AN ERROR ANALYSIS OF STUDENTS' ENGLISH-INDONESIAN TRANSLATION OF RECOURSE TEXT MADE BY THE ELEVENTH GRADE STUDENTS OF SMA MUHAMMADIYAH PURWOREJO IN THE ACADEMIC YEAR OF 2016/2017

S1 Thesis

Submitted as a partial fulfillment of the requirement to obtain Sarjana Pendidikan degree at English Education Program of Purworejo Muhammadiyah University

by
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iii
MOTTO

❖ The one who knows you is you. (The researcher)

❖ 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:

♂ My beloved parents. My father who has become the best leader, your hardwork is incredible. My mother who always nurtures me with caring and warm love. Thank you for your advice, patient, and your prayer every time.

♂ My beloved parents in law. Thanks for supporting me in finishing my thesis, supporting in the financial during the arrangement of this thesis and all of you have done for me.

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♂ My brother and my young sister and all of my family who always support and love me.

♂ My best friends kucrit, Riska, Anis, Putri. Thanks for your help, prayer, support and share together. You make my life more colorful.

♂ All of my friends especially in C Class, who always share the happiness and cheerfulness. Thanks for being nice friends.
STATEMENTS

I who sign below
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declare that this thesis is really my own work, not written by anyone else, not a plagiarism either partially or wholly. Opinions and findings of others contained in this thesis are cited using the code of scientific ethics.

If it is proved that this thesis is plagiarism, I am willing to take responsibility legally sued by Muhammadiyah University of Purworejo.

Purworejo, 16th August 2016
The researcher,

SANIATUN MU’MINAH
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ABSTRACT


The researcher tries to conduct a research about an error analysis of translation made by the eleventh grade student of SMA Muhammadiyah Purworejo in the academic year of 2016/2017. The purpose of this study are to know what kind of errors that students make, and to know the causes of making error made by the eleventh grade of SMA Muhammadiyah Purworejo in Translating English to Indonesian on the recount text. In this study the researcher uses descriptive qualitative method to analyze the data. The researcher takes 30 students of the eleventh grade of SMA Muhammadiyah Purworejo as the sample. In collecting data, the researcher uses an essay text to test the students ability in translating English text into bahasa Indonesia. Based on the data analysis. There are 51 or 59% omission errors made by the students, 15 or 18% Addition Errors, 8 or 9% Missordering Errors and 12 or 14% Misinformation 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.

Keywords: Erroranalysis, translation, recount text
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CHAPTER I
INTRODUCTION

In this chapter, researcher will present background of the study, identification of the problem, limitation of the study, statements of the problem, objective of the study, and significance of the study.

A. Background of the Study

Between Language and people there is close relationship because the development and growth of language walk together with the development of people’s lives. People use language to express their thoughts, ideas, feelings, attitudes, and experiences.

Language as a means of communication is very important, so people have to master it. As human and technology grow, it is impossible to fulfill all human needs without interacting with other people that have different social conditions, cultures, and of course, language. People must learn not only their mother tongue, a language which only functions in the family or area where they live, but also an international language used in international world, that is, English.

English is a language that Indonesian people use as a foreign language. Indonesian people start to study English from the Elementary School up to higher education level. Many Indonesian think that English is hard to understand, and it is caused by complexity of language itself. As a
foreign language, English is difficult for beginners. The different of English and Bahasa Indonesia is the main point of difficulties. One of the different is about rules of the usage. English has complexity the rules but Bahasa Indonesia has simplicity the rules. It means that Indonesian must learn more of the complexity in English. Learning is the process of gaining more knowledge, or of learning how to do something. (Alan, 2009:1).

English is important subject at schools. Students must master the English language. They are expected to be able to read, speak, listen, and write in English. There are four skills that must be taught integrally to the students, they are: listening, speaking, reading, and writing. It is clear that the four skills cannot be separated each other. That is why translation is needed. Translation is very crucial in the process of exchanging information. When English learners do translation, they should do it as clearly as possible and with the same meaning, in order to make the reader of the translated text understand what the information and messages is delivered about. English learners should know more about how to translate contextually because the errors can influence the meaning of the translation.

People who are doing translations cannot do as what they like because there are theories or rules of translations so they can produce a good and natural translation. Students, especially who are majoring in English language, share supposed to have a good translation skill. So,
they have to master the source language and target language as well. In this case, Indonesian and English.

Teachers in Indonesia is lack of interesting methods, technique and creativities to teach English. Most of the teachers use a conventional method. For example, teachers explain and giving materials, students sit and listen about what teacher said.

Wherever they are and whatever they are teaching, teachers in schools and other educational facilities are likely to face some similar practical tasks. They have to organize activities to occupy classes of disparate individuals. They have to control disorderly behavior. They are expected to teach a specific curriculum. They have to monitor and assess the educational progress the students make. All aspects of teachers’ responsibilities are reflected in their use of language as the principal tool of their responsibilities. (Mercer, 2001: 243 on the book by hall).

Translating is one language ability. The translator needs to understand the meaning of the word in the source of language. This background is the main reason why the researcher is interested to analyze students’ English-Indonesian translation.

B. Identification of the Problem

Many students get difficulties when translating and understanding word, even more from students’ laziness to enrich vocabulary from the
dictionary. In other way there is word or phrase that students always get difficulty when translate it, because different.

This study is conducted to find out about the errors that occur in the students’ translation of recount text, since certain students might be made an error likes misinformation, omission, misordering and addition. Therefore, the researcher conducts the research to find out about their errors may occurs in translating recount texts.

C. Limitation of the Problem

English has many elements that must be learnt. However the researcher tries to emphasize and focus in Translating recount text based on identification of the problem that students often get difficulty when translating to the other language. Based on Dulay in Ellis (1994: 56) strategy taxonomy, the errors are classified into four types. They are: misinformation (Misinformations are the use of the wrong form of the morpheme or structure.), omission (Omissions are the absent of an item that must appear in a well-formed utterance) and misordering (Misorderings are the incorrect placement of a morpheme or group of morphemes in an utterance.).Addition (Additions are the presence of an item that must not appear in well-formed utterances).

Thus, the researcher only concerned in analyzing the errors occur in translating recount text based on four types of errors, they are omission, misformation, misordering and addition.
D. Statement of the Problem

According to the theory of translation used as the main theory of this study, the researcher formulated the problem of the follows:

1. What kinds of errors are found in the English-Indonesian translation on the recount text made by the eleventh grade of SMA Muhammadiyah Purworejo in the academic year of 2016/2017?
2. What are the causes of making error made by the eleventh grade of SMA Muhammadiyah Purworejo in the academic year of 2016/2017 in Translating English to indonesian on the recount text.

E. Objectives of the Study

Considering the problem mention above, the researcher formulates the study as follows:

1. To describe what kinds of errors found in the English-Indonesian translation on the recount text made by the eleventh grade of SMA Muhammadiyah Purworejo in the academic year of 2016/2017.
2. To describe the causes of making error made by the eleventh grade of SMA Muhammadiyah Purworejo in the academic year of 2016/2017 in Translating English to indonesian on the recount text.
F. Significance of the Study

1. For the teacher, this study is expected that they will understand more about how the way to solve student difficulties in learning, especially in translating English into Bahasa Indonesia.

2. For the students, this research is expected to provide more knowledge of how to translate English word into Bahasa Indonesia.

3. For the other researchers, this study expected can be one of meaningful studies which can be used a reference for those who want to analyze in the class that focus in Students’ problems in learning.

G. Definition of the Key Terms

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

1. Error

   Error is a thing done wrongly. (Hornby, 1995: 390)

2. Indonesian

   Indonesian is the language that used in Indonesia.

3. English

   English is the language of England, used in Britain, most countries in the British Commonwealth, the USA and some other countries. (Hornby, 1995 : 382)
4. Translation

Munday (2008: 5) explains that translations is the process of turning an original of source text into a text in another language.

