

CHAPTER IV

FINDING AND DISCUSSION OF RESEARCH

This chapter consists of the finding and discussion of research. The researcher analyzes and discusses the data by using the data collection procedure state in chapter III. Furthermore, the analysis and the discussion are primally focused on The Error Analysis of Students Translation on Hortatory Exposition Text at Eleventh Grade of Senior High School Darut Tauhid AL- Maliky Sampang. However, the researcher would like to give explanation about some ways available in conducting this research before delivering:

A. Finding of Research

1. The Error Made by Students in Translation Text Hortatory Exposition at Senior High School Darut Tauhid AL-Maliky Sampang

In learning English, students need to understand the English meaning and the Indonesian meaning. So in learning English, students need to learn about translation. In addition, many students still have difficulty translating text into English. This is because they do not have basic vocabulary and sufficient knowledge, especially in English lessons. When students are instructed to translate text into English, they usually tend to use alternatives such as looking in a dictionary. So when they want to translate into English it takes quite a long time if they are interpreted one by one.

In this point, the researcher will discuss about the finding that deal with errors of translation made by students of Senior High School Darut

Tauhid AL-Maliky Sampang. The data is gained from observation, interview and documentation.

Based on the observation the researcher found some problems that related with the errors of translation.

Observation

The researcher did observation to know errors of translation in hortatory exposition text made by students at Eleventh Grade of Senior High School Darut Tauhid AL-Maliky Sampang. The researcher here acts as passive observation where the researcher observes the students when they in the class. The observation was conducted during the English lesson, especially on Thursday, May 19th 2022.

Firstly the teacher gave explanation about the material of translation and hortatory exposition text before ordered students to translate the text, after that the teacher asked the understanding of students about translation and hortatory exposition text. Then the teacher gave a test to the students in the form of Indonesian text. Then, after the students have the text that would respond to, firstly they read the text and try to understand what the text mean, next they made their arguments in the form of hortatory exposition text using Indonesian language. After that, they translated them into English language. Then the teacher can get the value from the result of translation.

In translating text, there are some errors that are usually made by students. Some of the common errors that are often found are omission, addition, misinformation, and misordering. Here are the result of observation in the errors of translation;

a. Omission

No	SL	TL	Right of Data
1.	Banyak Air	Lots of Water	A lot of water
2.	Beberapa orang yang mungkin sibuk	Some people who may busy	Some people who may be busy
3.	Banyak ditemukan	Many fond	Many are fond
4.	Pendapat saya tentang junk food	My opinion junk food	My opinion about junk food
5.	Pengaruh-pengaruh yang buruk	Many negative impact	Many negative impacts

Based on the table above, the researcher found some aspects of omission error, that are omission of article, omission of to be or auxiliary verb, omission of pluralization, and omission of preposition.

b. Addition

No	SL	TL	Right of Data
1.	Junk food bukan merupakan makanan yang sehat	Junk food is not a healthy food	Junk food is not healthy food
2.	Berisi soda, berisi zat-zat	Contains soda, contains additives	Contains soda and additives
3.	Junk food lebih praktis tanpa di proses kembali	It is the more practical without having to reprocess	It is more practical without having to reprocess
4.	Junk food memiliki nilai gizi yang sangat sedikit atau sangat rendah	Junk food has very little or very low little nutritional value	Junk food has very little or very low nutritional value

According to the table, it can be seen that there are three aspects of addition error, those are addition of article, addition of determiner, and addition of verb.

c. Misinformation

No	SL	TL	Right of Data
1.	Hal itu bisa diatasi	It can also be overcome	It can also be overcome
No	SL	TL	Right of Data
2.	Junk food bukanlah makanan sehat yang namanya sudah dikenal	Junk food is not a healthy food that the name know	Junk food is not a healthy food that the name already known
3.	Banyak penyakit-penyakit baru ditemukan	Many new diseases can be find	Many new diseases can be found
4.	Memakan makanan-makanan ini tidak cocok	Eating these foods is not unfit	Eating these foods are not unfit
5.	Masalah yang terjadi sekarang bukan di makanannya	The error that is happening now is not in the food	The problem that is happening now is not in the food
6.	Betapa lezatnya makanan-makanan itu	How delicious they are when they are consumed	How delicious those food when they are consumed

From the table, the researcher found four aspects of misinformation error, those are misinformation of verb, misinformation of to be, misinformation of noun, and misinformation of subject.

d. Misordering

No	SL	TL	Right of Data
1.	Organ-organ manusia	Organs human	Human organs

According to the table, it is found one misordering, that includes to misordering of noun.

