

**AN ANALYSIS OF STUDENTS' GOOFING IN THEIR TRANSLATION  
FROM INDONESIAN INTO ENGLISH RECOUNT TEXT AT THE SECOND  
SEMESTER OF THE ELEVENTH GRADE  
OF MA GUPPI SRAGI LAMPUNG SELATAN  
IN THE ACADEMIC YEAR  
OF 2018/2019**

**A Thesis**

Submitted as a Partial Fulfillment of the Requirements for S1 - Degree

**By**

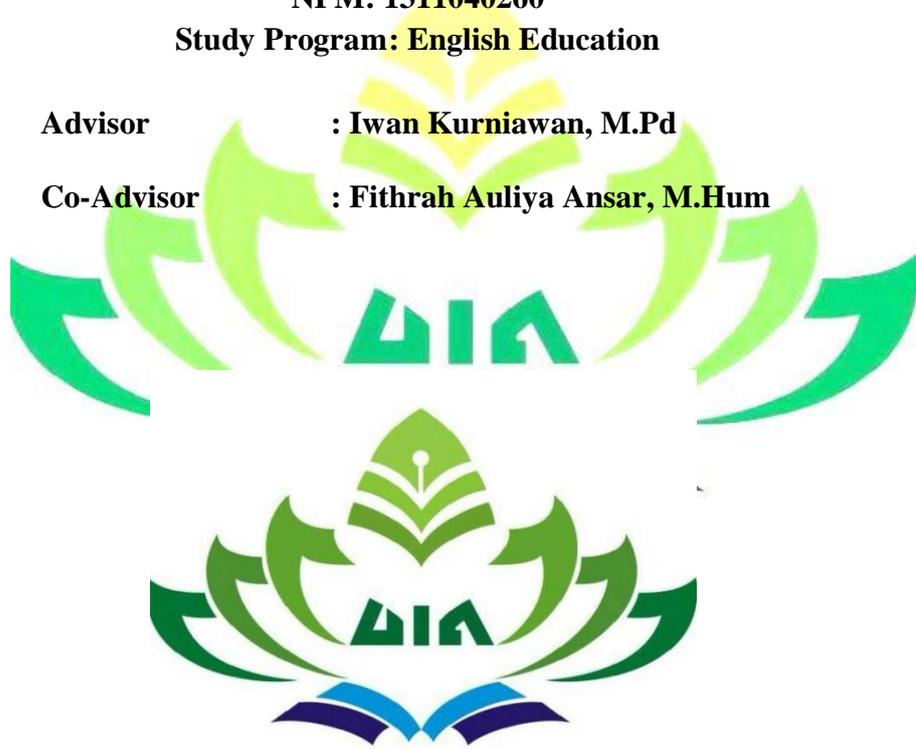
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2019**

## **ABSTRACT**

### **An Analysis of Student's Goofing in Their Translation from Indonesian into English Recount Text at the Second Semester of the Eleventh grade of MA GUPPI SRAGI Lampung Selatan in 2018/2019 Academic Year**

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**Trio Gumelar Anggraini**

In this research, the researcher found that the students cannot master English well especially in translating text and the researcher also saw that the students get difficulties to translate Indonesian into English Recount Text. The objectives of this research are to identify the types of goofs in translating Indonesia into English recount text, to identify goofs which are more dominating in the students translation of recount text and to inform the readers about goofs done by students. The population of this research was the student at MA GUPPI Sragi Lampung Selatan at second semester of the eleventh grade.

The researcher used descriptive qualitative research. Descriptive qualitative research, the researcher used purposive sampling technique to determine the sample. The researcher chooses the student at MA GUPPI SRAGI consisted 70 students of XI C but the sample of this research was 20 students of eleventh grade. And then recount text was used as the instrument for the data collection, and the students were asked to translate from Indonesia into English recount text.

After analyzing the data, the researcher found that many students' goofing in translating recount text. There are 21 items of interference like goof (16,4%), 72 items of developmental goof (54,2%), 16 items of ambiguous goof (12,1%), and 23 items of unique goof (17,3%). And then the researcher showed that the percentage of goofs made by student was 134 goofs from 20 students. So in this research the researcher found that the highest percentage is developmental goof, and the least percentage is ambiguous goof that made by students. The sources of goof in this research were mother tongue influence, it was influenced by the native language which interferes with target language learning.



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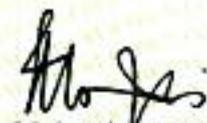
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A thesis entitled: "AN ANALYSIS OF STUDENTS' GOOFING IN THEIR TRANSLATION FROM INDONESIAN INTO ENGLISH RECOUNT TEXT AT THE SECOND SEMETER OF THE ELEVENTH GRADE OF MA GUPPI SRAGI LAMPUNG SELATAN IN THE ACADEMIC YEAR OF 2018/2019", by: TRIO GUMELAR ANGGRAINI, NPM: 1311040260, Study Program: English Education was tested and defended in the examination session held on Thursday, September 12<sup>th</sup>, 2019.

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## DECLARATION

I hereby certify that this thesis with the title : An analysis of Students' Goofing in Their Translation from Indonesian into English Recount Text Eleventh Grade of the Second Semester of MA GUPPI SRAGI Lampung Selatan in 2018/1019 Academic Year completely my own work. I am fully aware that have quoted some statements and ideas from various source and those are properly acknowledged text.



Bandar lampung, 09 february 2019

Declared by,

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## MOTTO

سَبِيلًا أَهْدَىٰ هُوَ يَمَنَ أَعْلَمُ فَرُبُّكُمْ شَاكِلْتِهٖ ۚ عَلَىٰ يَعْمَلُ كُلُّ قُلُوبٍ ﴿٨٤﴾

Say, “Each works according to his manner, but your Lord is most knowing of who is best guided in way.” (Q.S. AL-Israa: 84)<sup>1</sup>



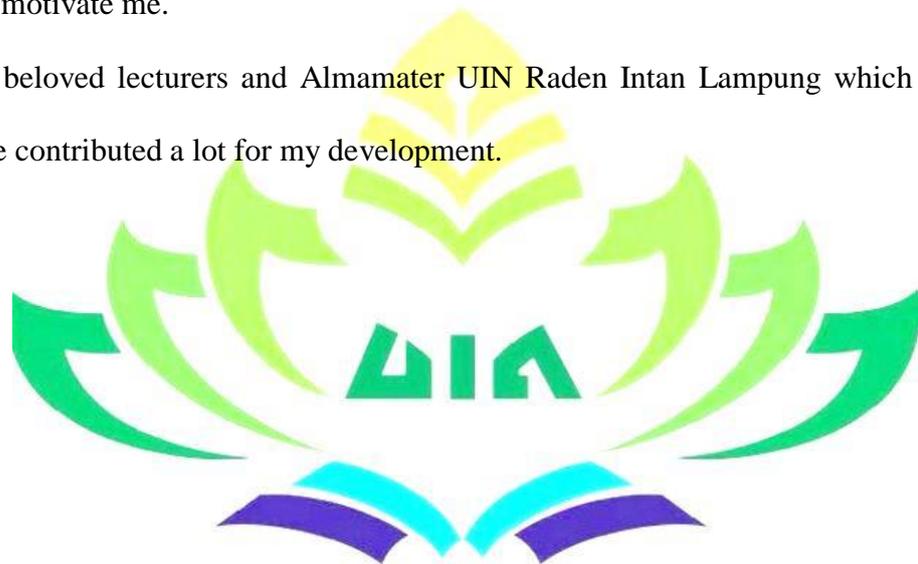
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<sup>1</sup> Kelompok Gema Isnani, Al-Qur'an Tiga Bahasa, Al-Israa, Depok, 2010, p.320

## DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Suhardi and Mrs. Sri Lestari who always give me support, spirit and always pray for my success.
2. My beloved sisters, Wulan Ndari and Sulis Eka Wati who always support and motivate me.
3. My beloved lecturers and Almamater UIN Raden Intan Lampung which have contributed a lot for my development.



## CURRICULUM VITAE

The researcher name is Trio Gumelar Anggraini. She was born in Baktirasa, Kalianda Lampung Selatan on January 27<sup>th</sup>, 1995. She is the youngest daughter of Mr. Suhardi and Mrs. Sri Lestari. She has two sisters, named Sulis Eka Wati and Wulan Ndari.

She started her academic study from Utama Bakti Kindergarten at Baktirasa Lampung Selatan in 2000. Then she entered Elementary school in SDN 1 Baktirasa Lampung Selatan in 2001 and graduated in 2007. She continued her study in SMPN 2 Sragi and graduated in 2010. After that, she was registered at Senior High School in SMA Negeri 1 Sragi Lampung Selatan and graduated in 2013.

Right after that, the researcher continued her study at UIN Raden Intan Lampung majoring in English Education Study Program, Tarbiyah and Teacher Training Faculty.

## ACKNOWLEDGEMENT

First of all, praise to Allah, the Almighty, the Most Merciful, and the Most Beneficent who always gives His blessing and mercy to the researcher during her study to complete this final project. Peace upon the great messenger Prophet Muhammad SAW, his families, companies, and followers until the end of life.

In accomplishing of this thesis, the researcher would like to express her gratitude to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty UIN Raden Intan Lampung.
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Finally, none or nothing is perfect and neither is this final project. Any corrections, comments, and criticism for the betterment of this final project are always open heartedly welcome.

Bandar Lampung, february, 2019  
The Researcher,

TRIO GUMELAR  
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## CHAPTER I INTRODUCTION

### A. Background of the Study

Nowadays English is known as an international language, which is used all over the world. It is related to Crystal's statement in McKay that English is rapidly assuming the role of an international language.<sup>2</sup> That is fact that there is a need for a global language to make international communications smoother. On the other hand, Science and technology have developed with English at the forefront. Therefore, these days English is viewed as a language which gives you access to the world.

In Indonesia, the status of English is a foreign language. Meanwhile, Broughton and his friends in their book stated that foreign language is taught in schools, often widely, but it does not play an essential role in national or social life.<sup>3</sup> Indonesian do not use English in their daily lives but is only learned in school, in fact English is rarely used outside school, and this condition makes student hard to practice their English outside the school.

In teaching learning English as foreign language, the students have to be able to understand word. If they did not understand and did not know the meaning of word, they will get difficulties in learning foreign language especially English. In this case translation is needed to understand what people express

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<sup>2</sup>Sandra L. McKay, "Teaching English as an International Language: The Role of Culture in Asian Contexts", *The Journal Of Asia TEFL*, Vol. 1, No. 1, Spring 2004, pp. 1-22,

<sup>3</sup>Geoffrey Broughton, et. al *Teaching English as a Foreign Language*, (2<sup>nd</sup> ed), (New York: Routledge, 2003), p. 6

and say in their languages and communicate with other people. Then Newmark states that translation is craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language.<sup>4</sup> It means that translation is to replace a message in one language with the same message into another language. On the other hand, translation as transferring the meaning from a source language (SL) into target language (TL).

There were two researches related to these researches that have been conducted. The first was research conducted by Sidiq, the title is (an analysis of students' errors in translating English idiom into Indonesian in recount text at the eleventh grade of MA MA'RIF Bumi Restu Palas Lampung Selatan in 2012/2013 academic year). It was found that most of students made an error in translating English idiom into Indonesian in recount text, so that is the competence to understand and produce paragraph, whether it is in spoken or translate suited with the level of the students.<sup>5</sup> It means that English is one of international language that is use and students all over the world and the researcher can help students understand how to translate idiom well.

Another research was conducted by Diah Nofitri in her thesis entitled "An analysis of students' grammatical errors in translating Indonesian sentences into English at the second semester of the seventh grade of MTS N 2 Bandar

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<sup>4</sup>M. L Larson, *Meaning-based Translation: A Guide to Cross-language Equivalence*(New York: University Oress of America, Inc, 1984), p. 3

<sup>5</sup>Sidiq, "An analysis of Students' errors in Translating English idiom into Indonesian in Recount Text"(S1 Thesis, UIN Raden Intan Lampung, 2013).

Lampung in 2012/2013 academic year”. The objective of this study was to show the grammatical errors in translating, the translation skill is one of the most important things to achieve student goals in learning to make a good sentences.<sup>6</sup>

In view of language learning, translation is the way of learning the language.<sup>7</sup> It gives the learning for students, there are many people who are good speakers but bad in translation and make e sentence like a recount text. Recounts are sequential texts that do little more than sequence a series of events.<sup>8</sup> They find the orientation and complication stages fairly straight forward similar to the structure and grammar of recounts text. Recount itself as one of kind categories texts that function as for telling an incident in the past.

A recount text is written out to inform an event or to entertain people which is telling the past, there are some narratives even stories that contain recounts, such as the story of “My experience met with Taufik Hidayat”, and then “Holiday in Sari Ringgung Beach” that written in English is the result of translation from Indonesian into English text. Translating Indonesian text into English text is not an easy work. The translator must know what words he/she has to use appropriately. Concerning the translation of Indonesian into

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<sup>6</sup>Diah Nofitri “An analysis of Students’ Grammatical Errors in Translating Indonesian Sentences into English”(S1 Thesis, UIN Raden Intan Lampung, Lampung, 2014).

<sup>7</sup>I. S. P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking* (New York: Routledge, 2009), p. 38

<sup>8</sup>Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Sidney: University of New South Wales Press Ltd, 2005), p. 224-225

English text, the learners should be able to find the equivalence of the words and structure because some of English words have equivalence in Indonesian.

