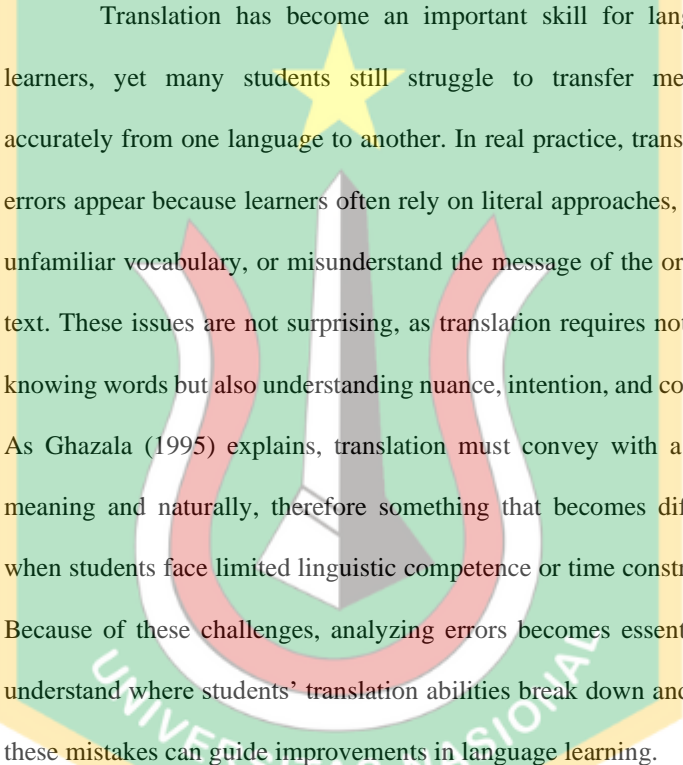


CHAPTER I

INTRODUCTION

1.1 Background

The background of the text area features a large, semi-transparent watermark of the Universitas Nasional logo. The logo is a shield-shaped emblem with a yellow star at the top, a white and grey vertical element in the center, and red and white curved elements on the sides. The text 'UNIVERSITAS NASIONAL' is written in a semi-circle at the bottom of the shield.

Translation has become an important skill for language learners, yet many students still struggle to transfer meaning accurately from one language to another. In real practice, translation errors appear because learners often rely on literal approaches, guess unfamiliar vocabulary, or misunderstand the message of the original text. These issues are not surprising, as translation requires not only knowing words but also understanding nuance, intention, and context. As Ghazala (1995) explains, translation must convey with a clear meaning and naturally, therefore something that becomes difficult when students face limited linguistic competence or time constraints. Because of these challenges, analyzing errors becomes essential to understand where students' translation abilities break down and how these mistakes can guide improvements in language learning.

These translation challenges become even more noticeable when the text belongs to the narrative genre, especially children's literature. Narrative texts often include descriptive expressions, moral lessons, and figurative language that require deeper understanding rather than simple word-for-word translation. When students

misinterpret these elements, the meaning of the story can shift dramatically. A familiar example is the sentence “*They lived with their mother in a sand-bank*” from *The Tale of Peter Rabbit*. Some students mistakenly translate it as “*mereka tinggal di bank*”, thinking “bank” refers to a financial institution. This kind of error shows how easy it is for learners to misread polysemous words. According to Baker (2018), narrative translation demands careful consideration of context to avoid misinterpretation, which many beginners still struggle to achieve. Such mistakes highlight the importance of studying translation errors specifically within narrative texts.

Furthermore, students’ translations often reflect the real challenges they face during the process, such as limited vocabulary range, lack of genre awareness, or tendencies to translate literally due to uncertainty. These issues become clearer when narrative texts are used as translation material since the stories often depend on mood, character intention, and cultural setting. Even when the sentences appear simple, the underlying meaning is not always straightforward. Children’s stories in particular are crafted to be engaging yet meaningful, combining imagination with moral values. When learners translate these texts incorrectly, the message intended by the author may become confusing or even completely lost. This shows why

narrative texts serve as an effective medium for identifying the types of errors students commonly produce. As Becker (2015) points out, translating children's narratives requires sensitivity to both language and message—an ability many student translators are still developing.

Considering these conditions, this research aims to examine the translation errors made by English Department students at Nasional University when translating *The Tale of Peter Rabbit*. Understanding these errors is important because it reveals the extent of students' translation competence, especially when dealing with narrative texts. By analyzing the lexical and textual errors found in their work, this study seeks to identify what kinds of mistakes occur most frequently and what might cause them. The findings are expected to contribute to translation teaching, helping educators design strategies that support students in developing better comprehension, vocabulary choice, and contextual interpretation. As Larson (1998) emphasizes, an effective translation requires the closest natural meaning, and through error analysis, this research attempts to move students closer to achieving that standard.

1.2 Limitation of the Problem

The scope of this study is restricted to the analysis of translation errors, with a particular emphasis on text errors level, the lexical error that discovered in the Indonesian translation of *The Tale of Peter Rabbit* by students in the English Department of Nasional University. Only the outcomes of the written translation are included in the study; neither the oral nor the simultaneous translation forms are taken into consideration. The chosen text, *The Tale of Peter Rabbit*, is a children's story that features straightforward language patterns and moral values. As a result, it is an excellent choice for determining linguistic and meaning-based translation concerns. In this particular study, the participants are restricted to students from the English Department Nasional University from 3rd to 9th semester, who has already learn about English and how translating into text. The student given a total of thirty minutes to complete the translation job. Therefore, this research can complete obtaining the meaning -based error by the student's translation, and to classify the lexical error.

1.3 Research Question

1. What are the common lexical errors made by students in the Indonesian translation of *The Tale of Peter Rabbit* produced by English Department students of Nasional University?

2. What are the possible causes of these errors according to Carl James's theory?

1.4 Objectives of the Research

1. To identify the lexical error translation that occur in Indonesian translation of *The Tale of Peter Rabbit* produced by English Department students of Nasional University
2. To describe possible causes of the errors, based on Carl James (1998) framework

