AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN INDONESIAN-ENGLISH TRANSLATION

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Abstract: The purpose of this research is to find out the grammatical errors most frequently made by the fifth semester students of English Education Study Program, regular A, at Teacher Training and Education Faculty of Tanjungpura University in academic year 2013/2014 in their Indonesian – English translation. The research method used in this reseach was descriptive study. The descriptive study was used to describe and find out the errors especially error in using noun phrase, verb phrase, adjective phrase, and adverb phrase that mostly made by the fifth semester students in their Indonesian – English translation. The sample of this research was 36 students. The result of this study showed there were about 222 errors in student's translation. The numbers of error in noun phrase was 122 (54.95%), verb phrase was 89 (40.09%), adjective phrase was 11 (4.96%), and adverb phrase was zero. Based on that calculation, the most frequency error made by the students was error in noun phrase.

Keywords   : Grammatical Errors, Translation, Phrases

Abstrak: Tujuan penelitian ini untuk menemukan kesalahan tatabahasa yang paling sering dibuat oleh siswa semester lima program studi pendidikan Bahasa Inggris, program regular A, Fakultas Keguruan dan Ilmu Pendidikan Tanjungpura tahun akademik 2013/2014 diterjemahan Bahasa Indonesia-Inggris siswa. Metode penelitian yang digunakan di penelitian ini adalah descriptive study. Descriptive study digunakan untuk mendeskripsikan dan menemukan kesalahan-kesalahan khususnya kesalahan di dalam penggunaan noun phrase, verb phrase, adjective phrase, dan adverb phrase yang paling banyak dibuat oleh siswa semester lima di terjemahan Bahasa Indonesia-Inggris siswa. Sampel penelitian ini adalah 36 siswa. Hasil dari penelitian ini menunjukan ada sekitar 222 kesalahan di terjemahan siswa. Jumlah kesalahan dari noun phrase ada 122 (54.95%), verb phrase ada 89 (40.09%), adjective phrase ada 11 (4.96%), dan adverb phrase ada nol. Berdasarkan hasil perhitungan tersebut, kesalahan yang paling banyak dibuat oleh siswa adalah kesalahan di noun phrase.

Kata kunci: Kesalahan Tatabahasa, Terjemahan, *Phrase*

L anguages are started by people making sounds which evolve into words, phrases and sentences. In learning a foreign language, learners are involved in the process of "approximations to the system used by the native speakers of the language" (Brown, 2000: 215). It means that there are two different kinds of system: the language learner system and the target language system. Ellis (2003: 48) suggested that learners are engaged in comparing the linguistic features noticed in the input with their own grammar, which is their representation of the target language.

Learning a language means a study to communicate with that language both spoken and written. In order to communicate correctly and appropriately, one should have good components of language that build up the language. In translation subject, the students should have skill on translation process and comprehend the equivalence to produce a good translation. Larson (1984:13) defines translation as the process of "transferring the meaning of the source language into the receptor language by way of semantic structure". As good translators we are supposed to be aware of some key differences of the source language to be transformed into best target language. However, some translators often fail to do this. Some others do not. This merely happens because they lack of knowledge of the target language or the source language. In this case, they are supposed to learn the strategies how to cope with this problem. This, of course is not an easy problem. This needs serious concern for the failure in transforming one language to another language will cause misunderstanding among the readers. As result, more conflicts will happen especially when the texts contain very sensitive issues.

It is very difficult for students to translate the text from Indonesian to English or from English to Indonesian. They must know or master the set of rules in translation, one of them is grammar. When students translate the text they must concern in the grammatical of the sentence. Grammar is important in English study especially in build the sentence. Grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence, plays an important role to learn as it tells us how to construct a sentence which covers word order, verb and noun system, modifiers, phrases, clauses, etc. (Brown, 2000:347-348). In linguistics, grammar is the set of structural rule govering the composition of clauses, phrases, and words in any given natural language. The term refers also to the study of such rules, and this field includes morphology, syntax, and phonology, often complemented by phonetics, semantics, and pragmatics. Morphology is the identification, analysis, and description of the structure of a given language's morphemes and other linguistic units, such as root words, affixes, parts of speech, intonations and stresses, or implied context. Chomsky (2002:11) defined syntax is "the study of the principles and processes by which sentences are constructed in particular languages." Phonology is a branch of linguistics concerned with the systematic organization of sounds in languages.