Related that translation is transferring the meaning from a source language (SL) into target language (TL). Therefore, the translator has to master both the target language (English) and the source language (Indonesian). Practically, Indonesian students still face some difficulties to use and express English in the form of structure especially in constructing English sentences. In fact there are some difficulties that is faced by Indonesian student because English was Foreign language. It happens because most of students face difficulties in English language structures. That is impact to the students' translation that is influenced by their native language. As result, Goof appearing in their translation. Goof is productive error made during the language learning process.

Related to goof in translation, Dulay in Ricards said there are some goofs that usually found in translation from Indonesian to English. There are four types of goofs committed by the graduate students when they translated Indonesian texts into English texts: *interference-like goofs*, *developmental goofs*, *ambiguous goofs* and *unique goofs*. They committed interference-like goofs, because the participants' translations from Indonesian into English were still influenced by Indonesian language and Indonesian structures when they translated sentences in English.<sup>9</sup>

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<sup>9</sup>Jack C. Ricards, *Error Analysis*, (New York: Long Group Limited, 1984), p. 114

Based on the interviews' result of preliminary research that was conducted on 17<sup>th</sup> July 2017. The interview result was found that some students have difficulties when they were asked to translate English sentences into Indonesian. Most of them do goof while they tried to translate from Indonesian to English. The student's translations influenced by their native language pattern. It was assumed that this situation happened as the result of several factors:

1. The students' vocabulary is low
2. The students have poor knowledge of relationships translation and recount text
3. The different grammar from mother language to target language
4. The usually lazy and easy to get bored while translation.<sup>10</sup>

Based on the background of the problem, the researcher was interested in conducting a research entitle "An analysis of Students' goofing in their translation from Indonesian into English recount text".

## **B. Identification of the problem**

Based on the background previously presented, the problems can be formulated in the following statements:

- a. The students have poor knowledge of relationships translation and recount text.
- b. The students have poor knowledge of translation from Indonesia into English.
- c. The students have poor knowledge in vocabularies.
- d. The students' translation influenced by their native grammar pattern.

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<sup>10</sup>Interview result with the English teacher of MAN 2 Bandar Lampung, Wahyu Farushilla S.Pd, Conducted at 17<sup>th</sup> July 2017

### **C. Limitation of the Problem**

Considering the background of the problem and the identification of the problem, the researcher focused the research only on analysis Students' goofing in their translation of recount text from Indonesian into English.

### **D. Formulation of the Problem**

Based on the limitation of the problem above, the research problems can be formulated as follows:

- a. What kinds of goofing made by the students in translating recount text from Indonesian into English are?
- b. What kind of goofing which is the most frequent and the least in the students' translation is?

### **E. Objective of the Research**

The objectives of the research are:

- a. To describe kinds of goofing in translation made by the students in translating the recount text.
- b. To know the common goofing made by the students in translating recount text.

## **F. Significance of the Research**

Significance of this research are as follows:

### 1. Theoretically

This research hopefully can enrich the previous research about goofing and can be reference for the next researcher.

### 2. Practically

The practically as significance that the researcher expected from this research are as follows:

- a. For the students: the finding of the research will be motivate them to practice more than they did before and encouraged them to the learn English well.
- b. For teachers: the result of the research would be useful as a reflection in order to increase and developed their method in teaching student about goofing translation.

## **G. Scope of the Research**

### 1. Subject of the research

The subject of the research is the students at eleventh grade of MA GUPPI Sragi Lampung Selatan.

### 2. Object of the research

The objects of the research is goofing in student's translation from Indonesia into English recount text.

3. Place of the research

The research will conducted at MA GUPPI SRAGI Lampung Selatan. It is located at Neglasari street No. 6 Baktirasa kec. Sragi Lampung Selatan.

4. Time of the research

The research will conducted in the first semester of 2018/2019 academic year.



## CHAPTER II FRAME OF THEORIES

### A. English as Foreign Language

Recently English is considering as needed language in communication, especially across the nation. English is an international language; it is one of fact that cannot be denied. Smith in McKay defines international language is one which is used by people of different nations to communicate with one another.<sup>11</sup> It means that English act as wider communication in a global sense for variety purposes. English cross over the country in which English use in delivering message all over the nation. Brutt-Griffler also added that an international language, unlike an elite lingua franca, is not confined to the socioeconomic elite but is learned by various levels of society.<sup>12</sup> It means that English taught and learn in all level of social strata. There is no limitation that English just learn, taught even used by high social economic status it is spread and uses in every classes.

In Indonesia the English as foreign language which is learnt formally at school but it is not used on daily life. Broughton, et. al. stated that in the rest of the world, English is a foreign language. That is, it is taught in schools, often widely, but it does not play any essential role in national or social life.<sup>13</sup> It means English

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<sup>11</sup>Sandra L. McKay ,“Teaching English as an International Language: The Role of Culture in Asian Context”, *The Journal of Asia TEFL* Vol. 1, No. 1, pp. 2, Spring 2004

<sup>12</sup>*Ibid*, p. 3

<sup>13</sup>Geoffrey Broughton, et. al *English as Foreign Language*, (Newyork: Routledge & Kegan Paul Ltd, 2003), p. 6

literary taught at school but it is rare to find English used in social life content. It is effect to the difficulties of society to get information that written even said in English. Meanwhile Saragih, et al. stated that English is taught to the young learners (children) in the early age in Indonesia and in almost all over the world. In Indonesia, English has been taught to young learners at pre-school until university. Many non-degree English courses are also offered outside the formal programs.<sup>14</sup> It means that in Indonesia English widely taught in formal and informal education institute since the early age although English itself rare to find in real social life.

## **B. Concept of Translation**

Nowadays in net-working era, we can get much information from around the world as soon as possible, but the problem is most information especially the global one uses international language that is English. It is fact that the status of English as an International Language influences many aspects, one of them is information. Most valuable information source such as book, articles, journal even newspaper written in English.

It becomes barriers especially for people who known and learns English in foreign language content. It is difficult for them to comprehend the whole information specifically. Therefore, translation plays an important role in

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<sup>14</sup>Natanael Saragih, Roswita Silalahi and Hilman Pardede, "The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar", *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)* Volume 19, Issue 1, Ver. XII (Feb. 2014),p. 56

transferring the information from source language text into target language text before it is used for specific purposes.

There are two senses of translation based on Hatim and Munday. They said that:

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 centers on the concrete translation product produced by the translator.<sup>15</sup>

Based on Hatim and Munday statement it can be said that translation is a process. It is a process that through by translator to create a product, the process results. In other hand, translation is not just changing the source language into target language for the real meaning but it also definitely depends on the context in which word is used. There are tripartite definitions of translation advanced by the structural linguist Roman Jakobson in Munday:

#### 1. Intralingual translation

Intralingual translation or rewording is an interpretation of verbal signs by means of other signs of the same language. It means that transforming a text becomes another text according to translators' interpretation. And these two kinds of text are written in the same language. So, if we intend to rewrite Chairil Anwar Poem, titled "Aku" into prose in Indonesian, so, we conduct an intralingual translation. For example, "can you describe him?" And "can you depict him?".

