speech. Researcher found misordering in this research:

(SL.1) I had scary night yesterday.

(S9.C1) Kemarin malam aku punya yang menakutkan.

The translation above is incorrect. Here, the learner misorders the word ‘yesterday’ and the well-formed sentence is "aku punya malam yang menyeramkan kemarin".

In this type of errors, students make the most little number

⁴¹ Heidi Dulay, et al., *Language Two*, (New York: Oxford University Press, 1982), p.162.

of errors. Most of them know how to place elements of sentence correctly, but some of them do not know how to place elements of sentence correctly. They place elements of sentence incorrectly, so they make misorderings.

d. Misformations (D)

Misinformation errors are characterized by the use of the wrong form of the morpheme or structure.⁴² This error occurs when the learners apply the grammar rules of the target language incorrectly.

1. (SL.1) I had scary night yesterday.

(S14.D1) Aku punya cerita seram kemarin.

The translation above experienced error. Where students translate the word "scary" to mean "cerita seram", Whereas the truth meaning is "kejadian menyeramkan". A mistake like this happen because they did not know the meaning of a word or they did not do enough has vocabulary english .

2. (SL.2) When that event happened.

(S18.D2) Kapan kejadian itu terjadi.

The translation above experienced error. Where students translate the word "when" to "kapan", while the real meaning is "ketika". The mistakes like this happen because they don't know when a word becomes a question or just a conjunction.

⁴² Heidi Dulay, et al., *Language Two*, (New York: Oxford University Press, 1982), p.158.

3. (SL.3) I was on my house alone.

(S22.D3) Saya kesepian dirumah saya

The translation above experienced error. Where students translate the word "alone" to "kesepian", while the real meaning is "sendirian." Mistakes like this happen because they don't know the meaning of the word or they don't have enough English vocabulary.

4. (SL.7) Then I ran to my room I knew I had heard a ghost's voice.

(S4.C7) Saat itu aku berlari ke kamarku aku tahu aku sudah mendengar suara hantu.

The translation above experienced error. Where students translate the word "Then" to "saat itu", while the real meaning is "kemudian." Mistakes like this happen because they don't know the meaning of the word or they don't have enough English vocabulary.

5. (SL.6) : Then I heard the sound of someone taking a bath in the bathroom.

(S19.D6) : Suatu ketika saya mendengar suara orang mandi di kamar mandi.

The translation above experienced error. Where students translate the word "then" to "suatu ketika", while the real meaning is "kemudian". Mistakes like this occur because they do not know the kinds and meanings of conjunctions in English.

2. The Causes of Errors

There are three sources or causes of errors, they are:⁴³

- a. Interference errors occur as a result of ‘the use of elements from one language while speaking another.’
- b. Intra-lingual errors ‘reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn condition under which rules apply’.
- c. Development errors occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience.

After analyzing the error, researcher can conclude that the causes of error that make students produce errors in this research is reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn condition under which rules apply’. To get more understanding, the finding is supported with the interview done with the students to dig more information about the causes of making error made by the eighth student of SMP 05 Bengkulu. Below are list of the interview questions to get clearer understanding about the causes of making error made by the eighth student of SMP 05 Bengkulu.

⁴³ Rod Ellis, *The Study of Second Language Acquisition*, (Oxford: Oxford University Press, 1994), p.58.

(Q1) What do you know about translating an English text into Indonesian?

Menterjemahkan adalah mengartikan sebuah kata atau kalimat dari bahasa inggris ke Indonesia dengan terjemahan yang benar (Q1.S1).

All the students have the same answers, it is just the way of delivery is a little different. More or less examples of students' answers is like this: "menterjemahkan adalah kegiatan mengartikan suatu bahasa kedalam bahasa lainnya sesuai dengan terjemahan yang benar" (Q1.S8). And like this "menterjemahkan adalah mengubah sebuah kalimat dari bahasa satu ke bahasa lainnya sesuai yang diperintahkan" (Q1.S25). That are the examples of students' answers during the interview. They knows how to translate one language to the other language because English is one of their subjects. They have already know the meanings of translating.

(Q2) Have you translated a text before? What type of text are you translating?

Pernah, yaitu teks naratif atau cerpen (Q2.S25).

All of them said yes, they have ever already translated the text. For examples answers are: "Pernah, cerpen" (Q2.S7) and "Pernah, teks deskripsi" (Q2.S3). It means that, they have ever translated text. Although, they translated the differents text.