The process of translating is not as simple and easy as people think. In other words, a translator should know things that the writer actually wants to get from his/her writing. The translation must similar or close to the target language, that can make the readers know the meaning of the translator's writing. It is important to make the translation as natural as possible between source language and target language. It makes the meaning of the original translation easily to understand. According to Ramelan (2003), if someone wants to learn a foreign language, he will obviously meet all kinds of learning problems. Ramelan (2003) also says that the difficulty encountered by the students in learning second language is caused by the different elements found between his language and the target language. It is difficult for students to translate the text well. For example, *mereka selalu melewati jalan itu setiap hari* then student translate it into *they always passed that street everyday*. This is error in using verb phrase. The use of *always passed*

in that sentence showed the error made by the student because they failed to transfer their native language to the target language. The words *always* and *everyday* mean that the event happens repeatedly in current time, so it must be in form of present tense. So, the correct sentence must be *they always pass that street everyday*. The other example is *dia tidak suka membaca* then translated into English as *he is not like reading*. After that sentence is translated, the meaning becomes different from source language because of the grammatical structure. The word *like* in the sentence (he is not like reading) is an adjective that is in Indonesia it means dia tidak seperti membaca, while it is supposed to be a verb. So, the right sentence should be *he doesn't like reading*. The key difference between English and Indonesian also happens in the context of word formation, especially in the phrase structure (Alex, 2010). In translating the Indonesian phrase "baju biru" into English, of course, cannot be directly translated to "dress blue" as "baju" means "dress" and "biru" means "blue". It's beyond that as there's a rule in each language. We are supposed to translate the phrase to "blue dress" not "dress blue" as the language structure between English and Indonesian is often inverted. The word number 1 in Indonesian becomes number 2 in English and the word number 2 in Indonesian becomes number 1 in English. This rule applies the same, of course when we translate the phrase from English to Indonesian. Here are some examples to make the discussion clear:

- *From Indonesian to English*
  Anak pintar = Smart boy not Boy smart
  Apel manis = Sweet apple not Apple sweet
  Mobil baru = New car nor Car new
  Proz yang luar biasa = Great Proz not Proz great
- *From English to Indonesian*
  New bike = Sepeda baru not Baru sepeda
  Cute cat = Kucing lucu not Lucu kucing
  Lovely flower = Bunga indah not Indah bunga
  Delicious food = Makanan lezat not lezat makanan
  Fried chicken = Ayam goreng not goreng ayam

Because students' ability in translation is still low, the students' errors in translating text from Indonesian into English are very important to be analyzed. Based on the examples above, it shows that the most errors made by the students are error in grammar. That is why, the writer is interested in grammatical errors made or faced by many students of fifth semester students of English Education Study Program, regular A, at Teacher Training and Education Faculty of Tanjungpura University in Academic Year 2013/2014. The students still get confused to use the right grammar in their translation. In this study, the writer wants to know what type of grammatical errors that are mostly produced by students in translating Indonesian into English. The students should know about what mistakes they have done, and the writer hopes that they can solve their problem and learn from their mistakes they have done before.

METODE

The purpose of this research is to find out the grammatical errors made by the fifth semester students of English study program in Teacher Training and Education Faculty of Tanjungpura University, so the appropriate method for this

research is descriptive qualitative research. Richards and Schmidt (2002: 152) defined descriptive research as an investigation that attends to describe accurately and factually a phenomenon, subject or area. It does not answer questions about how/when/why the characteristics occurred. Rather it addresses the "what" question (What are the characteristics of the population or situation being studied?). Descriptive research provides information about conditions, situations and events that occur in the present.