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<sup>15</sup>Basil Hatim and Jeremy Munday, *Translation*, (Newyork: Routldge, 2004), p. 3

## 2. Interlingual translation

Interlingual translation or translation proper is an interpretation of verbal signs by means of some other language. It means that the second kind of translation is the real meaning of translation its self. In this kind of translation, a translator rewrites the meaning or idea from source language text to target language text. For example a Chinese and Arabic, English and Spanish.

## 3. Intersemiotic translation

Intersemiotic translation or transmutation is an interpretation of verbal signs by means of signs of nonverbal sign systems. It means that this kind of translation include an interpretation of a text into another system or sign. For example, an interpretation from novel into a film.<sup>16</sup>

From the statement above it can be concluded that there are three linguistic aspects of translation, namely intralingual, interlingual, and intersemiotic. In simplest way it can be said that this kind of translation is an activity to translate or change from one language to another.

Another thing to point out is the process of the translation itself. There is a process in translation, based on Newmark translation process as follow:

It begins with choosing a method of approach. Secondly, when we are translating, we translate with four levels more or less consciously in mind: (1) the SL text level, the level of language, where we begin and which we continually (but not continuously) go back to; (2) the referential level, the level of objects and events, real or imaginary, which we progressively have to visualize and build up, and which is an essential part, first of the comprehension, then of the reproduction process; (3) the cohesive level, which is more general, and grammatical, which traces the train of thought, the feeling tone (positive or negative) and the various presuppositions of

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<sup>16</sup>Jeremy Munday, *Translation Studies*, (Newyork: Routledge, 2009), p. 5

the SL text. This level encompasses both comprehension and reproduction: it presents an overall picture, to which we may have to adjust the language level; (4) the level of naturalness, of common language appropriate to the writer or the speaker in a certain situation.<sup>17</sup>

Based on the explanation above it can be said that the researcher wants to do an interlingual translation which is translate a recount text from Indonesian into English, rewrite the text into English by student that learn and taught English in foreign language content. The student is asked to translate and focus on the process of translation which is will begin by with choosing method of approach, that focus on source language, referential level, the cohesive level, the level of naturalness.

### C. Kinds of Translation

Translation is a complex process. In translation, there are some parts which are connected each other such as meaning, form, source language, and target language. Translation also has some types such as form-based translation, meaning-based translation, idiomatic translation, linear translation, modified linear translation, phonological translation.

Larson states that there are two main kinds of translation:

#### a. Form-based translation

Form-based translation attempts to follow the form of the source language.

It is known as literal translation. Its means that form based translation is type of translation that follows exactly the form of the source language or

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<sup>17</sup>Peter Newmark, *A text Book of Translation*, (Hertfordshire: Prentice HaH International UIO Ltd,1988),p.19.Search on : 3<sup>rd</sup> Nov 2017, at:  
[http://ilts.ir/Content/ilts.ir/Page/142/ContentImage/A%20Textbook%20of%20Translation%20by%20Peter%20Newmark%20\(1\).pdf](http://ilts.ir/Content/ilts.ir/Page/142/ContentImage/A%20Textbook%20of%20Translation%20by%20Peter%20Newmark%20(1).pdf)

like word by word translation. Literal translation, translation is trying to adjust to the shape of the source language, so follow the exact form of language support.

For example:

SL: This is book I've been looking for all this time

TL: *Ini buku saya telah melihat untuk semua waktu ini*

The translation above sound unnatural. The word *this* is simply translated into *ini*, *book* is translated into *buku*, *I've been* is translate into *saya telah*, *looking* is translated into *melihat*, *for all* is translated into *untuk semua*, *this time* is translated into *waktu ini*. The result is translation by word for word translation and is causes the combination of the target language sentence sound unnatural and usually makes the readers confused.

#### b. Meaning-based translation

Meaning-based translation makes every effort to communicate the meaning of the source language text in the natural forms of the receptor language.<sup>18</sup> It means that idiomatic translation is a process translation that changes the form of source language and giving the sense of original meaning so that the receptor can understand the translation full. The translator basically needs to know about the meaning of source language before he transfers this meaning into another language.

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<sup>18</sup>Larson.L.Mildred, *Meaning Based Translation*. (Lanham:University Press of America,1884), p.7-9

For example:

SL: his heart is in the right place.

TL: *hatinya tenang*.

Idiomatic translation above is acceptable for the target readers is sound natural. The phrase *in the right place* is not simply translated into *berada ditempat yang benar* but idiomatically translated into *hatinya tenang* because the translator understand the original meaning and knows both languages well.

Catford says that based on the extent, types of translation are:<sup>19</sup>

- a. Full translation, it is a type of translation in which the entire SL text is reproduced by the TL text materials.
- b. Partial translation, there are only some parts of the SL text to be translated into the TL text.

In term of level, the types of translation are: Total translation is the TL material replaces all levels of the SL text. Restricted translation is the replacement of SL textual material at only one level; whether at the phonological level, graph logical level, or at the level of grammatical and lexis.

In terms of rank, translation is divided into: rank-bound translation, it means that the selection of TL text equivalent is limited at only one rank,

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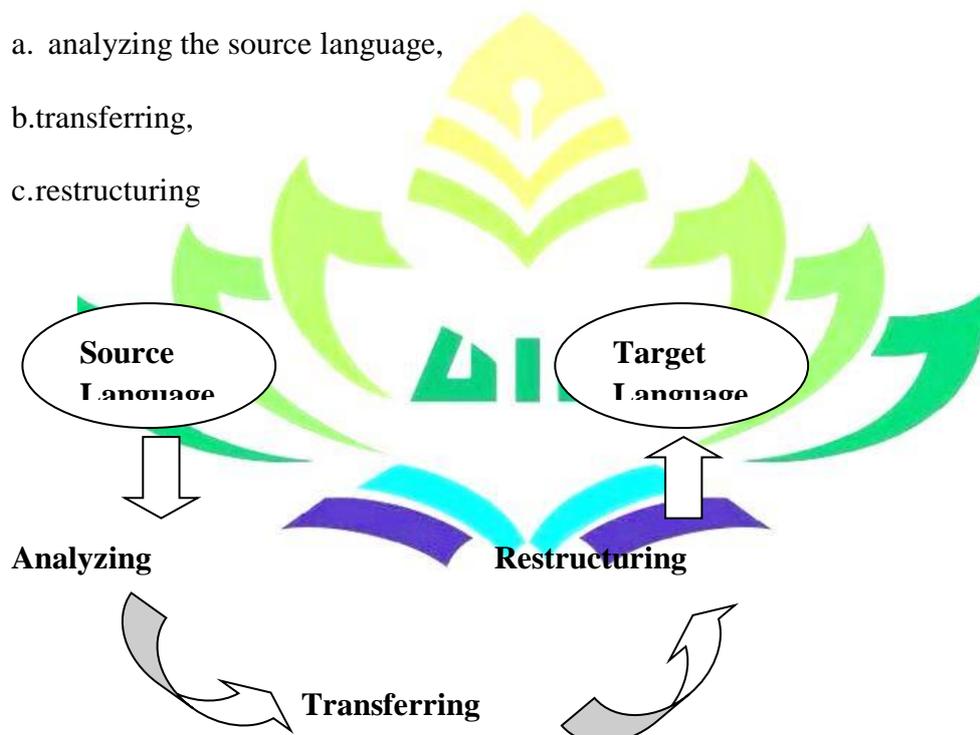
<sup>19</sup>J.C.Catford, *A Linguistic Theory of Translation :an applied linguistics*, (New York:Oxford University Press,1978), p.21

such as word-for-word equivalence, morpheme-for-morpheme equivalence. Unbounded translation, it can move freely up and down the rank-scale.