2. The Solution of the Errors Made by the Students in Translation Text Hortatory Exposition at Senior High School Darut Tauhid AL-Maliky Sampang

In this subchapter, researchers will describe how students overcome errors when translating hortatory exposition texts. In this case, each student has a different way of dealing with errors in translating text, especially in the hortatory exposition text. So, the researcher wanted to know how the students handled the error when translating the hortatory exposition text.

a. Observation

In this study, the researcher used non-participant observation, where the researcher only observed the learning process taking place. Researchers came to the class, especially in the eleventh grade at senior high school Darut Tauhid AL-Maliky Sampang. The researcher participated in the learning process and participated with the English teacher, on Wednesday, 25th of May 2022. The researcher observed the teaching and learning process that had been given by the previous teacher, then the teacher explained the learning material that had been studied by the eleventh grade students.

It is very important to know the reasons why students experience errors in translating texts, especially in hortatory exposition texts so that students or teachers can overcome these problems. Students found several reasons related to the problem of errors when translating the hortatory exposition text. Where students do not really understand about translating hortatory exposition text.

b. Interview

Based on the research that has been done, in the interviews of eleventh grade students at senior high school Darut Tauhid AL-Maliky Sampang, on Thursday, 26th of May 2022, the researcher found some data about hortatory exposition text errors.

Researchers conducted interviews to find data on students who took English lessons and teachers who taught eleventh grade. Many of them have the same problem and also the reason why they have difficulty in translating the hortatory exposition text.

Hortatory exposition text is a text in which it contains issues that are currently happening which aims to make the reader interested and give an opinion that something should or should not happen or be done. It represents the author for the reader to do something or act in a certain way. To strengthen the explanation of the speaker or writer, several arguments are needed as the basic reasons for the ideas given. In the sense of this text can be called an argument.

Every student does not know the error when translating the hortatory exposition text but not all students understand what is meant by the hortatory exposition text because in English lessons, especially the eleventh grade (Senior High School Darut Tuahid AL-Maliky Sampang) they do not learn about grammar. After the researcher conducted interviews with several students about the difficulties in arranging good grammar to make them understand. In order to

corroborate the results of these findings, the result of interview with of this research namely, Laila.

She said:

“I ever write a text but I don’t know what hortatory exposition text is. And I never listen before what text hortatory exposition and of course I always make mistakes such as in grammar and I have many difficulties in writing text hortatory exposition such as translation. And I have to read another opus to increase my ability in English including translation”.¹

Based on the answer of interview above she said that she feel difficult in translation, when she translate it and she does not know else about hortatory exposition text. She faced difficulty in arranging good sentence. To solve her difficulty, she wants to always try to translate the text especially hortatory exposition.

It also supported by Fathor Rosi.

He said:

“I do not know else what text hortatory exposition and I do not understand more about that. I always prepare the lesson to translate text hortatory exposition and also I ask to someone who understand more about text hortatory exposition to develop my translation”.²

The other informant said that he does not know about hortatory exposition text. The difficulty he faced is when he confused in arranging good grammar. So. He always made preparation as good as he can and ask

¹ Interview with Laila, student, May 26th, 2022, 9.55 am.

² Interview with Fathor Rosi, student, May 26th, 2022, 10.00 am.

to someone, such as teacher and his friends who understand more about the way of translating and hortatory exposition text.

It is supported by Yuni Presilah.