The population of this research was 68 students that consists of class A and B. The sample for this reseach was 36 students of class A in the fifth semester students on English Education Study Program of FKIP UNTAN in Regular A at academic year 2013/2014. A technique is used to collect the appropriate data in order to solve the research problems objectively. The technique used to collect the data is through documentary analysis. The tool of data collecting is the students' translation answer sheets in their final examination. The data has been collected when the students conducted their final examination. The data consists of 36 answer sheets of students translating text in Indonesian into English. The data will be analyzed from students' final examination in translation class. In analyzing the data, the researcher checks the errors existing in the Indonesian – English translation. Then, the errors are classified based on types of error using table of errors. The results of the research are mainly determined by the number of errors made by the students in their translation.

In analyzing the data, the researcher conducted four steps: 1) collecting students' translation test, 2) Identifying the errors, 3) calculating the errors, and 4) Explaning and evaluating the errors.

Collecting students' translation test

In the first step, in analyzing the data of student's error in translation, the writer used students' answer sheets of translation test. The data was students' final examination test in translation subject that was collected through documentary technique. The test had been done by the students. The researcher took the data after the students finished their examinations.

Identifying the errors

After collecting the samples, the writer identified and classified the errors. Then, the errors are put and listed in the table of specification. The table is shown as following.

Table 1
The Specification of Student's Errors in Translation

Students number	Noun Phrase	Verb Phrase	Adjective Phrase	Adverb Phrase	Total ∑w
1.					
2.					
3.					
Total ∑Er					
Percentage					

Calculating the errors

After identifying and classifying the errors that are listed in the table, the next step is calculating the error. Each errors will be calculated to find out the certain types of errors contribute how much percentage out of the 100% total errors, the formula used is the following:

$$X = \frac{\sum Er}{\sum W} \times 100\%$$

Note :
X   : the proportion of frequency errors
∑Er   : frequency of a particular type of errors
∑w   : total number of errors

Explaning and evaluating the errors

Based on the calculation of errors, the reseacher will find the most frequent error made by the students in their translation. The type of errors which contributes the biggest percentage is considered as the most frequent errors made by the students in their translation.

FINDING AND DISCUSSION
Finding

In this research, the writer took population in the English Education Study Program, regular A, at Teacher Training and Education Faculty of Tanjungpura University (FKIP UNTAN) in academic year 2013/2014 and took the sample in fifth semester students of regular A, English Department of FKIP UNTAN. There are 36 students in class A as the sample, the computation of the overall students answer and the students score from each criterion of errors those findings by the writer shows at the table below.

There are four types of errors analysis that writer focuses on this research, they are error in noun phrase, verb phrase, adjective phrase and adverb phrase.

Table 2
The Number of Students' errors in Translation

Student's Number	Noun phrase	Verb phrase	Adjective phrase	Adverb phrase	Total ∑w
1.	4	1	1	0	6
2.	4	2	0	0	6
3.	3	1	0	0	4
4.	4	2	0	0	6
5.	0	2	0	0	2
6.	3	2	0	0	5
7.	1	1	1	0	3
8.	2	3	0	0	5
9.	3	4	0	0	7
10.	6	6	0	0	12
11.	4	0	0	0	4
12.	1	2	0	0	3
13.	3	2	0	0	5
14.	2	1	0	0	3
15.	2	3	1	0	6
16.	6	3	1	0	10
17.	1	2	0	0	3
18.	4	3	3	0	10
19.	4	2	0	0	6
20.	2	2	0	0	4
21.	9	2	0	0	11
22.	3	2	0	0	5
23.	2	3	0	0	5
24.	5	2	0	0	7

25.	3	4	0	0	7
26.	3	1	0	0	4
27.	5	3	2	0	10
28.	4	3	0	0	7
29.	3	3	0	0	6
30.	5	3	0	0	8
31.	3	2	1	0	6
32.	5	4	0	0	9
33.	4	3	0	0	7
34.	4	2	1	0	7
35.	3	5	0	0	8
36.	2	3	0	0	5
Total ∑Er	**122**	**89**	**11**	**0**	**222**
Percentage	**54.95**	**40.09**	**4.96**	**0**	