#### D. Process of Translation

Nida and Taber state in Setiawan divide the translation process into three steps:<sup>20</sup>

- a. analyzing the source language,
- b. transferring,
- c. restructuring



The first analyzing the source language message. In this step, the translators analyze the SL text in the basis of the relationship of existing grammar (SL and TL grammars) and also analyze the meaning of words and sentences in order to understand the messages comprehensively. The second process is transferring the result of analysis into similar message. In this step, the

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<sup>20</sup>Otong Setiawan Djuharie, *Teknik dan Panduan Menerjemahkan : Bahasa Inggris-Bahasa Indonesia*, (Bandung : Yrama Widya, 2004), p.14

messages of the SL which have been understood are transferred into the translators' mind. And the last is restructuring the transferred message into the natural form into TL.

Statement by Newmark, process translation there are four steps:<sup>21</sup>

- a. The SL text level, the level of language, where begin and which we continually (but not continuously) go back to;
- b. The reverential level, the level of objects and events, real or imaginary, which we progressively have to visualize and build up, and which is an essential part, first of the comprehension, then of reproduction process;
- c. The cohesive level, which is more general, and grammatical, which traces the train of thought, the feeling tone (positive or negative) and the various presuppositions of the SL text. This level encompasses both comprehension and reproduction: it presents an overall picture, to which we may have to adjust the language level;
- d. The level of naturalness, of common language appropriate to the writer or the speaker in certain.

From the some processes of translation above, process of translation from source language to target language many style from begin level of source language and then level target language, analyze the SL in the basis of relationship SL and TL grammars, cohesive level meaning from SL to TL and the last level of naturalness or transferred message into natural form into TL certain situation.

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<sup>21</sup> Peter Newmark, *Op.Cit* p.19

Larson says there are some steps in translation. The first is establishing the project. There are a number of matters which need to be clearly understood by translator, and it can be summarized under four T's – the text, the target, the team, and the tools. The second step is exegesis. Exegesis refers to the process of discovering the meaning of the source language text which is to be translated. It is the step which includes the preparation and analysis. The third type is transfer and initial draft.<sup>22</sup> After analyzing the source text, the translator begins drafting piece by piece, section by section, and the result is the initial draft. The fourth is evaluation. The translator compares the translation with the source text at several points during the translation process to be sure no additions, deletions, or change of information have crept in. The last step is the translation team work through the material, honestly accepting the evaluation and rewording the material.

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<sup>22</sup> Larson.L.Mildred, *Meaning Based Translation*, (New York : University of America,1984), p.46

## E. Grammatical Aspect in Translation

Parrill, Bergen and Lichtenstein define grammatical aspect as a pervasive linguistic device that, according to linguistic analyses, allows speakers to encode different ways of construing events.<sup>23</sup> For instance, the progressive (I am writing a book) is thought to reflect increased focus on the internal details of an event, as contrasted with the perfect (I have written a book). Meanwhile translation is an activity involving language, consequently the linguistic involved in translation should be put into consideration. On the other hand, Berry stated that:

1. Grammar = morphology (how words are made up) + syntax (how sentences are made up)
2. Grammar is what turns words into language.
3. Grammar is the system of rules that enables users of a language to relate linguistic form to meaning.<sup>24</sup>

It can be denied that grammar is one of aspect that connected to translation; to create a smooth translation product the translator need to master both of the languages, the sources language and the target language. It means the translator needs to master the grammar and language pattern of both languages to create equivalence translation.

Hatim and Munday mention that the term of equivalence in translation could be divided into two main divisions. The divisions are formal equivalence and dynamic equivalence.<sup>25</sup> Formal equivalence is a relationship which involves

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<sup>23</sup>Frey Parrill, Benjamin Bergen and Patricia Lichtenstein, "Grammatical aspect in language production: Using gesture to reveal event representations", *UC Merced Journal Volume 33*, January 2011, p. 223 search: <https://escholarship.org/content/qt4gf344vx/qt4gf344vx.pdf>

<sup>24</sup>Roger Berry, *English Grammar*, (New York: Routledge, 2012), p. 3-4

<sup>25</sup>Basil Hatim and Jeremy Munday, *Loc. Cit*, p. 40

the purely “formal” replacement of one word or phrase in the source language by another in the target language, meanwhile dynamic equivalence is a translation method that may helpfully be seen in the terms of its counterpart.<sup>26</sup> Meanwhile Popovic in Bassnett distinguish translation equivalence into four types. The types are:

- a. *Linguistic equivalence*, where there is homogeneity on the linguistic level of both source language and target language texts, i.e. word for word translation.
- b. *Paradigmatic equivalence*, where there is equivalence of ‘the elements of a paradigmatic expressive axis’, i.e. elements of grammar, which Popovic sees as being a higher category than lexical equivalence.
- c. *Stylistic (translational) equivalence*, where there is ‘functional equivalence of elements in both original and translation aiming at an expressive identity with an invariant of identical meaning’.
- d. *Textual (syntagmatic) equivalence*, where there is equivalence of the syntagmatic structuring of a text, i.e. equivalence of form and shape.<sup>27</sup>

Based on statement above it can be concluded that grammar as one aspect that connected to create a smooth transition in translation between two languages, the source language to the target language. Grammar is an element to create an equivalence translation.

## 1. Grammatical System in English

People sometimes associate the term “grammar” with different parts of speech or “word classes” that words can belong to adjective, noun, preposition, etc.<sup>28</sup> Words and grammar are often thought of as being separate entities. In fact, in learning any word we are also learning something about its

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<sup>26</sup>*Ibid*

<sup>27</sup>Susan Bassnett, *Loc. Cit.*, p. 33

<sup>28</sup>Martin Parrott, *Grammar for English Language Teacher*, (New York: Cambridge University Press, 2000, p. 1

grammar. It means that every word in English sentences is used in a particular grammatical form and the words of a sentence are arranged in a certain syntactic order. Syntactical order does not only provide for the correct arrangements of words, but it also conveys some additional information which is part of the whole content.