5. Recount

Recount is one of the story genre that retell events for the purpose of informing or entertaining (Hartono 2005: 6).
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher wants to present some related literature. Those are: Previous Study, recount text, translation, Error and Error Analysis.

A. Theoretical Review

Here the researcher will explain about theoretical framework which includes the notion of error analysis, error, the types of error, causes of error, the translation, types of translations and the explanation about recount text.

1. Error Analysis

According to Richards (2010:201), error analysis is the study and analysis of the errors made by second language learners. Error analysis may be carried out in order to: a) Identify strategies which learners use in language learning, b) Try to identify the causes of learner errors. c) Obtain information on common difficulties in language learning, as an aid to teaching or in the preparation of teaching materials. Error analysis developed as a branch of applied linguistics in the 1960s, and set out to demonstrate that many learner errors were not due to the learner’s mother tongue but reflected universal learning strategies.
Error Analysis (EA hereafter) is the first approach to the study of Second Language Acquisition (SLA) which includes an internal focus on learners’ creativity ability to construct language (Saville-Troike 2006: 38). The primary focus of error analysis is on learner errors and the evidence of how learner errors could provide an understanding of the underlying processes of second language learning or second language acquisition.

Meanwhile, Ellis (2008: 16-19) describes that error analysis is contain a set of identifying, describing, and explaining errors made by learners in a language learning.

Thus, the researcher can conclude that error analysis is reflected some universal learning strategies. Moreover, it is a tool to investigate learners’ error in acquiring language which is consists of identifying, describing, analyzing and explaining.

2. Error

1. The definition of error

According to Richards (2010:201), error is the use of a linguistic item (e.g. a word, a grammatical item, a speech act, etc.) in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning. Errors are sometimes classified according to vocabulary (lexical error), pronunciation (phonological error), grammar (syntactic error), misunderstanding
of a speaker’s intention or meaning (interpretive error), production of the wrong communicative effect, e.g. through the faulty use of a speech act or one of the rules of speaking (pragmatic error). In the study of second and foreign language learning, errors have been studied to discover the processes learners make use of in learning and using a language.

Human learning is fundamentally a process that involves the making of error and mistake assumptions that form an important aspect of learning virtually any skill or acquiring information. Ellis (1994:51) defines errors as a deviation from the norms of the target language. It means that there is something wrong in norms of language performance; the making of errors is so unavoidable in learning process. Besides, the making of errors is one part of learning and no one can learn without the making of errors.

Meanwhile, Ellis (1994:49) states that the errors that learners make can be influenced by a variety of factors, such as; mother tongue or language learning experience. From the statement above we know that error may happen in teaching learning process, and it is possibly caused by the teacher, who have lack of grammar competence in English teaching or by students who have different understanding or wrong perception then they save on the brain for long time and improve in their English grammar.
According to Harmer (2001: 100) states the error is a part of the learner interlingua that it the version of the language which a learner has at any one stage of development an which is continually reshaped as he/she aims toward full mastery. When responding to errors teachers should be seen as providing feedback, helping that reshaping process rather than telling students off because they are wrong.

In the other hand, error is naturally in learning second language, since error is language variety in order that students can learn continually, thus their language can develop and be mastered by the learners. We can make teachers’ errors as feedback to help the learning process developing. And the error analysis is the study identifying about students’ error in English.

2. The Types of Error

According to Ellis (2008: 18), once errors have been identified they can describe and classified into types. There are several ways of doing this. One way is to classify errors into grammatical categories. They are as follows:

a. Omission

Omission is when leaving out an item that is required for an utterance to be considered grammatical. For example is learner often leave out the third person singular morpheme-s, the plural marker –s, and the past tense inflection –ed. Learner could say, for
example: “I play football last night”, instead of “I played football last night.

b. Misinformation

Misinformation happened when using grammatical form in place of another grammatical. For example the use of small instead of smaller, and the use of was playing instead of were playing.

c. Misordering

Misordering considered when putting the words in an utterance in the wrong order. This kind of error can be found when learners aid: “He is woke upping now”, the learner attaches the inflection–ing to the particle of the two words verb “wake up”.

d. Addition

Addition is the opposite of omission errors. They are characterized by the presence of an item which must not be present in a well-formed utterance.

Example of addition:

a) They did not came here (went must be revised become come).

b) Womans (womans should be revised become women).

c) I am is a nurse (is must not exists).

3. Causes of Error

According to Richards in Ellis (1994: 58) there are three sources or causes of errors, they are:
a. Interference errors occur as a result of ‘the use of elements from one language while speaking another.’

b. Intralingual 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.

Ellis (1994:49) claims there are three major causes of error, they are: Mother tongue interference, Overgeneralization, and Error encouraged by teaching material or method.

The cause of error is learners’ habit in first language that they have learnt and they use its rule to apply in second language.

According to Richard in Ellis (1994: 59), he said that intralingual errors often subdivided, example: overgeneralization, incomplete application of rules, ignorance of rule restrictions and false concept hypothesized.

1. Overgeneralization

Overgeneralization happens when the learners create false structure on the basis of other structure in the target language. For example: when the learners make sentences in the use of present perfect tense they add the ending –ed or –d in the infinitive verb.
2. Ignorance of Rule Restriction

Ignorance of rule restriction involves the application of the rule of contexts where they do not apply. Here, the learners fail to observe the restriction of structure. Ignorance of rule restriction will happen when the learners put the wrong auxiliary between the subject and the verb.

3. Incomplete Application of Rules

Incomplete application rules produce unacceptable utterances. Therefore; the learners should mastering the rule of question usage.

4. False Concept Hypothesized

False concept hypothesize is faced by the learners, which is derive from faulty comprehension of distractions in the target language.

3. Translation

a. The definition of translation

b. Translation is a phenomenon that has a huge effect on everyday life.

The act or an instance of translating. A written or spoken expression of the meaning of a word, speech, book, etc in another language. The first of these two senses relates to translation as a process, the second to the product. This
immediately means that the term translation encompasses very distinct perspectives. The first sense focuses on the role of the translator in taking the original or source text (ST) and turning it into a text in another language (the target text, TT). The second sense centres on the concrete translation product produced by the translator (Hatim and Munday, 2004: 3).

Ortudari (2007: 1) defines that translation typically has been used to transfer written or spoken SL texts to equivalent written or spoken TL texts. In general, the purpose of translation is to reproduce various kinds of texts—including religious, literary, scientific, and philosophical texts—in another language and thus making them available to wider readers.

Newmark (1987:6) explains that translation is an instrument of education as well as of truth precisely because it has to reach reader whose cultural and educational level is different from, and often ‘lower’ or earlier, than, that of the readers of the original – one has in mine computer technology for Xhosas. Foreign communities have their own language structures and their own cultures, foreign individuals have their own way of thinking and therefore of expressing themselves, but all these can be explained, and as a last resort the explanation is the translation.
Munday (2008: 5) explains that translations is the process of turning an original of source text into a text in another language. It is also translated version of a text. An individual or computer program that renders a text into another language is called a translator. The discipline concerned with the issues related to the production of translations is called translation studies. In other hand translation is the transmission of written text from one language into another language.

Translation refers to written language, translation consist of transferring the meaning and ideas of the source language into the target language. The term translation itself has several meanings: it can refer to the general subject field, the product (the text that has been translated) or the process (the act of producing the translation, otherwise known as translating).

The process of translation between two different written languages involves the translator changing an original written text (the source text or ST) in the original verbal language (the source language or SL) into a written text (the target text or TT) in a different verbal language (the target language or TL).

c. Types of translations

Jacobson in Munday (2008: 5) distinguishes three kinds of translation as follows:
a. Intra-lingual translation or rewarding is an interpretation of verbal signs by means of other sign of the same language.

b. Inter-lingual translation or translation proper is an interpretation or verbal signs by means of some other language.

c. Inter-semiotic translation or transmutation (an interpretation of verbal sign by means of sign of non-verbal sign system).

