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An Analysis Of Student's Error In Translating Indonesian Recount Text Into English At The Sixth-Semester Student Of The English Education Study Program Nommensen HKBP University

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Abstract

Translation is a cultural language that can be a big problem for translation acceptance. The purpose of this author is to find out what are the errors in Indonesian to English translation. To achieve the purpose of this study, the author used a qualitative descriptive design. The data collection instruments used by the author were observation sheet and translation quality test. The source of data came from recount text written by students and translated by students. The data of this study are translation pairs and translation acceptance scores. The assessor in this study is a professional translator with an educational background in Indonesian English translation. The author shows that the translators apply loss of meaning, inversion of meaning, deviation of meaning, addition of meaning. The conclusion is that the translation techniques used by the translator are good in translating Indonesian into English.

Keywords: Translation, Recount_text, Error

INTRODUCTION

Language is a communication system used by humans to convey thoughts, feelings and information. Language can be spoken, written or signed, and has grammar rules and vocabulary that vary by culture or group. Language also reflects the way of thinking and worldview of the people who use it. There are thousands of languages in the world, each with its own characteristics and richness (Al-Jarf, 2022).

The relationship between recount text and translation is very close because effective

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translation of recount text requires a deep understanding of the structure and purpose of the text. Here are some important aspects that show how recount text and translation are interrelated (Du et al., 2020). Recount Texts focus on retelling events in detail and accurately. Typically, these texts include details such as time, place and sequence of events. Translators must ensure that all the information conveyed in the recount text is translated accurately. This includes specific details about events, time, and place. Errors in these details can change the meaning of the story (Junining et al., 2020).

Text translation is a complex and challenging process, especially when it involves recount-type texts that recount events or occurrences chronologically. Recount texts are often used in various contexts, such as travel reports, personal narratives, and event documentation. Accuracy in translating recount texts is crucial as errors in translation can change the meaning or even confuse the reader as to the sequence of events conveyed.

Recount texts have different characteristics compared to other types of texts, which focus on conveying the sequence of events in detail and chronologically. Translation errors in recount texts can range from inaccuracies in word choice, errors in conveying the sequence of events, to the inability to capture cultural and idiomatic nuances found in the source text. This becomes even more crucial in academic and professional contexts where accuracy of information is crucial. In the context of author, previous studies have shown that translation errors often occur due to a variety of factors, including a lack of understanding of the cultural context, the limited skills of the translator, and errors in the use of automatic translation tools (Sinambela et al., 2023).

This also happens in Indonesia, where translation is taught in university, translation covers various fields such as education, law, literature, economics and so on. But actually there is no specification in translation but when the teacher. asks students to answer questions in reading for example, students must translate the text to answer these questions. Students are taught to translate from their native language to the target language or vice versa. But most of the students are taught to translate from English to Indonesian. So, at least there is a translation that is taught on the sidelines of the material being taught (Robertson, 2022).

In Indonesia, students who study English as a foreign language often face some difficulties. They are required to have good knowledge of four basic language skills; reading, listening, writing, and speaking because when composing a text, they are required to pay careful attention to five fundamental components of the writing process: form, content, style, grammar, and mechanics. However, writing in English is not an easy matter that needs little effort for students since the linguistic structures of English differ from that of their first language.

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Thus, they have more possibility to make grammatical errors when writing in English (Dube, 2020).

Grammar is a set of rules that govern the standard arrangement and relationship of words in a sentencethat becomes meaningless if two other dimensions, semantics and pragmatics, are absent. Making mistakes is a normal part of learning. People who are learning a second or foreign language must first make errors to learn the language (Ariska et al., 2022).

Writing in English is entirely different from writing in Indonesian in Indonesian, there are no tenses; a verb appears in the same form at all times, whereas English has a precise order and rule to follow when constructing the sentences according to tenses. Thus, students misuse verbs in writing in English since tenses are not a feature in Indonesian. Although they have been learning English since they were in elementary school, they still find it hard to from Indonesian into English, especially when translating past events into English found that students made grammatical (Müller, 2021).

