CHAPTER I
INTRODUCTION

1.1 Background

Translating is not an easy task as the information must be delivered and written well from the source language into the target language, in performing translation one should have enough knowledge about the important aspects from both source language and target language. However, there are still many difficulties appear while doing translation. Those difficulties lead the students make errors while writing their translation in English. Frequent errors such as omission, addition error, misformation, & misordering of words make the information not delivered well. This phenomenon makes the researcher wants to identify and classify the Omission and Addition Errors found in the data source.

Dulay and Burt (1982) stated that people cannot learn language without making errors. According to Dulay, Burt and Krashen (1982) there are four categories of errors based on the surface strategy taxonomy. They are omission, addition, misformation, and misordering. Omission can also be called as deletion. It is the missing of one or more items that must exist in a sentence or utterance. It happens if the lexical item which should be present is omitted or deleted. Addition error is error that can be identified by the presence of an item which must not appear in a sentence or utterance. Mis-formation errors is the wrong form of the structure. Mis-ordering errors occurs when the writer put an item in the incorrect place in a construction.

In order to understand how these types of errors occur, research into error analysis should be conducted because its benefits are really obvious. Corder (1967) stated that error analysis provides important information to the teacher as to "how far the students have progressed" together with providing insight into how second

languages are learned and what phases learners go through in second language acquisition. Corder (1981) asserted that error analysis can help to investigate the language learning process and to guide the remedial actions teachers need to make in order to correct the errors for learners. Dulay and Burt (1982) affirmed that error analysis can help to measure the language performance of learners by detecting the proficiency level of students and obtaining information about the general difficulties in language learning. Lastly, Suraprajit (2021) concluded that error analysis would trigger foreign language learners to aware of the error of English writing that might occur.

This research aims to reveal the types of errors appearing in the English Translation of Indonesian article. Furthermore, the researcher would like to know the frequency of occurrence of each error type in the Short Story. Finally, this research aims to find out the most frequent error type in the data source. Researcher use the theory introduced by Heide Dulay (1982) where there are often errors in English writing called surface strategy taxonomy.

1.2 Limitation of the Problem

There are several approaches and aspects that can be done by a researcher in analyzing translation product such as : methodologies, techniques, procedures, strategies, cultural and social background, linguistics, and many more. In order to limit broader discussion, the researcher focuses only on analyzing errors in the form of Omission, Addition, Misordering, and Misformation in translating Indonesian text into English made by undergraduate students of english literature department of UNAS.

1.3 Research Questions

Based on what has already been spelled out in the background, it can be summed up some of research questions, such as:

1. What are the types of errors made by students in translating Indonesian Text into English based on Surface Strategy Taxonomy?

2. What are the proportions (frequency and percentage) of errors committed by the students ?

1.4 Objectives of the Research

Based on the research questions, the purposes of this research are :

1. To find out the types of errors made by students in translating Indonesian Text into English based on Surface Strategy Taxonomy.

2. To find out the proportions (frequency and percentage) of errors committed by the students.