Intralingual translation would occur, for example, when we rephrase an expression or when we summarize or otherwise rewrite at ext in the same language. Inter-semiotic translation would occur if a written text were translated, for example, into music, film or painting. It is inter-lingual translation, between two different verbal languages, which is the traditional, although by no means exclusive, focus of translation studies.

4. Recount Text

a. The definition Recount Text

Recount is one of the story genre that retell events for the purpose of informing or entertaining (Hartono 2005: 6). There are some example of recount text types such as newspaper reports, conversations, speeches, television interviews, eyewitness accounts, and letters. The purpose of this text is to give the
audience a description of what occurred and when it occurred. The steps to construct a written recount are as follows;

1. Orientation is a first paragraph that gives background information about who, what, where, and when.

2. Events are a series of paragraphs that retell the events in the order in which they happened.

3. Reorientation is a concluding paragraph.

Recount is the most common type of non-fiction writing and includes regular “news” or diary writing; accounts of outing and holidays activities; true stories” of events in history as stated by Palmer (2011:42).

On the other hand, the social purpose of recount text as stated by Hyland (2004: 29) is to reconstruct past experiences by retelling events in original sequence. The example of this recount text is personal letters, police reports, insurance claims, and incidents reports. Recount text also found as encyclopedia entry, biography, and account or science experiment. Similar with Hyland, Palmer (2011: 42) also stated that the purpose of recount text is to retell events in time order – a true story.
b. Example of Recount Text

**Vacation to Indrayanti Beach**

Last weekend, after visiting my parent at Wonosari Gunungkidul, I and my family went to Indrayanti Beach to spend our holiday by our own car.

The way to get Indrayanti Beach is very zigzag and it’s very quiet in the middle of night. We almost got lost since we never go there before, but eventually we got there safely. We hardly got a room to stay overnight because it was long weekend so that we could not find a room easily.

We got up so early in the morning that we could enjoy sunrise landscape at the beach. My son was playing white sand with his sister while I took their picture.

A day at Indrayanti beach felt so short, we were quite tired for playing a whole day, but we were very happy.

Taken from: [http://inggrisonline.com/pengertian-generic-structure-ciri-recount-text-dan-con](http://inggrisonline.com/pengertian-generic-structure-ciri-recount-text-dan-con)
B. Previous Study

To prove the originality of this study, the researcher presents some previous researches that deal to the same topic in translating English into Indonesian.

1. Research was done by Aziz Puja Kurnia (112120080) “The Error Analysis In Translating English Idiom Into Indonesia Made By The Fourth Semester Students Of English Department Of Purworejo Muhammadiyah University In The Academic Year 2014/2015”. In this study, the researcher uses descriptive method to analyze the student’s ability and errors. The descriptive method is employed since it is used to describe phenomena as objectively as possible based on the data obtained. That is, to present the description of the students’ ability and errors in translating English idioms into Indonesian.

In this study, the researcher uses a test as the instrument of collecting data. Here, the researcher uses an essay test to test the students’ ability in translating idiom. In order to measure the appropriateness of the test instrument, the researcher uses validity test. A test is considered a good test if it has validity. After the data were collected, these must be analyzed to achieve the intended objectives. The technique that is used to analyze the data is descriptive statistics and error analysis.
The data about translation idiom were identified and classified based on Shaffer’s classification: omission errors, addition errors, misformation errors, and misordering errors. The error categories is dominated by Omission errors: 103 or 56.59%. The second error categories is addition. It has 62 or 34.06%. The third place of error categories is Misordering. It has 27 or 9.35%. The last error categories is Misformation. It has 0 or 0% some translation are not well-formed based on EYD.

2. The researcher gives previous study about similar thesis, The second thesis by Singgih Wicaksono (112120250) in the title “Analysis Of Students’ Difficulties In Translating English Idiom Into Bahasa Indonesia At Fourth Semester Students English Education Program In Muhammadiyah University Of Purworejo The Academic Year 2014/2015”. The method used in the research is descriptive method because this study aims to describe the obtained data.

Descriptive method is a method which is employed to collect and analyzed data. In this study, the researcher uses documentation technique as he looks for the data sources that compounded in the form of analysis the student’s answer in practice translating. The unit of analysis of this research was English idiom translation made by 32 students of English department of the fourth semester in University of Muhammadiyah Purworejo in A class. The researcher collects the data from the student’s answer sheet of translating idiom
into bahasa indonesia which the task compounded from three kinds of idiom given by researcher and read carefully to find the frequency of students’ difficulties by the wrong answer.

The students’ difficulties were categorized by understanding in pure idiom 80%, understanding in semi idiom 0% and understanding in phrasal idiom 0%. The difficulties were categorized into using strategy pure idiom 0%, using strategy in Semi idiom 13,27% and using strategy in phrasal idiom 7,6%.

There are similarities between Aziz’s research and this research. The similarities are analyses error and uses qualitative as a method. On his study also uses an essay test as instrument. There is difference too. In order to measure the appropriateness of the test instrument, on Aziz’s research uses validity test. In Aziz’s research the object of the research is the whole of The Fourth Semester Students Of English Department Of Purworejo Muhammadiyah University In The Academic Year of 2014/2015 in Translating English Idiom Into Indonesia. Meanwhile in this research, the object of the research is translating English recount text into Bahasa Indonesia at The Eleventh Grade Of SMA Muhammadiyah Purworejo In The Academic Year Of 2016/2017.

There is a similarity between Singgih’s research and this research. The similarity is qualitative as a method. There is difference too. In his study uses documentation technique.
Meanwhile in this research uses essay test, and interview. In Singgih’s research the object of the research is Students’ Difficulties In Translating English Idiom Into Bahasa Indonesia At Fourth Semester Students English Education Program In Muhammadiyah University Of Purworejo The Academic Year 2014/2015. Meanwhile in this research, the object of the research is translating English recount text into Bahasa Indonesia at The Eleventh Grade Of SMA Muhammadiyah Purworejo In The Academic Year Of 2016/2017
CHAPTER III

RESEARCH METHOD

This chapter presents research methodology. It contains research design, data and data sources, research instrument, technique of collecting data, technique analyzing data and unit of analysis.

A. Research Design

The method used in the research is descriptive method because this study aims to describe the obtained data. Descriptive method is a method which is employed to collect and to analyze data. Descriptive method consists of collecting the qualitative data, analyzing them, and writing the result. This result belongs to the qualitative research. Creswell(2012: 16) states that Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem and developing a detailed understanding of a central phenomenon by having the literature review, stating the purpose and research questions, collecting data based on words, analyzing the data and writing the report using flexible emerging structures and evaluating criteria, including the researchers subjective reflexifity and bias. That is, the method used to present the description of the students’ errors in translating English into Indonesian.
B. Data and Data Source

According to Arikunto (2010: 172), data is the result of observation consisting of thing that researcher analyzes and the information or material which used in this research taken from the data source. The data of this research is essay test made by the researcher. Meanwhile, the source of the data in this research is students’ answer sheet in translating recount text.

C. Instrument of the Research

In conducting a research, research instrument has an important role to support the research. Sugiyono (2011: 213) states that in qualitative research the researcher in primary instrument for data collection and analyzing the data makes the conclusion. Therefore, the main instrument in analyzing the data in this study is the researcher.

Then, the other instruments used in this research are test and interview. Test is a series of question or the other tools which is used to measures of ability, intelligence of knowledge, skill owned by individual or group. An interview is a conversation between two or more people where questions are asked by the interviewer to elicit facts or statements from the interviewer. Interviews are a standard part of journalism and media reporting, but are also employed in many other situations, including qualitative research.
D. Technique of Collecting Data

Creswell (2012:205) states that qualitative data collection consists of collecting data using forms with general, emerging questions to permit the participant to generate responses; gathering word (text) or image (picture) data; and collecting information from a small number of individuals or sites.

In this study, the researcher collects the data by the following techniques:

1. Test

Brown (2000:384-385) defines a test, in plain words, as a method of measuring a person’s ability or knowledge in a given domain. 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 tests to the students. The test is translating English recount text into Bahasa Indonesia. Then, she 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.