On the other hand, the Longman dictionary of applied linguistics in Nunan defines grammar as a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language.<sup>29</sup> It means grammar describe the structure of language to produce sentence in the language. Meanwhile it is fact that English grammatical system is different from Indonesia grammatical system.

Eastwood stated that the grammatical units of English are words, phrases, clauses and sentences.<sup>30</sup> Unlike words in some other languages, English words do not have a lot of different endings. Nouns take s in the plural (miles), but they do not have endings to show whether they are subject or object.<sup>31</sup> Verbs take a few endings such as “ed” for the past (fied), but they do not take endings for person, except in the third person singular of the present tense (it starts). Articles (e.g. the), Possessives (e.g. my) and adjectives (e.g. good) do not have endings for number or gender. Pronouns

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<sup>29</sup>David Nunan, *Practical English Language Teaching*, (New York: MC Graw Hill, 2003), p. 154

<sup>30</sup>Jhon Eastwood, *Oxford Guide to English Grammar*, (Oxford: Oxford University Press, 2002), p. 1

<sup>31</sup>*Ibid*, p. 4

(e.g. lime) have fewer forms than in many languages. English also have different pattern for each time they used the language and it is influence the meaning. An example is Jane will go to market, it means in the future Jane will go to market. Compare with sentence Jane went to market means Jane already go to market in the past.

In other hand, Alexander stated that the meaning of an English sentence depends on the word order.<sup>32</sup>

- a. In English subject put before the verb and the object after the verb.
- b. The cook – burn – the dinner.
- c. Adverbial (How? Where? When?) Usually come after the verb or after the object: He read the note quickly (How?). I waited at the corner (Where?). Till 11.30(When?).

1. The basic word order of a sentence that is not a question or a command is usually:

Subject	Verb	Object	Adverbials
How	Where	When	
I	bought	a hat	yesterday
The Man	has gone	Home	
We ate	our meal	in silence	

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<sup>32</sup>L. G. Alexander, *Longman English Grammar Practice: for Intermediate Student*, (New York: Addison Wesley Longman, 1998), p. 2

2. The time reference at the beginning: Yesterday I bought a hat

The explanation above as an example of English grammar structure which is can show English language grammar. The statement and explanation before answer why grammar important in translation because every single word, pattern, tenses even articles in English can reflect different meaning. Thus, the translator should has knowledge about grammar in order translate the text appropriately.

### 1. Grammatical System in Indonesian

As mention before every language has difference pattern and rules in making a sentence. It means Indonesian has its own rules and pattern in making a sentence, it is different with English. It already said before to create a smooth translation the translator must competence both of languages, the source language and target language.

Chomsky identifies knowing a language with having a mentally represented grammar. This grammar constitutes the native speaker's competence in that language, and on this view, the key to understanding what it means to know a language is to understand the nature of such a grammar. Competence is contrasted with performance, the perception and production of speech, the study of which falls under psycholinguistics.<sup>33</sup>

Chomsky definitely believes that knowing language connected to competence in grammar. While translation about transferring the information from source language text into target language text before it is used for specific purposes, it means the translator must competence in grammar both of the languages,

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<sup>33</sup> Andrew Radford, *Linguistic: An Introduction*, (New York: Cambridge University Press, 2009) p. 2-3

the source language and the target language, to create flawless translation that understandable.

It is deniable that every single language in the world has its own pattern and rule in making a sentence. It can be stated that English and Indonesian is two languages that have different word, pattern, and code even grammar. Djenar explains in her book that there are different ways of asking question in Indonesia, as in English. One simple way of asking questioning in Indonesia is by raising our intonation. In writing, it is indicated by a question mark.<sup>34</sup>

The examples are:

1. *Kamu mahasiswa?*

Are you a university student? (Literally: You are university student?)

2. *Anda tinggal di sini?*

Do you live here? (Literally: You live here?)

3. *Dia sakit?*

Is she sick? (Literally: He/ she is sick?)

Another way to say a question sentence in Indonesian by using word question *apakah*. *Apakah* is question word that used by Indonesia to say a question in formal way. She added that the word “*apakah*”, like the word “do” in English when you ask “Do you live here?” does not have a meaning in itself;

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<sup>34</sup>Dwi Noverini Djenar, *A students' Guide to Indonesian Grammar*, (Victoria: Oxford University Press, 2005), p. 1

it simply tells us that the sentence is a question. *Apakah* makes the question sound formal.<sup>35</sup>

In question Indonesian used same question word to ask quantity for countable and non-countable noun. In English to ask countable noun used how many but to ask non-countable noun used how much. Examples:

1. *Berapa banyak orang datang ke pesta itu?*

How many people came to that party? (Countable noun)

2. *Berapa banyak gula yang kamu butuhkan?*

How much sugar do you need? (Non-countable noun)

Djenar added that *berapa* is used to ask a question to do with number and quantity, such as number of people, weight and measurement.<sup>36</sup> To make it clearly, there are some examples:

1. *Berapa orang datang ke pesta itu?*

How many people came to that party.

2. *Halaman berapa?*

What page? (In Indonesia the question literally means “Page how many?”)

You also can add *ke* to this question word to mean “what number” in a numerical series.<sup>37</sup>

A: *Kamu anak keberapa?*

Which child are you? (Literally: what number child are you?)

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<sup>35</sup>*Ibid*

<sup>36</sup>*Ibid*, p. 3

<sup>37</sup>*Ibid*, p. 3-4

B: *Saya anak kedua.*

I am the second child.

Another difference of English and Indonesian is the language pattern. Ambawani stated that English uses “*Menerangkan-Diterangkan (M-D)*” or “*Modifier-Headword*”, whereas Indonesian Indonesia uses “*Diterangkan – Menerangkan (D-M)*” or “*Headword-Modifier*”.<sup>38</sup> It mean in Indonesian the modifier is put after the head word. For example:

a. *Rumah Tangga*

b. *Tangga Rumah*

Both of sentences use same words, *rumah* and *tangga* , the meaning of first sentence is totally different from the second one. The word *rumah* in first sentence functions as head word and the word *tangga* function as modifier, where as in the second sentence *rumah* as modifier and *tangga* function as the head word. The first sentence means household meanwhile the second sentence means stairs of the house. By seeing statement and examples above it can be concluded that Indonesian and English has different grammar and pattern in making a sentence. It means to create flawless and smooth translation the translator must competence in both of language, the source language and the target language.

## F. Text Genre in Translation.

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<sup>38</sup>Suprih Ambawani, “Grammatical Errors on Indonesian – English Translation by Goggle Translate”, *Prosiding Seminar Nasional Aplikasi Sains & Teknologi (SNAST) 2014*, Yogyakarta, 15 November 2014, p. 336

There are some text genres in translation. Based on Derewianka in Partridge, in her discussion of writing in schools, Derewianka presents as genre categories texts which she labels as recounts, narratives, information reports, explanations and arguments.<sup>39</sup> Every each genre has their own characteristics, rules and ways in translating, to catch the real meaning and purposes in translating or deliver the text message. Here, the writer only focused on one text genre, recount text, related to the recount is typically tells entertain by dealing with a sequence of events that establishes a relationship between a writer or reader and speaker or listener. According to Siahaan and Shinoda in Saragih, et.al, recount is to tell “what happened”. A recount text has a social function. The purpose of a social function is to retell an event with a purpose to inform or entertain the readers.<sup>40</sup>

Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence.