In this study, we analysed the grammatical errors by using a translation task of recount text from Indonesian into English. Moreover, we used an open-ended questionnaire to investigate the possible causes of students errors and students' awareness about their errors. This research is expected to have significant theoretical and practical benefits as a result of its conclusion. Theoretically, the findings of this study will be used to enhance and expand on previous studies. While it can be used as a tool for English teachers to reduce student errors, it can also be used as feedback for the student to develop their grammatical understanding (Ferrer et al., 2025). There are so many error translation in this part according to Sanger the first is interlingual errors, the second is intralingual errors, the third is errors caused by learning strategies and the last is over generalization or simplification, however the focus is on the part of over generalization or simplification of the system. Translation of meaning: Expressing the meaning of the source language text in another way, where the meaning of the target language contradicts the source language, addition of meaning. Contains intentions or concepts not explicitly expressed or implied in the source language. Simply put, it extends the meaning of the source language beyond its original purpose, loss of meaning substitution of the concept conveyed in the source language in the target language by omitting information elements from the source language of the target language and the last deviation of meaning. Redirecting the meaning of the source language to an alternative interpretation or translation that is not clear (Sipayung, 2023).

Errors in the recount text can be seen in the sentences below such as inversion of meaning is one of the mistakes. Errors in doing translation from Bahasa Indonesia into English.

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Examples are given below.Many parents are worried about their children having to go back to school anytime soon. This is because several local governments have included plans for reopening schools in the new normal policy. For example, the Central Java Education and Culture Service will implement the new normal in its region starting July 2020(Wang & Ma, 2019).

Several options emerged, such as implementing a shift system, limiting the number of students, and implementing existing health protocols. In the end, offline schools can only be done if the situation in our country improves, or there are zero cases. Since cases are still increasing recently, online schools are the best option to avoid new clusters. Be aware of the spread of Covid 19.

Based on the recount text above, there are two types of errors that we can see, the first is addition meaning recently the spread of covid 19 attacking Indonesia has attracted attention. Incorporating intentions or concepts that are neither explicitly stated nor implied in the source language. In simpler terms, this extends the meaning of the source language beyond its original intent, translates to "Currently, the spread of the covid 19 attacking Indonesian is occupying our world" (Virtianti et al., 2024). Then, the second mistake is the lost of meaning Superseding the concept conveyed in the source language within the target language by omitting informational elements from the source language in the target language. Example "Waspadai penyebaran covid 19" translates to "be aware of (missing word) the covid 19.

In addition, the gaps in this study are found in the object of research. The purpose of this study was to analyze the errors made by students in translating a recount text and to use written as an instrument to find errors made by students. After conducting this research, it is expected that the students' ability in translating texts will increase (Li 李 & Wang 王, 2023). Even though in reality there are still many studies whose results show that many students still make mistakes when translating a text. Therefore, the author intend to conduct a study entitled “An Error Analysis in translating Indonesian recount text into English at sixth semester student of English education study program Nommensen HKBP University”.

RESEARCH METHODS

Research Design

This author wants to get information about " *An analysis of student’s error in translating Indonesian recount text into English at sixth semester student of the English education study program Nommensen HKBP university* ". This author design belongs to descriptive research. In this case, the author uses a descriptive qualitative design.

Descriptive author is research that aims to obtain information about contemporary

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phenomena of qualitative research involving little statistics. This research involves a study using qualitative descriptive methods has characteristics noted by experts as a study conducted intensively, in detail and in depth on an organization, institution or certain phenomena. (Sipayung, 2021).

It can be an individual, institution or group, which is treated as a unit in research based on the explanation, this research is a case study because of its characteristics. This research aims to investigate certain knowledge about a phenomenon or case of a subject. This research analyzes students' errors in translating Indonesian recount text into English in the sixth semester of Nommensen HKBP University.

Population and Sample

Population is the whole object of author population is the whole object subject of research, while the sample is a part or representative that has representative characteristics of the population to be able to determine or set the right sample.To be able to determine or set the right sample, a good understanding of the researcher is needed regarding sampling, both determining the number and in determining which samples are taken (You, 2024). Errors in determining the population will result in inappropriate data being collected so that the research results are not of good quality, not representative, and do not have good generalizability.The author understanding of the population and sample is essential because it is one of the determinants in collecting research data. Population as the whole object in the research that are explored and also recorded in all forms in the field. The population of this study are the sixth-semester students of the English department of teacher training and education faculty, in Nommensen HKBP University of Medan academic year 2024. A sample is part of the entire population from which the researcher is taking data (Destaria & Rini, 2019). This sample represents the main population, so it should reflect all the characteristics of the general population. In this study, the researcher uses 20 sixth-semester students in the Department of English Teacher Education and Training at Nommensen HKBP University Medan academic year 2024 as an example of the study.