(Q3) Did you have difficulty when translating a text? What kind of difficulties did you experiencing?

Iya, karena saya tidak tau artinya, karena bahasa inggris berbeda sekali dengan bahasa Indonesia (Q3.S13).

All students' have the same answers. This are examples of students' answers: "iya, seperti saya tidak tahu arti dari teks tersebut" (Q3.S3) and "iya, karena kata yang jarang didengar jadi saya tidak tau artinya" (Q3.S7). All of students have difficulties such as, different language structures as well as how to write words that must be appropriate. It makes the students difficulties in writing or translating English text into Indonesian.

(Q4) What is the cause of you having difficulty in translating English text into Indonesian?

Karena kurangnya kosa kata bahasa inggris (Q4.S3).

All of the students answers with the same reasons. For examples: "karena saya tidak pandai menterjemahkan dan saya kekurangan kosa kata" (Q4.S3) and "karena jarang membaca teks bahasa inggris" (Q4.S9). Those are examples of students' answer. It means that they are produce errors in reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn condition under which rules apply.

(Q5) What the effort you do when difficulties in translating English text into Indonesian?

Membuka kamus, google translate dan bertanya (Q5.S14).

All of them said that if they have difficulty in translating text, they asked the teacher, friends and open the dictionary. For examples : “bertanya, membuka kamus dan mentranslate di google” (Q5.S9) and “membuka kamus dan bertanya” (Q5.S8).

(Q6) What do you know about recount text?

Teks yang menceritakan pengalaman pribadi (Q6.S7).

All of the students said that recount text is a kind of text that tells the story of personal experiences and also events that have ever experienced. For example: “teks yang menceritakan pengalaman pribadi” (Q6.S14). They have already learned about recount text so that they know about the text.

(Q7) What is the purpose of recount text?

Untuk menghibur orang lain (Q7.S9).

All of them answers that the purpose of a recount text is to inform or entertain by retelling past events or experiences. For example : “untuk menghibur orang lain dan berbagi pengalaman” (Q7.S8).

(Q8) What are the generic structures of recount text?

Orientasi, kejadian dan kesimpulan (Q8.S8).

All of students can answer correctly about the generic structure of the recount text. For example: “orientasi atau pengenalan, event atau kejadian

dan reorientasi atau kesimpulan” (Q8.S14). Its means that they knows what are the structures of recount text and they certainly understand every part of the recount text structures.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions of the research and offers some suggestions. The conclusions and suggestions are drawn based on the research findings and discussions in the previous chapter in relation to the research questions proposed. This chapter is into two parts, with the first part aimed at giving concluding remarks about the present research on the errors in translating recount text made by the participants and the second part containing suggestions for related parties and future research in the related topic.

A. Conclusion

Based on the research finding and discussion in the previous chapter, the researcher has drawn the conclusion as follows:

1. There were four types of errors made by the students in translating English recount text into bahasa Indonesia. They are omission errors, addition errors, misinformation errors, and misordering errors. The numbers of omission errors are 30 (23%). The numbers of addition errors are 15 (12%). The numbers of misinformation are 75 (58%). The last is misordering, the percentage are 9 (7%). The description above shows that the most frequent errors are misinformation errors (75 or 58%).
2. The causes of error that make students produce errors in this research is reflect the general characteristics of rule learning such as faulty

generalization, incomplete application of rules and failure to learn condition under which rules apply.

B. Suggestion

The researcher finds that there are still some errors made by the students in translating English text into Indonesian. Therefore the researcher wants to give suggestion as follows:

1. To the teacher

- a. The teacher must give more activities about translating. Give the materials about translating activity and also give the learning motivation.
- b. In every activity given, the teacher must do an examination and inform the errors to the students.
- c. To enhance the quality of students' translation, it is necessary for them to evaluate the difficulties the students.
- d. To improve the students' quality it is suggested to make special therapy such as giving extra training for the students.

2. For the students.

- a. The students should practice English repeatedly in school or at home to increase the ability in English aspect, like translation.
- b. The students are suggested to read a lot of book to increase the knowledge of English lesson especially in translating English text.
- c. The students are supposed to discuss the translating sentences with their classmate.

- d. The students have to enrich vocabulary to improve their translation skill.

It can be done by reading English text, dictionary, magazine etc.

3. To the other researcher

The researcher suggests the other researcher explore more about translation, especially related to the process of translation since this research is product oriented research.

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