## **G. Recount Text**

### **1. Concept of recount Text**

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<sup>39</sup>Brian Paltridge, “Genre, text type, and the language learning classroom”, *ELT Journal* Volume 50/3 July 1996, Oxford University Press

<sup>40</sup>Natanael Saragih, Roswita Silalahi and Hilman Pardede, “The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar”, *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)* Volume 19, Issue 1, Ver. XII, Feb. 2014

Most of people use translation as system that helps them to convey the meaning of the text even passage from source language into target language in case to deliver information. Basil Hatim and Jeremy Munday define text is a vehicle for the expression of conventionalized goals and functions.<sup>41</sup> Meanwhile, text has intents role in delivering information from one to another. There are some text types that are used in it. Meanwhile Baker and Saldanha argue that text refers to a sequence of sentences serving an overall rhetorical purpose.<sup>42</sup> Meanwhile, Derewianka in Partridge stated that presents as genre categories texts which she labels as recounts, narratives, information, reports, explanations, and arguments.<sup>43</sup> It means text is a series of sentences which is has its' own rhetorical goal and there are some text classification which is recounts as one of them.

Basically recount text is written out in case make report of an experience in past of related event and it is tells about “what happen” in that event. Saragih, Silalahi and Pardede stated recount tells a series of events and evaluates their significance in some way. It is also to give audience a descriptions of what occurred and when it occurred. The story recount has expressions of attitude and feeling, usually made by narrator about the events.<sup>44</sup> It means recount text is a text that specifically give description of

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<sup>41</sup>Basil Hatim and Jeremy Munday, *Op. Cit.*, p. 89

<sup>42</sup>Mona Baker and Gabriela Saldanha, Routledge *Encyclopedia of Translation Studies*, (New York: Routledge, 2011), p. 89

<sup>43</sup>Brian Paltridge, *Op. Cit.*p.238

<sup>44</sup>Saragih, Silalahi and Pardede, *Op. Cit.*, p. 57

what occurred or happen and when it is happen about an event that written by the narrator. It can be said that recount text is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened.

## 2. Constructing in Written Recount Text

Boardman in Saragih, Silalahi and Pardede stated that the steps for constructing of written recount text are:

- a. The First paragraph that give background information about who, what, where and when. It is called on orientation.
- b. A record of events usually recounted in chronological order, named; event 1, event 2, event 3.
- c. A personal comment and or evaluative remarks, which are interspersed throughout the record of events named evaluation.
- d. A reorientation which “rounds off” the sequences of events or retell about what happened in the end.<sup>45</sup>

Boardman in Saragih, Silalahi and Pardede stated that the language features usually found in a recount:

- a. Use of nouns and pronouns to identify people, animals or things involved.
- b. Use of past action verbs to refer the events.
- c. Use of past tense to located events in relation to speaker`s or researcher`s time.
- d. Use conjunctions and time connectives to sequence the event.
- e. Use of adverb and adverbial phrases to indicate place and time.
- f. Use of adjectives to describe nouns.<sup>46</sup>

According Boardman in Saragih, Silalahi and Pardede stated in making of functional grammar, the significant common grammatical patterns of

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<sup>45</sup>*Ibid*

<sup>46</sup>*Ibid*

recount include focus on specific participant, use of material process or action verb.<sup>47</sup> It can be stated that, Recount text use many aspect such as nouns and pronoun, past action, past tense, conjunction, adverb and adverbial, and adjective to the describe noun.

### 3. Grammatical System of Recount Text

It is stated before that recount text use of nouns and pronouns to identify people, animals or things involved, past action verbs to refer the events, past tense to located events in relation to speaker's or researcher's time, conjunctions and time connectives to sequence the event, adverb and adverbial phrases to indicate place and time and use of adjectives to describe nouns.

#### a. Noun and Pronouns

The popular definition of a noun is that it describes a person, place or thing. In fact we use nouns to express a range of additional meanings such as concepts, qualities, organizations, communities, sensation and events.<sup>48</sup> Noun also divided into two categories, countable and uncountable nouns.

Countable noun : I bought a book (Not \*I bought book\*)

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<sup>47</sup>*Ibid*

<sup>48</sup>Martin Parrott, *Loc. Cit.*, p. 9

Uncountable noun : I bought some bread (Not \*a bread\*) Meanwhile, we use pronoun in place of noun. They may be subject (she) or object (her).<sup>49</sup> Example : Rina (or she) is here.

#### b. Past action verbs and Past Tense

Past action is an action that happens in the past which is used past tense to create the right sentence.

The term 'past tense' refers to a grammatical category associated with verbs: likes is a present tense form and liked is a past tense form. The usual definition found in grammar books and dictionaries says simply that the past tense expresses or indicates a time that is in the past.<sup>50</sup>

For example:

We drank a bottle of orange juice yesterday.

It means in past time specifically yesterday we already drunk a bottle of juice. Important to remember that in past tense the verb that used is in second form of verb, drink – drank, swim – swam, bring – brought, catch – caught, etc.

#### c. Conjunction and time connection

Conjunction is words that used to connected word or phrase in one sentence.<sup>51</sup>

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<sup>49</sup>L. G. Alexander, *Loc. Cit*, p. 54

<sup>50</sup>Rodney Huddleston and Geoffrey K. Pullum, *A Student's Introduction to English Grammar*, (New York: University Press, 2005) p.6

<sup>51</sup>Tumijo and Slamet Riyanto, *99,99% Sukses TOEFL*, (Yogyakarta: Pustaka Widyatama, 2011), p. 141

Conjunction usually used in front of as adverbial clause as adverb.

There some examples of conjunction:

As soon as : I will go home as soon as I finish my work

Once : Once the minister speaks, all students can listen.

Although : Although she is poor, she often gives charity.

Now that : Now that I come late to the meeting, I get my boss angry with me.

During : The two people didn't talk during the meeting.

Since : She is moved in Lampung since 2000.

For : I live in Bandar Lampung for twelve years.

While : I was eating while she called.

d. Adverb and adverbial

Adverb as words that “modify a verb, an adjective or another adverb” is neither accurate nor very helpful.<sup>52</sup> Meanwhile According to the positional classification of words they are called adverbials (adjectives, nouns, other structures). The last term may lead to confusion because traditionally the term adverbial refers to the sentence structure element.<sup>53</sup>

e. Adjective

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<sup>52</sup>Martin Parrott, *Loc. Cit.*, p. 61

<sup>53</sup>D Spasić, *Adverb or Adverbial Phrases – Structure, Meaning, Function*, Search: scindeks.clanci.ceon.rs/data/pdf/.../1452-93431509177S.pdf, accessed at 26 December 2017

Adjectives are often called “describing words” because they provide information about the qualities of something describes in a noun, a noun phrase or a noun clause.<sup>54</sup>

Noun : an **old** film.