2. Interview

According to Creswell (2012:217), interview occurs when researchers ask one or more participants general, open-ended questions and record or note their answers. 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 10 questions collected by 10
students of eleventh grade IPS 1 that used as supporting data for this
research.

E. Technique of Analyzing Data

In analyzing data, the researcher uses descriptive quantitative
method. In this study, the researcher analyzes the data by the following
techniques:

1. Test

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

a. Tabulating the data collected.

b. Deciding the how many percent of the errors made by the eleventh
grade students, using the formula below:

\[
\text{Error Percentage (\%)} = \frac{\text{The Number of Errors of Each Category}}{\text{The Total Number of Errors}} \times 100\%
\]
The errors which have been calculated, then, analyzed or identified into surface strategy taxonomy which is divided into omission, addition, misinformation, and misordering.

2. Interview

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 will be organized and arranged. Therefore, it will 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 (Miles and Huberman, 1984 in Sugiyono, 2012: 246-253). The researcher made the conclusion of the description about the causes of making error in translating English text into bahasa Indonesia.
F. Unit of Analysis

The unit of analysis of this research was written text of recount made by The Eleventh Grade of SMAMuhammadiah Purworejo in the academic year of 2016/2017
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

In this chapter will be divided into three parts of presentations; data description, research findings and discussion. The researcher analyzed the errors of the eleventh grade of SMA Muhammadiyah Purworejo in the academic year of 2016/2017. The researcher discussed the errors made by the students and the causes of errors in translating English recount text into bahasa Indonesia.

A. Data Description

1. The Place and Time of the Research
   The researcher conducts this research started from 20th April - 18th June 2016 at SMA Muhammadiyah Purworejo which is located on Jl KH Akhmad Dahlan no 8, Purworejo

2. The Population and Sample of Research
   The subject in this research is the eleventh grade students of SMA Muhammadiyah Purworejo. The eleventh grade students are divided into 5 classes MIA 1, MIA 2, IIS 1, IIS 2, and IIS 3. The researcher takes a 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. The class is IIS 1. There are 30 students who take parts in the research.
3. Table Code

In this research, there are 31 students that will be included as respondents. The researcher will make a table code to help her in tabulating the data of the students. The respondents are shown on the table below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Student’s Name</th>
<th>Student’s Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aulina Sadita</td>
<td>S.1</td>
</tr>
<tr>
<td>2</td>
<td>Budi Aprilia</td>
<td>S.2</td>
</tr>
<tr>
<td>3</td>
<td>Desi Indriyani</td>
<td>S.3</td>
</tr>
<tr>
<td>4</td>
<td>Fara Titi Dewi</td>
<td>S.4</td>
</tr>
<tr>
<td>5</td>
<td>Hastini</td>
<td>S.5</td>
</tr>
<tr>
<td>6</td>
<td>Hernani Dwi Purwaningsih</td>
<td>S.6</td>
</tr>
<tr>
<td>7</td>
<td>Intan Putri Permatasari</td>
<td>S.7</td>
</tr>
<tr>
<td>8</td>
<td>Lisa Tri Wahyuni</td>
<td>S.8</td>
</tr>
<tr>
<td>9</td>
<td>Novika Oktavia</td>
<td>S.9</td>
</tr>
<tr>
<td>10</td>
<td>Radika Fardha Eriantina</td>
<td>S.10</td>
</tr>
<tr>
<td>11</td>
<td>Retno Rebiyanti</td>
<td>S.11</td>
</tr>
<tr>
<td>12</td>
<td>Rizki Indah Lestari</td>
<td>S.12</td>
</tr>
<tr>
<td>13</td>
<td>Santika Rismala Dewi</td>
<td>S.13</td>
</tr>
<tr>
<td>14</td>
<td>Syifa Audina</td>
<td>S.14</td>
</tr>
<tr>
<td>15</td>
<td>Tikia Oktaviani</td>
<td>S.15</td>
</tr>
<tr>
<td>16</td>
<td>Vidia Nurmantika</td>
<td>S.16</td>
</tr>
<tr>
<td>17</td>
<td>Vina Damayanti</td>
<td>S.17</td>
</tr>
<tr>
<td>18</td>
<td>Vita Yanuar Ramadhani</td>
<td>S.18</td>
</tr>
<tr>
<td>19</td>
<td>Wedaringtyas Pratiwi Kusumawardani</td>
<td>S.19</td>
</tr>
<tr>
<td>20</td>
<td>Ade Bugy Setiawan</td>
<td>S.20</td>
</tr>
<tr>
<td>21</td>
<td>Agung Saputra</td>
<td>S.21</td>
</tr>
<tr>
<td>22</td>
<td>Gandra Dwi Pradana</td>
<td>S.22</td>
</tr>
</tbody>
</table>
B. Research Findings

1. Analysis of Students’ Error

In the procedure of analyzing data, the writer uses descriptive quantitative method. This method is used to describe the errors of students in writing recount text. The steps of analyzing the data are as follow:

a. Tabulating the data collected.

b. Deciding the how many percent of the errors made by the eleventh grade students, using the formula as follow:

\[
P = \frac{F}{N} \times 100
\]

Where:

P = percentage number

F = frequency (from the error)

N = number of case
The researcher has identified the students’ error and she has calculated the number of each error. She draws up the result of calculation into table and converting them into percentages. Then, she makes a pie chart based on the result. After that, she interprets the data after processing the result. This table below is the recapitulation of the students’ errors in translating English recount text into bahasa Indonesia.

Table 2
The Percentage of Students Errors

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ code</th>
<th>Types of error</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Om</td>
<td>Add</td>
</tr>
<tr>
<td>1.</td>
<td>S.1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>S.2</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>3.</td>
<td>S.3</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>4.</td>
<td>S.4</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>S.5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>S.6</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>7.</td>
<td>S.7</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>8.</td>
<td>S.8</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>9.</td>
<td>S.9</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>10.</td>
<td>S.10</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>11.</td>
<td>S.11</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>12.</td>
<td>S.12</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>13.</td>
<td>S.13</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>14.</td>
<td>S.14</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>15.</td>
<td>S.15</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>16.</td>
<td>S.16</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>17.</td>
<td>S.17</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>18.</td>
<td>S.18</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>19.</td>
<td>S.19</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>20.</td>
<td>S.20</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>21.</td>
<td>S.21</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>22.</td>
<td>S.22</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>S.23</td>
<td>S.24</td>
<td>S.25</td>
</tr>
<tr>
<td>----</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Om</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Add</td>
<td>-</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Mf</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Mo</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>51</td>
<td>15</td>
<td>12</td>
</tr>
</tbody>
</table>

NOTE:
Om : Omission
Add : Addition
Mf : Misinformation
Mo : Misordering

Based on table above, it can be seen that there are 51 errors of omission, 15 errors of addition, 12 errors of misinformation, and 8 errors of misordering. The percentages of there capitulation of students’ errors are converted into a pie chart. The pie chart covers the highest until the lowest rank as follows:

Figure 1
The Students’ Types of Errors
Based on the pie chart above, it can be states that most students make errors in omission type; they are 59% errors. Addition is in the second rank, with 18% errors. The third rank of errors made by students is misordering error with 9% errors. The last rank is misinformation error with 14% errors.

C. Discussions

Discussion is the main part in this research. Here, the researcher provides the result of her analysis in finding the kinds of errors found in translating English recount text into bahasa Indonesia based on the theory. The researcher only provides the data which contain the kinds of errors that is explained before. The detail explanations are as follows:

1. Types of errors

   1. Omission

      Based on Dulay in Ellis (1994, 56), Omissions are the absent of an item that must appear in a well-formed utterance.

      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**: I did not know that is was an earthquake

          **TL**: Saya tidak tahu bahwa itu gempa bumi
The translation above is not well-formed. There is miss one word in this sentence. It is “adalah”. The correct form of the sentence above is Saya tidak tahun bahwa itu adalah gempa bumi. This error happened in Sample 19 and Sample 13.