She said:

“I have studied hortatory exposition text but I do not really understand about it. Every time I translate text, usually I translate word by word. My difficulty in translating is that I do not master many vocabulary. So. It is difficult to compose a good sentence. The way I do is by increasing the vocabulary correctly and gradually.”³

Based on the statement stated by the informant, she has a problem with vocabulary which affects to the way how she translates a text. The solution she does to overcome her difficulty is by increasing or mastering vocabularies continuously.

While Mohammad Anas S also stated that:

“Actually, I did not know what hortatory exposition text although the teacher have ever explained about that topic. In translating, I do not know how to choose the suitable words and arrange the right sentence. So, the means I do is by using dictionary when translating and enlarge my vocabularies.”⁴

Such as same statement that he does not know about hortatory exposition text. The difficulty he has is he is confused in choosing the suitable words and arrange the right sentence. So, he always using dictionary in translating to help him and he extends his vocabularies.

³ Interview with Yuni Presilah, student, May 26th, 2022, 10.10 am.

⁴ Interview with Mohammad Anas S, student, May 26th, 2022, 10.17 am.

To support this finding, here the result of the interview with the research namely the teacher of this class is Eka Agustini.

She said:

“Of course I know hortatory exposition text. It is a kind of text that has rules. About translating, I always teach them the way to translate by giving them exercises. I also explain the difference between the English structure and Indonesian structure to make them easier to understand. But, the problem they face is themselves. Some of them, especially boy students, do not want to try more. So, sometimes I give extra efforts to make them spirit in learning English by using some methods and game.”⁵

B. Discussion of the Research

In this section, the researcher is going to discuss the finding by relating to the theories mentioned in chapter II.

1. The Error Made by Students in Translation Text Hortatory Exposition at Senior High School Darut Tauhid AL-Maliky Sampang

Based on finding that had been classified above, the researcher will discuss the error made by students in translation text hortatory exposition at Senior High School Darut Tauhid Al-Maliky Sampang for every data that we can see in appendix.

Kinds of Errors in Translating Text

The Data	Aspect of Errors			
	Omission	Addition	Misinformation	Misordering
Data 1	1		1	

⁵ Interview with Eka Agustini, teacher, May 26th, 2022, 10.25 am.

Data 2	1			
Data 3	1			
Data 4			1	1
Data 5	1	1	1	
Data 6		2		
Data 7		1		
Data 8	1		3	
Total of errors	5	4	6	1
	16 errors			

Based on the table above, it is evident that students can make a mistake in translating hortatory text. It all can happen because of a lack of knowledge about hortatory texts as well as lack of knowledge of grammar and how to write or how to compose hortatory texts. Like Shanty said that the translation process consist of three stages, which are simply called the text understanding stage, the text translation stage, and the text translation improvement stage.⁶ In translating text, there are some errors that are usually made by students that are called surface strategy taxonomy by Burt and Kiparsky Watermark. They stated that a surface strategy taxonomy highlights the ways surface structures are already; learners my omission necessary items or addition unnecessary ones; they may misform items or misorder them. Researchers have noticed, however, that surface elements of a language are altered in specific and systematic ways which we enumerated briefly at the beginning of this chapter.

Analyzing errors from a surface strategy perspective holds much promise for researchers concerned with identifying cognitive processes that underlie the learner's reconstruction of the new language. It also

⁶ Shanty Halim & Bustamin A.R, *Analisis Kesalahan Dalam Penerjemahan Teks Bahasa Inggris-Bahasa Indonesia*, Politeknik Negeri Ujung Pandang, Makassar, 69.

makes us aware that learner's errors are based on some logic. They are not the result of laziness or sloppy thinking, but of the learner's use of interim principles to produce a new language. Some of the common errors that are often found are omission, addition, misinformation, and misordering. Here are the result of observation in the errors of translation;

a. Omission

Based on the data is a result of error made by students in translating hortatory text expecially in Kind of error analysis. The researcher found some error of omission from the data.