Noun phrase : an **interesting** experience for everyone.

Noun clause : It’s **unbelievable** that we haven’t seen other for so long.

Meanwhile stated that Adjectives characteristically express properties of people or of concrete or abstract things. Thus when they combine with the verb be the clause generally describes a state: The soup is hot, Max was jealous, etc.<sup>55</sup>

#### H. Goofing Concept in Translation

Dulay and Burt briefly stated that while the child is learning a second language, he will tend to use his native language structures in his second language speech, and where structures in his first language (L1) and his second language (L2) differ, he will goof.<sup>56</sup> It means goof is a productive error made during the language learning process. It is influenced by the native language structure or pattern during the translation process. The student in this case is still confused by their native language pattern and it influences the translation that they made. Grammatically Indonesian structure is

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<sup>54</sup>*Ibid*, p. 51

<sup>55</sup>Rodney Huddleston and Geoffrey K. Pullum, *Loc. Cit*, p. 18

<sup>56</sup>Dulay and Burt – goofing search:[files.eric.ed.gov/fulltext/ED066981.pdf](https://files.eric.ed.gov/fulltext/ED066981.pdf) accessed at 19<sup>th</sup> July 2017

different with English. The pattern, the way in using words which is English totally different with Indonesian and it is more specifically and detail. Dulay, Burt and Krashen stated that Errors are the flawed side of learner speech or writing.<sup>57</sup> Error, it just analyzed learner mistake based on global and local error. It categorized learner's mistake in their learning process and that mistake must be omitted, so the learners will not make same mistake anymore. Munday stated that translation as a mediating form between cultures, overlooking the fact that differential language use is often a marker of identity for a group.<sup>58</sup> It means translation as media between two culture of source language and source language. It effects to translation process which is the native language influence the translation.

It can be stated that error and goof is different, error indicate the difficulties that found by the student during translation process meanwhile goof is a process of learning during translation which is their native grammatically pattern influence in their translation.

Error analysis assumes that errors indicate learning difficulties and that the frequency of a particular error is evidence of the difficulty the learners have in learning a particular form. Error analysis focuses on learner's production of errors in speech or writing. It considers only systematic errors, which are supposed to reflect the learner's interlanguage competence. Non-systematic errors are attributed to performance problems and are not investigated.<sup>59</sup>

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<sup>57</sup>Heidi Dulay, Marina Burt and Stephen Krashen, *Language Two*, (Newyork: Oxford University Press, 1982), p. 138

<sup>58</sup>Jeremy Munday, *Op. Cit*, p. 18

<sup>59</sup>Ujang Suparman, Goofings in Translation by Indonesian Graduate Students, *Sino-US English Teaching*, ISSN 1539-8072 January 2013, Vol. 10, No. 1, 77-86, p. 78

Burt in Suparman stated that goofs not an error but it is a strategy in acquiring the language and it deals with mental state. Therefore, goofing is considered as a process of learning.<sup>60</sup> Goof here reflects the student process of learning in translation that is their native language pattern influence the translation. It means while the student translate a text from Indonesian into English, the student still use the Indonesian grammatically pattern. The result the translation has shown an appropriate grammar structure and pattern.

### **I. Kind of Goofing in Translation**

According to Richards in Dulay said there are four kinds of goofs as follows Interference – like goofs, Developmental goofs, Ambiguous goofs, and Unique goofs.<sup>61</sup>

1. Interference-like goofs—those that reflect the learner's L1 structure are not found in L1 acquisition data of his/her target language. For example, hers pajamas produced by a Spanish child reflects Spanish structure, and was not reported in L1 studies of English.
2. Developmental goofs—those that do not reflect the learner's L1 structure, but are found in L1 acquisition data of his/her target language. For example, her took her teethes off produced by a Spanish child does not reflect Spanish structure, but an overgeneralization typically produced by children acquiring English as their first language.

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<sup>60</sup>*Ibid*

<sup>61</sup>Jack C. Ricards, *Error Analysis*,(New York: Long Group Limited, 1984), p. 115

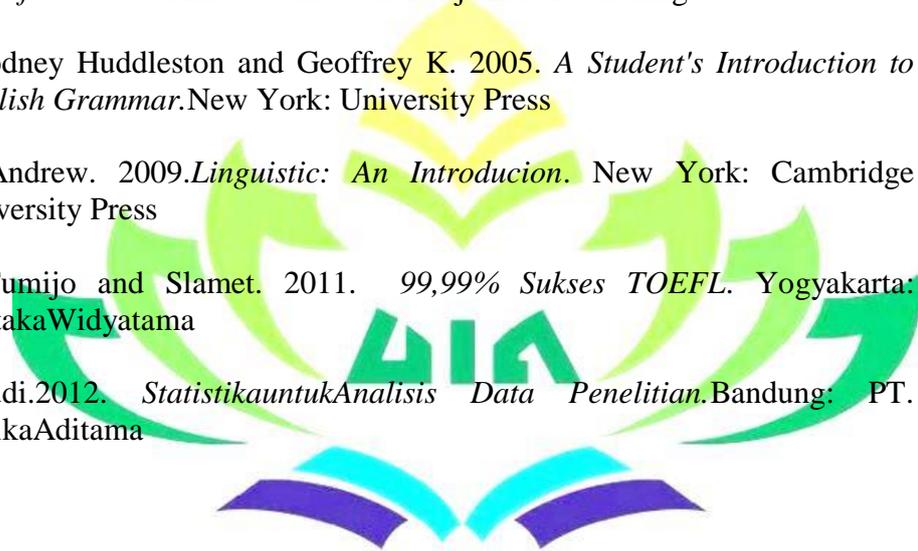
3. Ambiguous goofs—those that can be categorized as either interference-like goofs or L1 developmental goofs. For example, Terina not can go produced by a Spanish child reflects Spanish structure and is also typical of American children learning English as their native language.
4. Unique goofs—those that do not reflect L1 structure, and are also not found in L1 acquisition data of the target language. For example, he name is Viktor produced by a Spanish child neither reflects Spanish structure nor is found in L1 acquisition data in English.

Based on Burt was divided into four types, each of which describes the type of goof categorization clearer and easier to understand and analyze, and goof made by students used as a benchmark for further analysis, so that the teacher can monitor the development of students' skill. Related to explanation above, the research is eager to identify and analyze the type of goof, and goof when the students translate from Indonesian to English recount text. The researcher is eager to analyze the goof in the process of translation due to the process of transferring the word or lexicon from source language into target language. Aspects relates to the meaning of words where goof is useful in translation process due the importance of arrangement of words in conveying the message. It cannot be transferred effectively without considering the syntactical and grammatical system of both source language and target language.

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