2. **SL**: I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

   **TL**: Saya tahu itu adalah gempa bumi ketika saya melihat beberapa telepon dan tiang listrik jatuh ketanah, seperti korek api.

   The translation above is not well-formed. The correct form of the sentence above is Saya tahu itu adalah gempa bumi ketika saya melihat beberapa tiang telepon dan tiang listrik jatuh ketanah, seperti korek api. The word poles in the sentence did not translate by the sample. The sample just translate telephone, he should translate telephone as tiang telepon. It should be translate for make a better sentence. This error happened in S.19, S.12, S.1, S.16 and S.13.

3. **SL**: Even I could not move my car at all

   **TL**: Bahkan saya tidak bias memindahkan mobil saya

   The translation above is not well-formed. There is miss one word in this sentence. It is “samasekali”. The correct form of
the sentence above is Bahkan saya tidak bias menggerakn mobil saya sama sekali. This error happened in S.19 and S.12,

4. **SL**: Let me remind you my experience during an earthquake last week

**TL**: Biarkan saya mengingatkan tentang pengalaman saya selama gempa bumi pecan lalu.

The translation above is incorrect. There is miss one word in this sentence. It is “anda”. The correct form of the sentence above is Biarkan saya mengingatkan anda tentang pengalaman saya selama gempa bumi pecan lalu. This error happened in S.17, S.10, S.1, and S.25.

5. **SL**: Suddenly my car launched to one side, to the left

**TL**: Tiba-tiba mobil saya meluncur kekiri.

The translation above is not well-formed. There are missed some words to be translated. The correct form of the sentence above is Tiba-tiba mobil saya meluncur kesatu sisi, kekiri. The word one side in the sentence did not translate by the sample. The sample should translate one side with satu nsisi. This error happened in S.3 and S.28.

6. **SL**: There was nothing I could do but left the car and walked along way to my house, in the town.

**TL**: Tidak ada yang bias saya lakukan selain meninggalkan mobil dan berjalan sepanjang jalan kerumah, di kota.
The translation above is incorrect. There is miss one word in this sentence. It is “saya”. The correct form of the sentence above is Tidak ada yang bias saya lakukan selain meninggalkan mobil dan berjalan sepanjang jalan rumah saya, di kota. This error happened in Sample 9.

2. Additions

According to Dulay in Ellis (1994: 56), Additions are the presence of an item that must not appear in well-formed utterances. Additions are the opposite of omission. It occurs when the learners add one or more elements which should not exist in a correct sentence. 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:** When the earthquake happened, I was on my car

   **TL:** Ketika gempa terjadi, saya berada di mobil saya.

   The sentence above is not well-translated. The students add word saya in the target language. The correct form of the sentence is Ketika gempa terjadi, saya berada di mobil. This happened in S.17, S.5, S.10, and S.24.

2. **SL:** Then I saw a lot of rocks tumbling across the road

   **TL:** Lalu saya melihat banyak batuan jatuh di seberang jalan
The translation above is not well-translated. The students add word bebatuan, it means plural. He must translate rocks with batu. The correct form of the sentence is Lalu saya melihat banyak batu jatuh di seberang jalan. This happened in S.12, S.26, and S.24.

3. Misinformations

Dulay in Ellis (1994, 56) states that Misinformations are the use of the wrong form of the morpheme or structure. This error occurs when the learners apply the grammar rules of the target language incorrectly.

1. **SL**: I did not know that it was an earthquake

   **TL**: Saya tidak tahu bahwa akan terjadi gempa bumi

   Meaning-based translation makes the meaning of the source language text is translated in the natural way in the target language. The sample thinks that it was can be translated akan terjadi, because they did not know their location. So, the sample translated it was as akan terjadi. The well-formed sentence is Saya tidak tahu bahwa itua dalah gempa bumi. This happened in S.17, S.10, and S.8.

2. **SL**: The earthquake made a lot of damage to my town

   **TL**: Gempa membuat banyak kerusakan di kota saya
The translation above is incorrect. The sample translates words into di. The correct translation is Gempa membuat banyak kerusakan pada kota saya. This error happened in sample 16.

4. Misorderings

According to Dulay in Ellis (1994: 56), Misorderings are the incorrect placement of a morpheme or group of morphemes in an utterance. This type of error occurs when the learners place the sequence of words inappropriately in the sentence. This error frequently takes place in indirect and indirect speech. Researcher found misordering in this research:

**SL:** There were rocks everywhere

**TL:** di mana-mana ada batu.

The translation above is incorrect. Here, the learner misorders the word ‘everywhere’ and the well-formed sentence is ada batu di mana-mana. This error happened in S.17, S.10, and S.2.

In this type of errors, students make the most little number 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.
2. The Causes of Errors

According to Richards in Ellis (1994: 58) there are three sources or causes of errors, they are:

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 eleventh student of SMA Muhammadiyah Purworejo.

Below are list of the interview questions to get clearer understanding about the causes of making error made by the eleventh student of SMA Muhammadiyah Purworejo.
1. What do you know about translating English text into Indonesian?

   This question is aimed to dig more and to confirm about the student’s knowledge. Almost all students know about translating English text into bahasa Indonesian. English is one of their subjects. They have already translated English texts into bahasa Indonesian, so they know how to translate a text. For example: “Translating English texts into Indonesian is translating a language that we rarely understand and the language is translated so that we know more about it”. This is an example of students’ answer during the interview. She knows how to translate one language to the other language, and she also knows the purpose of translating text.

2. Have you ever translated a text before? What kind of text did you translate?

   This question is intended to confirm whether they have ever translated the text in the previous session. Most of them said yes, have ever already translated the text. For example: “Ever and often, narrative texts”. It means that, they have ever translated text. Just one student is that said not yet.

3. Did you have difficulty in translating English text into bahasa Indonesian? What kind of difficulties did you experience?

   This question is aimed to confirm about students’ difficulties in translating English text into bahasa Indonesia. Some
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 bahasa Indonesian.

This is example of student answer: “I have difficulties experienced, for example, with different languages or structures that make me tough in translating a text.

4. What is the cause of you having difficulty in translating English text into Indonesian?

This question is aimed to dig more and to confirm about the causes of making error made by students. For example: From the composition of letters in one sentence that made me difficult. Than, lack of understanding in English. 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’.

5. What the effort you do when difficulties in translating English text into Indonesian?

This question is aimed to dig more and to confirm about the efforts done by the students when they had difficulties in translating English text into bahasa Indonesia. Most of them said
that if they have difficulty in translating text, they asked the teacher and friends.

6. Did you make error when translating English text into Indonesian? What kind of errors did you make?

This question is aimed to dig more about the errors that they are made when translating English text into bahasa Indonesia.

For example:
The error is while writing a word in English even though it is less than one letter in a word. Than, the error is certain because the language is so hard to understand, the error is like writing word to with do. Those are the example of students’ answer. It means that the student made some errors when they have to write according to the rules of grammar and also write according to the correct spelling in English.

7. What solutions do you make when making mistakes in translating English text into Indonesian?

This question is aimed to dig more and to confirm about solutions that they do when making errors at the time of translating the text. The examples are: the solution is to learn the words, and continue to write the words in English. Than, learn more about the English word and open the dictionary.
8. What do you know about recount text?

This question is aimed to confirm about their knowledge of recount text, and what is the content of the recount text. Almost 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.

9. What is the purpose of recount text?

This question is aimed to confirm about their knowledge of the purpose of recount text. The purpose of a recount text is to inform or entertain by retelling past events or experiences.

10. What is the generic structure of the recount text?

This question is aimed to confirm about their knowledge of the generic structure of recount text. All of students can answer correctly about the generic structure of the recount text. It means that they know what are the structures of recount text and they certainly understand every part of the recount text structures.