Table 1 of Omission

No	SL	TL	Right of Data	Kinds of Omission
1.	Banyak Air	Lots of Water	A lot of water	Omission of Article
2.	Beberapa orang yang mungkin sibuk	Some people who may busy	Some people who may be busy	Omission of to be
3.	Banyak ditemukan	Many fond	Many are fond	Omission of to be
4.	Pendapat saya tentang junk food	My opinion junk food	My opinion about junk food	Omission of preposition
5.	Pengaruh-pengaruh yang buruk	Many negative impact	Many negative impacts	Omission of pluralization

Based on the data above, it is evident that students still make mistakes in translating hortatory texts. there are still some student errors in the omission of error analysis in the form of omission. Omission of articles, omission of being, omission of pluralization, and omission of prepositions. Some students made mistakes when

translating the text, one of which was in the omission. Like the data above in the number 1. The student write “Lots of Water” and should be “A lot of water”. While that text including to omission of article.

At the column number 2 and 3 we can look that the students write one of them is “many fond” that should be “Many are found”. That text include to omission of to be. And at the column number 4, we can look the students write “My opinion junk food” that should be “My opinion about junk food”. That text include to omission of preposition. And the last is at the column number 5, we can look that the students write “Many negative Impact” that should be “Many negative impacts” that text include to omission pluralization.

The finding above relates with Burt and Kiparsky theory about omission, as they stated that omission errors 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. Content morphemes carry the bulk of the referential meaning of a sentence; nouns, verbs, adjectives, adverbs.

b. Addition

Based on the data is a result of error made by students in translating hortatory text expecially in Kind of error analysis. The researcher found some error of addition from the data.

Table 2 kinds of Addition

No	SL	TL	Right of Data	Kinds of Addition
1.	Junk food bukan merupakan makanan yang sehat	Junk food is not a healthy food	Junk food is not healthy food	Addition of article
2.	Junk food lebih praktis tanpa di proses kembali	It is the more practical without having to reprocess	It is more practical without having to reprocess	Addition of Article
3.	Berisi soda, berisi zat-zat	Contains soda, contains additives	Contains soda and additives	Addition of Verb
4.	Junk food memiliki nilai gizi yang sangat sedikit atau sangat rendah	Junk food has very little or very low little nutritional value	Junk food has very little or very low nutritional value	Addition of determiner

Based on the data above, it is evident that students still make mistakes in translating hortatory texts. There are still some student errors in the addition of error analysis in the form of addition. The kinds of addition are addition of article, addition of determiner and addition of verb. Some students made mistakes when translating the text, one of which was in the addition. Like the data above in the column number 1 and 2. The student write “Junk food is not a healthy food” and should be “Junk food is not healthy food”. That text include to addition of article.

At the column number 3 we can look that the students write “Contains soda, contains additives” that should be “Contains soda and additives”. That text include to addition of verb. At the column

number 4 we can look that the student write “Junk food has very little or very low little nutritional value” that should be “Junk food has very little or very low nutritional value”. That text include to addition of determiner.

The finding above relates with Burt and Kiparsky theory about addition, as they stated that addition errors are the opposite of omission. Addition errors usually occur in the later stages of language 2 acquisition, when the learner has already acquired some target language rules.

c. Misinformation

Based on the data is a result of error made by students in translating hortatory text expecially in Kind of error analysis. The researcher found some error of misinformation from the data.

Table 3 of the Kinds of Misinformation

No	SL	TL	Right of Data	Kinds of Misinformation
1.	Hal itu bisa diatasi	It can also be overcome	It can also be overcome	Misinformation of Verb
2.	Junk food bukanlah makanan sehat yang namanya sudah dikenal	Junk food is not a healthy food that the name know	Junk food is not a healthy food that the name already known	Misinformation of Verb
3.	Banyak penyakit-penyakit baru ditemukan	Many new diseases can be find	Many new diseases can be found	Misinformation of Verb
4.	Memakan makanan-makanan ini tidak cocok	Eating these foods is not unfit	Eating these foods are not unfit	Misinformation of to be