The following formula used:

$$X = \frac{\sum Er}{\sum W} \times 100\%$$

Note:

   X   : the proportion of frequency errors
   ∑Er   : frequency of a particular type of errors
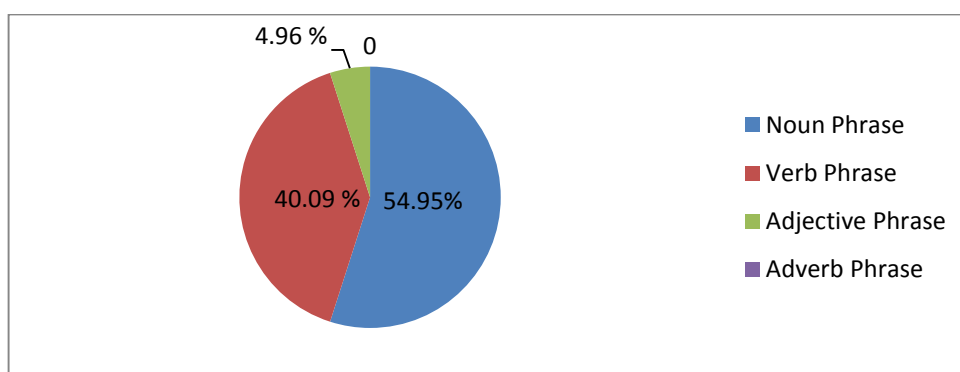   ∑w   : total number of errors

Figure 1
The Percentage of Students' Errors in Translation

The figure 1 above shows the percentage of students' errors in translation. After analyzing and calculating for each item in the text that was produced by students, the item had different total in number. So, the number of errors in percentage also depends on the production of item in the text.

Based on table 1 above, the students did not have a problem in using adverb phrase instead of noun phrase, verb phrase and adjective phrase. The type of errors which contribute the biggest percentage is considered as the most frequent errors made by the students in their translation. So, from the table the biggest error made by the students was noun phrase. The total number of error production was 54.95%. For each type of error in this item such as error in verb phrase was 40.09%, error in adjective phrase was 4.96%, and error in adverb phrase was zero.

Discussion

From the research finding, it could be discussed that students cannot avoid the error when translating the text especially in Indonesian into English. There were still confused in using kinds of the right grammar in their translation. Among kinds of grammar, both noun phrase and verb phrase were problems in their translation. Noun phrase became the highest number of error. It means that the most error made by the students is error in noun phrase.

Based on data analysis, it found about 222 errors in student's translation. There are 122 (54.95%) error in noun phrase, 89 (40.09%) error in verb phrase, 11 (4.96%) error in adjective phrase, and zero in adverb phrase. The biggest number of errors made by students is noun phrase. It meant that the students still get confused in using the right grammar.

These are the examples:

1. Error in using noun phrase

   SL : Pasalnya di jalan tersebut terdapat *kolam besar* yang disebabkan guyuran hujan.

   TL : It is because there is *a big pond* in that street which is caused by rain.

   Correction : It is because there is *a big puddle* in that street which is caused by rain.

   Based on the student' translation above, the word was right, big pond as a noun phrase is correct, but it is not the translational equivalent of kolam besar. So, from the sentence a big pond was not appropriate in that sentence. In indonesian, the word kolam besar is interpreted as kolam yang berukuran besar, but in English, kolam can be translated into pond, puddle and pool. It means that kolam has many meanings. The pond itself means an area of water smaller than a lake, often artificially made. Pool means a small area of still water. Meanwhile, the puddle means a small pool of liquid on the ground, especially from rain. So, it would be appropriate to use puddle in that sentence.

   SL : kadang, ada pengendara yang mengendarai kendaraannya dengan kecepatan tinggi..