Instrument of the Research

In this study, the author uses a test as a data collection tool. A test is a systematic procedure in which behavior is observed and described using a numerical device and a category system. Data is collected through a written test (translation test). In this study, students are asked to translate recount text from Indonesian to English based on the types of translation

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errors. There were two types of translation errors that students should translate, they were incorrect terminology, "grammatical error, especially singular - plural error". Each type consisted of five parts so a total of ten products. The purpose of the test was also to find out and analyze what translation mistakes students usually make when translating Indonesian into English. The test results are taken as data for this study (Presswood, 2022).

Data Collection Method

To collect data, the author used observasion. The author asks the students on a sample of ten closed questions, the author gives the students lthan a few hours to collect the paper based on their own thinking. The following procedures were be used by the author in data collection (Alazar, 2015):

1. The author conducts a test of the sample being studied;
2. The author collects the paper;
3. The autor analyzes the data;
4. The author classifies the answers based on the questions;
5. The author takes the data and makes a conclusion.

Techniques of Data Analysis

After data collection, the extraction is selectively adapted to the research problem. After finishing the processing process, the received data must be cheeked again to see if the data is good enough and can be quickly prepared for the next process (Ardin, 2017). The primary basis of the analysis was the systematicity and coherence of the information contained in the conceptual design. The interview data were analyzed in three steps (Oktarina et al., 2022):

1. Collect data to be analyzed;
2. Classify the answer based on the test;
3. The transcript is condensed into shorter statements in which the main concept of what was said is restated in a few word;
4. The data would be percentages and classified by data analysis author questions.

Problems faced by students, possible causes of problems arising from their work. Based on the test data, the author uses a likert scale to measure the data.

RESULTS AND DISCUSSION

There were two presentation portions in this chapter. The study results and the commentary comprise two sections. The author examined the mistakes made by Nommensen

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HKBP University students enrolled in the English education study program.

Research result

This study collected data from observasion and documentation given to students of the English education study program at Nommensen University. Observations were conducted on August 2024. Based on the data collected through observasion and documentation, the author found that students in the English education study program at Nommensen HKBP University, especially in the English, still have difficulties in translating recount text sentences (Manihuruk, 2022).

Types of Error Made by Students

The author next recognized the types of faults in the students' translations of the Indonesian recount text into English based on the data gathered through interviews and documentation. The author identified four categories of faults in recount text translation: that is missing word, the addition of meaning, the loss of meaning and deviation of meaning.

The aforementioned errors have been categorized according to Sager's (1983) categorization scheme, which divides errors into four categories: inversions, the loss of meaning, additions, and deviations. Student translations are divided into four categories in this section including inversion, loss of meaning ,addition, and changes from the original interpretation (Andansari et al., 2020). Additional examples of classification and translation problems are available below.

Inversion of meaning

The first mistake in translation is inversion of meaning. Inversion of meaning accurs when the meaning the source language text is expressed in another way. The intent of the target language is contrary to the source language. For example can be seen bellow:

Table 1. Example Inversion of Meaning

Source language	Student's Translation	Translation Key
Cuaca saat itu sagat mendukung dan menjadi waktu yang tepat memancing.	The weather was very favorable so it was the perfect time to fish.	It was the suitable time for fishing.

From the table of students' translation results above, it can be seen that there is a

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reversal of meaning because the Indonesian language as the source language contradicts the Indonesian language. Reversal of meaning occurs because Indonesian as the source language contradicts the target language. The word “precise” is translated into “perfect”. This is very contradictory because the target language talks about perfect while the source language talks about the right time. Inversion of meaning can mislead the reader in understanding the meaning of the text.

Table 2. Example of Inversion of Meaning

Source language	Student’s Translation	Translation Key
Wisata pertama yang kami kunjungi adalah desa bawomatalou.	One tourist spots we visited was bawamatalou.	The first tour we visited was bawomatalou village.

Based on the example above, we can see that the source language is the first tour while the translated student one tourist spots which has the meaning of atourist spot in the example there has also been a return of meaning where the source language is the first tour not a tourist spot (Wijayanti, 2017).

Table 3. Example of Inversion of Meaning

Source language	Student’s Translation	Translation Key
Begitu kami sampai saya merasakan kehangatan yang ada dipanti asuhan.	as soon as we arrived i could feel the warmth in the orphanage.	Once we arrived, I could feel the warmth of the orphanage.