5.	Masalah yang terjadi sekarang bukan di makanannya	The error that is happening now is not in the food	The problem that is happening now is not in the food	Misinformation of Noun
6.	Betapa lezatnya makanan-makanan itu	How delicious they are when they are consumed	How delicious those food when they are consumed	Misinformation of Subject

Based on the data above, it is evident that students still make mistakes in translating hortatory texts. There are still some student errors in the misinformation of error analysis in the form of misinformation. The kinds of misinformation are misinformation Verb, Misinformation of to be, misinformation of noun and misinformation of subject. Some students made mistakes when translating the text, one of which was in the misinformation. Like the data above in the column number 1-3. The student write “It can also be overcome” and should be “It can also be overcome”. That text include to misinformation of verb.

At the column number 4 we can look that the students write “Eating these foods is not unfit” that should be “Contains soda and additives”. That text include to misinformation of to be. At the column number 5, we can look that the students write “The error that is happening now is not in the food” that should be “The problem that is happening now is not in the food”. That text include to misinformation of Noun. The last at the column number 6, we can look that the student write “How delicious they are when they are consumed” that

should be “How delicious those food when they are consumed”. That text include to mis information of subject.

The finding above relates with Burt and Kiparsky theory about misinformation, as they stated that misinformation errors are characterized by the use of the wrong form of the morpheme or structure. This errors the learner supplies something, although it is incorrect.

d. Misordering

Based on the data is a result of error made by students in translating hortatory text expecially in Kind of error analysis. The researcher found some error of misordering from the data.

Table 4 in Kinds of Misordering

No	SL	TL	Right of Data	Kind of misordering
1.	Organ-organ manusia	Organs human	Human organs	Misordering of Noun

Based on the data above, it is evident that students still make mistakes in translating hortatory texts. There are still some student errors in the misordering of error analysis in the form of misordering. Some students made mistakes when translating the text, one of which was in the misordering. Like the data above in the column. The student write “Organs human” and should be “Human organs”. That text include to misordering of noun.

The finding above relates with Burt and Kiparsky theory about misordering, as they stated that misordering errors are characterized

by the incorrect placement of a morpheme or group of morphemes in an utterance.

2. The Solution of the Errors Made by the Students in Translation Text Hortatory Exposition at Senior High School Darut Tauhid AL-Maliky Sampang

Based on the results of observations and interviews conducted by researchers. According to sarki there are several translation processes consisting of three stages which are simply called the text understanding stage, the text translation stage, and the text translation improvement stage.

In the first stage, the translator understands the content of the text as a whole, which emphasizes the part of each text. Each word is studied for its meaning, because a word can have various meanings depending on its links in the structure of sentences or paragraphs in the text.⁷ According to the results that I have found in the field, students will reread the texts that have been shared or given to them. students are given the opportunity to read and analyze the text they are going to translate before they start to translate the text. some students take advantage of it and some students also ignore the time given by the teacher to review the text given before it is translated

After studying the text carefully and understanding the message to be conveyed, the next stage is the translation of the text into the target language, so that the message can be conveyed properly. Of course, with important points that must be considered in translating English, such as

⁷ Shanty Halim & Bustamin A.R, *Analisis Kesalahan Dalam Penerjemahan Teks Bahasa Inggris-Bahasa Indonesia*, 69.

vocabulary and grammar. In overcoming difficulties in vocabulary students usually overcome them by looking for unknown or not understood vocabulary by looking at a dictionary or being able to translate directly using online media. Sometimes, usually in class students who have difficulty determining vocabulary, ask friends who understand better or directly ask their teacher.

The final stage is the improvement of the translation, which is called smoothing. The results of the translation are reviewed and reviewed from the Indonesian point of view. English phrases and sentences must be replaced with Indonesian sentence patterns so that readers feel the translation is the original language, not as translation material. according to the results of the research that I got, after translating the text into the desired language form, students will reread whether the text that has been translated is correct or not. some students also directly submit the text to the teacher for correction.