   TL : sometimes, there are drivers who drive his/her vehicle with *high speedy..*

   Correction: sometimes, there are drivers who drive their vehicles with *high speed..*

   The students did an error in translating *kecepatan tinggi* into *high speedy*. The word high is an adjective form. The word speedy also is an adjective. The word high should describe the noun. The right form is after the adjective, it is always followed by a noun. Speedy is not a noun, it must be changed into speed which is a noun, so it will be correct form. in Indonesian, a noun comes before an adjective (kecepatan tinggi), but in English a noun comes after an adjective (high speed).

2. Error in using verb phrase

   SL : Warga Parit Masigi, Suherman mengatakan dirinya yang *sering melewati….*

   TL : People of Parit Masigi, Suherman said that he as the person who *often pass….*

Correction : A resident of Parit Masigi neighbourhood, Suherman said that he as the person who *often rides pass…*

This is error in using word *often pass*. That word shows the use of verb phrase. Verb phrase also describes about tense which explain about a particular event happens. In this case, the sentence is in simple present tense, because there is word *sering* that shows a specific time indicator in simple present tense. In the sentence the subject is Suherman. Suherman is the third person of singular. So, the right sentence must People of Parit Masigi, Suherman said that he as the person who *often passes…..* In Indonesian, there is no different of specific time in using verb. For example, sering melewati, there is no different from change whether the subject is a singular or plural and time is present or past. The verb is still the same.

SL : pemerintah kabupaten dapat *segera menurunkan jajarannya..*   TL : the country government to *immediately reduces his staff*   Correction : the government to *immediately send their officials to the location.*

In translation, it is not only about translate the word correctly, but also must look at the equivalent of the sentence. It might correct grammar but based on the meaning it is wrong. The word *reduces* in Indonesian means *menurunkan*, but it is used in different context. It is not equivalence with the meaning.

3. Error in using adjective phrase

SL : … sangat menghawatirkan.   TL : …. very wariness.   Correction: … very worrying.

The student needs to use the appropriate word to translate it, so it can be accurate and readable. The word *very wariness* here is not appropriate. The word *wariness* is a noun. The base word of wariness is wary (adj). It has the suffix -ness and changes to be a noun form (wariness). Then, the word very must explain the adjective. So, it should be translated into *very worrying or very wary,* because *worrying and wary* are adjectives. Indonesian also has the affixes, such from khawatir into mengkhawatirkan (meng-kan). The word khawatir is an adjective, and it is given the affixes meng-kan to be mengkhawatirkan as a verb. It is different with English, from wary as the adjective that has the affixes –ness to be wariness as a noun.

4. Error in using adverb phrase

In this research, the writer didn't find any errors in using adverb phrase. Because in the text there are not many adverb phrases and the students have right in translate the adverb phrase well.

CONCLUSION AND SUGESSTION
Conclusion

The result of this study indicates that there were a number of errors made by the fifth semester students of English Education Study Program, regular A, at Teacher Training and Education Faculty of Tanjungpura University in Academic Year 2013/2014 in translating text from Indonesian into English. After counting of errors, the writer found 222 errors made by the students related to grammatical. There were three types of errors made by the students in translating text from Indonesian to English. They are error in using noun phrase, verb phrase and

adjective phrase. The numbers of error in noun phrase is 122 (54.95%), verb phrase is 89 (40.09%), and adjective phrase is 11 (4.96%). The highest percentage error is the most frequency error made by the students. The noun phrase is the most frequency error made by the fifth semester students with the number of error is 122 (54.95%).

Sugesstion

Based on the research result that has been conducted, the writer would like to provide some suggestions, especially to the lecturer and the students. After knowing the errors made by students, the lecturer should pay more attention to it and also focusses on the material which is difficult for students. Lecturer also should improve the way they teach and should improve their techniques in teaching by preparing systematic materials to reduce the errors which are always made by the learners. For students, they should not worry about making errors. They should use the errors as device in order to learn more about the use of right grammar in translation especially in using noun phrase, verb phrase and adjective phrase.

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