In the example above it is clear that the source language is begitu kami sampai while student translations are as soon as we arrived. So it has also contradicted the source language and has the potential to cause ambiguity for the reader which students translate as meaning as soon as we arrived.

In this revised version, additional meaning is given through significant milestone for me- my first day at school. The importance of new experiences, and personal growth. This approach adds depth to the retelling text (Ahmada, 2020).

The loss of meaning

The third error in translation is omission of meaning. Missing word means that an element that should be present in well-formed speech is missing. Examples can be seen below:

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Example Table 4.the loss of meaning

Source language	Student's Translation	Translation Key
Selama liburan musim panas lalu, saya mengunjungi Grand parapet bersama keluarga saya. Kami tibajh pagi-pagi sekali dan terkesima dengan pemandangan yang menakjubkan.	During my vacation last summer, I visited the parapat with my family. We arrived in the morning and enjoyed the views.	During my vacation last summer, I visited the parapat with my family. We arrived early in the morning and were amazed by the breathtaking views.

The Dominant Types of Error of Recount Text in Translation Indonesia English

In recount texts, which are written to retell events or experiences in chronological order, "dominant type errors" usually refers to errors related to the dominant characteristics or features of this genre. Recount texts usually focus on events in the past and are organized in the order of actions or events.

Here are some common errors associated with the dominant type of recount text meaning reversal refers to shifting the interpretation of a concept, phrase, or statement to its opposite or a very different idea. This technique is often used to highlight a contrast or provide a different perspective. If the original phrase is "he dominant types error of recount text," which focuses on common errors found in recount texts, then the meaning reversal could be: "uncommon characteristics of Recount Texts". Here is a breakdown of how the meaning is reversed. Original Phrase Focuses on common dominant errors. Reversed Meaning: Focuses on less common or unusual characteristics (Mustofa & Kurniawan, 2023).

This reversal shifts the focus from common issues to rare or unusual features. Meaning reversal refers to shifting the interpretation of a concept, phrase, or statement to its opposite or a very different idea. This technique is oftenused to highlight contrasts or provide a different perspective and the second is addition of meaning. "Addition of meaning" involves expanding or enriching a concept by including additional details or perspectives. It means enhancing the original idea with more context, information, or nuance to provide a deeper understanding. So from among the four mistakes in translating Indonesian recount text to English, the most dominant are inversion of meaning and addition of meaning.

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Process Making Error

We can see in the table the process by which students make errors and what are scene of the student responses that are the causes of this among studentsBased on the table above, errors occur due to a lack of understanding of grammar and vocabulary. Some students did not understand grammar, and one student struggled with both grammar and vocabulary. This indicates a need for focused language teaching and support to overcome these challenges amongstudents. Implementing targeted exercises, interactive learning materials, and one-on-one or small group sessions can significantly improve their understanding and language proficiency. Their understanding and language proficiency (Asni & Susanti, 2018).

In extension, a comprehensive assessment of each student's specific areas of individual student's difficulties can help tailor language teaching to each student's individual needs. This can involve identifying grammatical errors that are common to students who are struggling in those areas and designing exercises that specifically target those problems. The same is true for students who face challenges in grammar and vocabulary, a combined approach that integrates grammar rules with vocabulary development activities that integrate grammar rules with vocabulary development can prove useful (Amartya et al., 2022).

Moreover, interactive learning materials such as language learning applications online quizzes, and multimedia resources can engage students in a more dynamic way more dynamic way. These tools can make the learning process fun and encourage active participation, which is crucial for language improvement. Active participation, which is crucial for language improvement. In addition, by incorporating real-life examples and contextual situations can help students understand grammatical concepts and new vocabulary in a more practical way (Pardede & Herman, 2020).

For more personalized attention, arranging one-on-one or small group sessions with the language instructor or tutor can be very effective or group sessions with a language instructor or tutor can be very effective. These sessions these can focus on answering specific questions, clarifying doubts, and practicing language skills in a supportive environment (Sitorus & Sipayung, 2018). practicing language skills in asupportive environment. The students can benefit from immediate feedback and guidance, helping them correct mistakes and strengthen their understanding.In conclusion, the data from the table underlines the importance of targeted language teaching and support for students who face challenges with grammar and vocabulary. By implementing a combination of customized exercises, interactive resources, and individualized sessions, educators can facilitate significant improvements in students' language comprehension and overall proficiency (Cakrawati, 2018). This approach will not only address

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their current difficulties, but also empower them with essential skills for effective communication (Hanafiah et al., 2018).