Realizing this phenomenon, the students are different on their way to deliver their knowledge. One of the differences is supported/influenced by the personality differences. Many students think that learning English is a difficult thing. Therefore, they often make some errors during the process of translating a text. The results of the interview can be concluded 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.
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 51 (59%). The numbers of addition errors are 15 (18%). The numbers of misordering are 8 (9%). The last is misinformation, the percentage are 12 (14%). The description above shows that the most frequent errors are omission errors (51 or 59%).
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 idiom 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 quality of students” 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.
REFERENCES

APPENDICES
Appendix 1

Research Instrument
My Horrible Experience

Let me remind you my experience during an earthquake last week (1). When the earthquake happened, I was on my car (2). I was driving home from my vacation to Jakarta (3). Suddenly my car launched to one side, to the left (4). I thought I got flat tire (5). I did not know that it was an earthquake (6). I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks (7).

Then I saw a lot of rocks tumbling across the road (8). I was trapped by the rock (9). Even I could not move my car at all (10). There were rocks everywhere (11). There was nothing I could do but left the car and walked along way to my house, in the town (12).

When I reached my town, I was so surprised that there was almost nothing left (13). The earthquake made a lot of damage to my town (14). Although nothing was left, I thanked God that nobody was seriously injured (15).
INTERVIEW

1. Apa yang kamu ketahui tentang menerjemahkan teks bahasa inggris kedalam bahasa indonesia?

2. Sebelumnya apakah kamu sudah pernah menerjemahkan suatu teks? jenis teks seperti apa yang kamu terjemahkan?

3. Apakah kamu mengalami kesulitan dalam menerjemahkan teks bahasa inggris kedalam bahasa indonesia? Kesulitan seperti apa yang kamu alami?

4. Apa yang menyebabkan kamu mengalami kesulitan dalam menerjemahkan teks bahasa inggris kedalam bahasa indonesia?

5. Usaha apa saja yang kamu lakukan ketika kesulitan dalam menerjemahkan teks bahasa inggris kedalam bahasa indonesia?

6. Apakah kamu membuat kesalahan saat menerjemahkan teks bahasa inggris kedalam bahasa indonesia? Kesalahan seperti apa yang kamu lakukan?

7. Solusi apa saja yang kamu lakukan saat membuat kesalahan dalam menerjemahkan teks bahasa inggris kedalam bahasa indonesia?

8. Apa yang kamu ketahui tentang teks recount?

9. Apa tujuan dari teks recount?

10. Apa saja generic structure dari teks recount?
Appendix 2
Permission Letter
Yth. Kepala SMA Muhammadiyah Purworejo
di – Purworejo

Assalamu'alaikum wr. wb.

Bersama ini kami mohon dengan hormat, kiranya Bapak/bu/Saudara berkenan memberikan izin kepada mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Purworejo:

Nama : Saniatu Mu'minah
NIM : 132120092
Program Studi : Pendidikan Bahasa Inggris

Untuk melaksanakan kegiatan penelitian dalam rangka penyusunan Skripsi yang akan dilaksanakan pada:

Waktu : April 2017 s/d selesai
Lokasi : SMA Muhammadiyah Purworejo
Judul Skripsi : An Error Analysis of Students’ English-Indonesian Translation Made by Eleventh Grade of SMA Muhammadiyah Purworejo in The Academic Year of 2016/2017

Pembimbing : Dr. Sudar, M. Pd.

Demikian atas perhatian, bantuan dan izin yang diberikan, kami sampaikan terima kasih.

Wassalamu'alaikum wr. wb.
SURAT KEPUTUSAN PENETAPAN DOSEN PEMBIMBING SKRIPSI
Nomor: 838/A.40/FKIP/UMP/IV/2017

Berdasarkan usulan Ketua Program Studi Pendidikan Bahasa Inggris tentang Pembimbing Skripsi, Dekan FKIP Universitas Muhammadiyah Purworejo menetapkan:

1. Nama
   NIP/NBM/NIDN    : Dr. Sudar, M. Pd.
   Jabatan Akademik : Lektor
   Sebagai Pembimbing I,

2. Nama
   NIP/NBM/NIDN    : Basuki, M. Pd. B.I.
   Jabatan Akademik : Asisten Ahli
   Sebagai Pembimbing II,

Dalam penyusunan skripsi mahasiswa:

Nama       : Saniatun Mu'minah
NIM        : 132120092
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : An Error Analysis of Students’ English-Indonesian Translation of Recount Text Made by Eleventh Grade of SMA Muhammadiyah Purworejo in the Academic Year of 2016/2017

Demikian ketetapan ini dibuat agar dilaksanakan dengan sebaik-baiknya.

Purworejo, 20 April 2017

Dekan FKIP,

[Signature]
Yuni Widiyono, M. Pd.
NIDN 0616078301
Yth Kepala Kantor Kesbangpol Kab. Purworejo
di – Purworejo

Assalamu'alaikum wr. wb.

Bersama ini kami mohon dengan hormat, kiranya Bapak/ibu/Saudara berkenan memberikan izin kepada mahasiswi Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Purworejo:

Nama : Saniatun Mu'minah
NIM : 132120092
Program Studi : Pendidikan Bahasa Inggris

Untuk melaksanakan kegiatan penelitian dalam rangka penyusunan Skripsi yang akan dilaksanakan pada:

Waktu : Mei 2017 s/d. selesai
Lokasi : SMA Muhammadiyah Purworejo
Judul Skripsi : An Error Analysis of Students’ English-Indonesian Translation of Recount Text Made by Eleventh Grade of SMA Muhammadiyah Purworejo in The Academic Year of 2016/2017
Pembimbing : Dr. Sudar, M. Pd.

Demikian atas perhatian, bantuan dan izin yang diberikan, kami sampaikan terima kasih.

Wassalamu’alaikum wr. wb.
PEMERINTAH KABUPATEN PURWOREJO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Irup Sumoharjo No. 6 Purworejo Kode Pos 54111
Telp. (0275) 325202 Fax. (0275) 325202 Email : dinpmptsp@purworejokab.go.id

IZIN RISET / SURVEY / PKL
NOMOR : 072/238/2017

I. Dasar
1. Peraturan Daerah Kabupaten Purworejo Nomor 14 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah Kabupaten Purworejo (Lembaban Daerah Kabupaten Purworejo Tahun 2016 Nomor 14 Seri 14 D Nomor 1, Tambahan Lembaban Daerah Kabupaten Purworejo Nomor 2016 Nomor 14 Seri 14 D Nomor 1);

II. Menunjuk
Surat dari FKIP UMP Nomor: 1652/B.02/FKIP/UMP/IV/2017 tanggal 3 April 2017

III. Bupati Purworejo memberi Izin untuk melaksanakan Riset/ Survey/ PKL dalam Wilayah Kabupaten Purworejo kepada:

- Nama: Sariatun Mu'Minah
- Pekerjaan: Mahasiswa
- NIM/NIP/KTP/ dll: 132120092
- Instansi / Univ/ Perg. Tinggi: Universitas Muhammadiyah Purworejo
- Jurusan: FKIP
- Program Studi: Pendidikan Bahasa Inggris
- No. Telp: 082220632376
- Penanggung Jawab: Ismawati Iki N.S.S.,M.Hum
- Maksud / Tujuan: Penelitian
- Judul: An error Analysis of Students English-Indonesian Translation of Recount Text made By Eleventh Grade of SMA Muhammadiyah Purworejo The Academic Year of 2016/2017
- Lokasi: SMA Muhammadiyah Purworejo
- Larra Penelitian: 3 Bulan
- Jumlah Peserta: -

Dengan ketentuan - ketentuan sebagai berikut:

a. Pelaksanaan tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu stabilitas daerah.
b. Sebelum langsung kepada responden maka terlebih dahulu melapor kepada:
   1. Kepala Kantor Kesbangpol Kabupaten Purworejo
   2. Kepala Pemerintahan setempat (Camat, Kades / Lurah)


Tembusan: dikirim kepada Yth:
1. Kepala Bappeda Kabupaten Purworejo;
2. Kepala Kesbangpol Kab. Purworejo;
4. Kepala SMA Muhammadiyah Purworejo;
5. dekan FKIP UMP;

Dikeluarkan: Purworejo
Pada Tanggal: 23 Mei 2017

a.n. BUPATI PURWOREJO
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PURWOREJO

WIDYO PRAYITNO, SH.,
Pembi. Utama Mada
NIP. 19620227 198903 1 007
Appendix 3
List of students’ name
## STUDENTS’ NAME

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aulina Sadita</td>
</tr>
<tr>
<td>2</td>
<td>Budi Aprilia</td>
</tr>
<tr>
<td>3</td>
<td>Desi Indriyani</td>
</tr>
<tr>
<td>4</td>
<td>Fara Titi Dewi</td>
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<tr>
<td>5</td>
<td>Hastini</td>
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<tr>
<td>6</td>
<td>Hernani Dwi Purwaningsih</td>
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<tr>
<td>7</td>
<td>Intan Putri Permatasari</td>
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<tr>
<td>8</td>
<td>Lisa Tri Wahyuni</td>
</tr>
<tr>
<td>9</td>
<td>Novika Oktavia</td>
</tr>
<tr>
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<td>Radika Fardha E</td>
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<td>Tika Oktaviani</td>
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<td>16</td>
<td>Vidia Nurmantika</td>
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<td>Vina Damayanti</td>
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<td>Vita Yanuar Ramadhani</td>
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<td>Ade Bugy Setiawan</td>
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<td>21</td>
<td>Agung Saputra</td>
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<td>22</td>
<td>Ghandra Dwi Pradana</td>
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<td>23</td>
<td>Fajar Mustofa</td>
</tr>
<tr>
<td>24</td>
<td>Hanun Najib</td>
</tr>
<tr>
<td>25</td>
<td>Mokhammad Aqil M</td>
</tr>
<tr>
<td>26</td>
<td>Qoharul Chikam</td>
</tr>
<tr>
<td>27</td>
<td>Rizal Nugroho Jati</td>
</tr>
<tr>
<td>28</td>
<td>Romy Kurniawan</td>
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<tr>
<td>29</td>
<td>Wahyu Kartika Aji</td>
</tr>
<tr>
<td>30</td>
<td>Yoga Wahyu Saputra</td>
</tr>
</tbody>
</table>
Appendix 4

Worksheet
Pengalaman Mencapai

1. Biarkan saya menganggapkan pengalaman saya saat tersadap dengan bumi mimpi saya. lalu saya diminta untuk bertemu dengan bumi, saya disang oleh bumi, saya disang oleh bumi.
2. saya disang oleh bumi, saya disang oleh bumi, saya disang oleh bumi.
3. saya disang oleh bumi, saya disang oleh bumi, saya disang oleh bumi.
4. saya disang oleh bumi, saya disang oleh bumi, saya disang oleh bumi.
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9. saya disang oleh bumi, saya disang oleh bumi, saya disang oleh bumi.
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11. saya disang oleh bumi, saya disang oleh bumi, saya disang oleh bumi.
12. saya disang oleh bumi, saya disang oleh bumi, saya disang oleh bumi.
13. saya disang oleh bumi, saya disang oleh bumi, saya disang oleh bumi.
14. saya disang oleh bumi, saya disang oleh bumi, saya disang oleh bumi.
Pengalaman Mengerikan Saya

Saya sangat cemas dan gelisah ketika mendengar petunjuk untuk tidak menunjukkan keberadaan saya di masjid. Saya merasa takut dan cemas karena terkena hujan seGRA dan dianggap sebagai korban. Saya merasa kehilangan kepercayaan diri dan begitu bersedih.

Tidak ada teman yang mau membantu saya, hanya saya yang sendiri. Saya merasa sangat孤独 dan tidak ada yang mau mendengar saya. Saya merasa sangat terhina dan tidak ada yang mau membantunya.

Terakhir, saya merasa sangat kehilangan kepercayaan diri dan tidak ada yang mau mendengar saya. Saya merasa sangat terhina dan tidak ada yang mau membantunya.
Pengalaman mengenai saya

Bukan saya mengenai sendiri pengalaman gempa bumi minggu lalu (1) saat gempa itu terjadi saya sedang berada di dalam mobil. (2) Saya sering dalam pengalaman puluhan kali. (3) Saya pernah di (4) Tiba-tiba, mobil saya meluncur ke arah sisi jalan (5) saya terjatuh tetapi, beberapa tria, telepon dan kristal jamu kecepatan seperti bang (6)

Tidak saya mengetahui batu yang di sebrang jalan (7). Saya terjatuh (8) orang lalu (9). Bahkan saya tidak dapat memandikan mobil saya (10) pada batu di mana-mana. (11). Tidak ada yang bisa saya lakukan selain menunggu mobil dan betapa bergerak cepat yang jalan memadam suga (12)

Kontak saya sampai di toko saya. saya terjatuh tetapi, betapa cepat mobil tidak ada yang terjatuh di toko saya (13) dan ada yang terjatuh. (14) Ketika ada yang terjatuh, saya berdiri hingga碰撞 luhur. Betapa lalu ada yang menutup hingga yang sulit. (15)
Bengalaman Mengerti Saya

1. Biarakan saya mengerti bengalaman saya, saat terjadi gempa bumi.
2. Saat gempa terjadi saya berada di dalam mobil.
3. Saya polong dari tubuh ke luar.
4. Tiba-tiba mobil saya malem kecil atau kecil.
5. Kedua belah pihak lalu terjadi gempa yang besar.
6. Aku tidak tahu bahwa akan terjadi gempa (itu adalah).
7. Saya tahu bahwa itu adalah gempa tetapi saya melihat beberapa bangunan knalpot.
8. Saya lalu terus bergerak seperti lari.
9. Saya terjatuh dan lalu dibawa ke kelas.
11. Dimana mana ada bahu.

Tidak ada yang bisa saya lakukan selain meninggalkan mobil dan berjalan menuju rumah di dekat.

Fenomena seperti disebut, saya sangat terkejut karena hampir tidak ada yang terek.

Gempa tersebut membuat banyak terdapat padat kerja saya.

Menembus tadi ada yang terkejut, saya bersyukur kepadanya. Tuhan bahwa tidak ada yang terlalu parah.
Pengetahuan mengenai saya

Biarlah saya mengingatkan kamu tentang pengalaman saya kebingungan mumi mampu lari (1), ketika benah bumi terjadi saya kerada di dalam mobil (2), saya sedang mengendarai pulang ketika dari jabatan (3), Tiba-tiba hubung saya meluncur ke sisir kiri (4), Saya pikir terjadi kebotakan bumi (5), saya tidak tahu apa yang terjadi dengan bumi (6), saya mengembalinya bumi ketika saya melihat telapak dan tangan lutut terjatuh ke tanah (7), seperti kore api (8) yang (9).

Ketika saya melihat banyakk kebakaran jatuh ke jalan (10) saya terdahi karena bumi tersebut (11), balikkan saya tidak bisa me (congminadahken melups saya) (12). Ada manu mana mana (13), Tidak (14) ada yang bisa saya lakukan selain meninggalkan bumi dan kebingungan.