DISCUSSION

Based on the data findings above, it can be stated that the types of errors made by students are inversion of meaning, addition of meaning deviation of meaning and the loss of meaning proposed by this research. The meaning of the research obtained shows that the translation of Indonesian into English recount text still has some mistakes that we find. With this research, it can affect certain results, especially in learning Indonesian into English (Anggraini, 2022).

The first Mustahira (2023) research is almost the same as the this research but there is a little comparison. The previous research focused on high school students and their focus was not on recount text and clearly they did not understand or had not learned about Indonesian into English translation (Astuti, 2018).

The second Burning (Sayukti & Kurniawan, 2018) research entitled "Analysis of Errors in Translating Indonesian to English in Class XI Students" it is found that there are thirteen types of used students in classroom. There are verb error, pronoun error, possesive error, 34 adjective errors, article error, conjunction error, omission, addition, misordering, lexical error, capitalization, punctuation and spelling error. Burning (2019) has a difference with the researcher's analysis.The third Miles (Cahyati, 2019) research entitled "Error Analysis of student translation texts" found that there are four types of errors it is there are lexical error, preposition error, error in the use of tenses, incomplete sentences. It has a difference with the author analysis. In her research found four types of errors that is exical error, preposition error, error in the use of tenses and incomplete sentences. So we can see that this research is different from previous research in previous studies there are more than four errors such as lexical error, preposition error, error in the use of tenses and incomplete sentences (Meiarista & Widhiyanto, 2020).

In analyzing the data, the author used Sager's theory. Sager (1983) suggests that there are four types of errors, that is meaning reversal loss of meaning, addition of meaning, and deviation of meaning. After conducting the study, the researcher found four types of errors committed by the students when translating Indonesian recount texts into English at that is meaning reversal, loss of the meaning, addition of meaning and deviation of meaning. From the discussion, the author can conclude that there is only one finding that is similar to the author findings (Gultom & Barus, 2020). That has similarities with the findings of researchers at

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Nommensen HKBP University Medan, which is the research of Mustathira and Amin (2023) "English-Indonesian Text Translation Errors in a Basic Translation Class he basic class, the second is the concept of the miles on grade X1 students, the third focuses on descriptive texts by Indonesian students and the fourth is Error Analysis of Student Translation Texts" found that there are four types of errors and the similarities use the same method but have different subjects.

CONCLUSION

Based on the results of research that has been conducted on students of Nommensen HKBP University Medan in the sixth semester, it can be concluded that there are four types of errors in translating Indonesian recount text into English, the first of which is inversion of meaning, addition of meaning, the loss of meaning and deviation of meaning and the most dominant is inversion of meaning.

This study also identifies what are the most difficult things for students to do in translating Indonesian into English recount texts, especially focusing on recount texts, in essence, what most often makes mistakes is grammar and also a lack of vocabulary this is the cause of errors, especially in recount texts.

The conclusion of the study shows that the lack of vocabulary and grammar mastery is very influential and plays an important role in overcoming the challenges faced by students. High enthusiasm, group discussions, and sharing best practices help students be able to improve their knowledge and be able to apply it in writing.

Suggestion

Based on research and data analysis on Errors in translating recount text from Indonesian to English conducted by of the English education study program Nommensen HKBP University.

1. For the teacher
   a. Teachers should be aware of the problems students face in translating recount texts from Indonesian to English;
   b. Teachers are expected to provide motivation in learning English so that students increase their interest in learning English;
   c. Teachers should give students more practice on vocabulary, grammar and structure. So that students can master in translating text.

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2. For the students
   a. Students should practice English repeatedly at school or at home to improve skills in aspects of the English language, such as translation;
   b. The students should to enrich the vocabulary to improve their translation skills. This can be done by reading English texts, dictionaries, viewing youtube etc ;
   c. The students should to improve their skills in grammar. The author also advises students to be aware of the errors they usually make in translating written Indonesian texts into English, so that later these errors will not happen again.
3. For the other researchers

The author suggests other author to dig deeper into translation, especially related to the translation process and the translation errors themselves.

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