Ketika saya sempat di kata saya terjerat ini rambut semakin (15) nja terekam di bagian kiri (16), sampai bumi terlalu membawa banyakk kerugian di kota (17) walaupun saya sedikit apa apa saya (18), berpegangan keras, kepada Tuhan karena selamat dari kebingungan (19).
Appendix 5
Interview Students’ Answer
INTERVIEW STUDENTS’ ANSWER

S.19
1. Untuk mengetahui bahasa yang belum diketahui dalam bahasa inggris
2. Pernah, teks recount, teks narrative
3. Sedikit kesilitan, kesulitannya yaitu mencari kata dalam kamus
4. Bahasa dan kata-katanya sulit
5. Tanya kepada guru atau cari dikamus
6. Iya, kesalahannya yaitu seperti salah nulis huruf dalam satu kata
7. Belajar, dan buka kamus
8. Menceritakan pengalaman
9. Untuk mencari pengalaman
10. Orientation, event, reorientation

S.3
1. Untuk mengetahui isi dari teks tersebut
2. Sudah, cerpen
3. Iya, kesulitannya seperti salah menulis kata
4. Tidak mengetahui artinya
5. Mencari arti dikamus
6. Iya, salah nulis kata
7. Membuka kamus, browsing
8. Teks yang menceritakan tentang pengalaman
9. Untuk mengenang peristiwa yang sudah terjadi
10. Orientation, event, reorientation
1. Menerjemahkan cerita atau kalimat
2. Belum
3. Iya, kesulitannya seperti menerjemahkan cerita yang kalimatnya susah dimengerti atau dipahami
4. Kurang memahami kalimat tersebut
5. Membuka kamus atau kosakata penting lainnya
6. Iya, kesalahannya saat menerjemahkan teks tersebut tidak mengetahui artinya
7. Memperbaiki kesalahan yang diperbuat dan tidak mengulanginya lagi
8. Teks yang menceritakan tentang pengalaman pribadi
9. Menceritakan pengalaman yang telah berlalu
10. Orientation, event, reorientation

Mengubah kata dalam bahasa inggris kedalam bahasa Indonesia
2. Pernah dan sering, teks narrative, recount
3. Iya, saat mengartikan kata yang terlalu sulit
4. Kurangnya pemahaman dalam bahasa inggris
5. Menanyakan kepada guru
6. Iya sering, dalam penerjemahan
7. Buku atau kamus
8. Teks yang menceritakan tentang pengalaman pribadi
9. Unruk menginformasikan kepada pembaca tentang pengalaman pribadi
10. Orientation, event, reorientation.
1. Dapat member tahu tentang kata dalam bahasa inggris
2. Sudah, spoof text
3. Sedikit, kata-kata yang tidak sering muncul
4. Tidak tahu artinya
5. Membuka kamus
6. Iya, salah tulis huruf
7. Memperbaikinya, dan mempelajari lagi
8. Teks yang mnenceritakan tentang pengalaman pribadi atau peristiwa yang telah dialami
9. Untuk menginformasikan tentang peristiwa yang sudah terjadi
10. Orientation, event, reorientation

1. Untuk mengetahui makna dari teks bahasa inggris
2. Pernah, recount
3. Kesulitan sedikit, seperti kata-kata yang belum pernah dipelajari
4. Kata-kata yang belum dipelajari
5. Mempelajari kembali dan membukakamus supaya dapat menerjemahkan teks bahasa inggris kedalam bahasa Indonesia
6. Pernah, seperti kurang satu huruf atau kelebihan nsatu huruf
7. Memperbaikinya
8. Teks yang menceritakan tentang pegalam pribadi
9. Untuk menceritakan tentang pengalaman pribadi
10. Orientation, event, reorientation
1. Menerjemahkan adalah suatu kegiatan mengubah suatu bahasa ke bahasa yang lain, contohnya dari bahasa Inggris ke dalam bahasa Indonesia.
2. Sudah, teks narrative, recount
3. Iya saya mengalami kesulitan, kesulitannya yaitu pada saat menerjemahkan kata baru atau kata yang belum pernah dipelajari.
4. Penyebabnya yaitu karena kurang mendalami bahasa Inggris.
5. Usahanya Tanya guru dan buka kamus
6. Iya tentu, kesalahannya itu sering kurang huruf pada satu kata.
7. Solusinya dengan membuka kamus agar tahu ejaan yang benar.
8. Tentang pengalaman pribadi.
10. Orientation, event, reorientation.

1. Menerjemahkan adalah mengubah kata bahasa Inggris ke dalam bahasa Indonesia.
2. Pernah, recount.
3. Iya, kesulitannya karena hanya menghafal sedikit kosakata dalam bahasa Inggris.
4. Penyebabnya karena kurang menghafal kata dalam bahasa Inggris.
5. Buka kamus dan tanya guru.
6. Iya, kesalahannya yaitu penempatan huruf yang tidak sesuai dengan ejaan yang benar.
7. Solusinya yaitu menghafal banyak kosakata baru.
8. Tentang peristiwa pada masa lampau.
10. Orientation, event, reorientation.
S.7
1. Supaya bisa menambah wawasan kalau menerjemahkan bahasa inggris kedalam bahasa Indonesia meskipun kita belum tahu tetapi kita bisa tahu
2. Pernah. Teks narrative
3. Kesulitannya itu seperti dalam kata-kata yang belum pernah ditemui dikamus
4. Kesulitannya karena bahasanya belum bias dimengerti dan belum bisa dipahami
5. Usahanya Tanya sama guru dan teman
6. Kesalahannya dalam menulis kata dalam bahasa inggris meskipun kurang satu huruf dalam satu kata
7. Solusinya itu ya mempelajari kembali kata-katanya, terus belajar menulis kata dalam bahasa inggris
8. Tahu. Teks yang isinya tentang hewan
9. Tujuannya yaitu untuk mengetahui teks tersebut
10. Orientation, event, reorientation

S.5
1. Menerjemahkan teks bahasa inggris kedalam bahasa Indonesia adalah menerjemahkan suatu bahasa yang jarang kita pahami dan bahasanya itu diterjemahkan agar kita lebih mengetahuinya.
2. Saya sudah pernah menerjemahkan teks, seperti teks recount, teks narrative
3. Saya pernah mengalami kesulitan contohnya dengan bahasa /struktur yang berbeda, itu yang membuat saya kesulitan
4. Dari susunan hurufnya yang memnbuat saya kesulitan
5. Bertanya kepada guru/mencari dikamus
6. Kesalahan sudah pasti, karena bahasa nya sulit dimengerti. Kesalahannya seperti menulis kata “do” menjadi “to”
7. Solusinya mempelajari lebih dalam tentang kesalahan saya
8. Berisi tentang pengalaman/peristiwa
9. Untuk menginformasikan kepada pembaca/pendengar
10. Orientation, event, reorientation.
Appendix 6
Thesis Consultation Card
THESIS CONSULTANT LOG

Name: Saaniatun Mu'minah  
NIM: 132120092  
Consultant: Dr. SUDAR, M.Pd

Title of Thesis: AN ERROR ANALYSIS OF STUDENTS' ENGLISH-INDONESIAN TRANSLATION OF RECOUNT TEXT MADE BY THE ELEVENTH GRADE OF SMA MUHAMMADIYAH PURWOREJO IN THE ACADEMIC YEAR OF 2016/2017

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<th>Researcher</th>
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Purworejo, August 1st 2017

Consultant 1

Dr. SUDAR, M.Pd

IDN 0612097102
## THESIS CONSULTANT LOG

- **Name**: Saniatiun Mu'minah  
- **NIM**: 132120092  
- **Consultant**: BASUKI, M.Pd. B.I  
- **Title of Thesis**: AN ERROR ANALYSIS OF STUDENTS' ENGLISH-INDONESIAN TRANSLATION OF RECOUNT TEXT MADE BY THE ELEVENTH GRADE OF SMA MUHAMMADIYAH PURWOREJO IN THE ACADEMIC YEAR OF 2016/2017

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Purworejo, August 1st 2017  
Consultant II

BASUKI, M.Pd. B.I  
NIDN 0508127602
Appendix 7

Research Prove Letter
SURAT KETERANGAN
Nomor: 014/III/4/AU/A/2017

Kepala SMA Muhammadiyah Purworejo Menerangkan dengan sesungguhnya bahwa:

Nama : Saniatun Mu' minah
NIM : 132120092
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : An Error Analysis of Students' English-Indonesian Translation of Recount Text Made by Eleventh Grade of SMA Muhammadiyah Purworejo in The Academic Year of 2016/2017

Benar-benar pada Tahun Pelajaran 2016/2017 telah melakukan Penelitian di sekolah kami, pada:
Tanggal : 20 April – 18 Mei 2017
Masuk Kelas : XI IPS 1

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purworejo, 31 Juli 2017
Kepala Sekolah

[Signature]

[Stamp]