GRAMMAR ERROR BY STUDENTS IN TRANSLATING INDONESIAN INTO ENGLISH

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ABSTRACT

This research was to analyze the students' grammar errors on the use of present tense and past tense in translating Indonesian sentence into English. The aims were to find out what errors were made by the students and what error was the dominant one. The method used was descriptive qualitative. It was conducted at SMP Swasta Dwitunggal Tanjung Morawa in academic year 2018 – 2019. The population was the students of the eighth grade consisted of 3 classes with the total number of population was 138. The sample was the class VIII-3 consisted of 41 students which was obtained through cluster random sampling with lottery technique. The instrument used was a translation test which consisted of 20 items of Indonesian sentence. Through the data analysis, it was obtained that there were four types of errors made by the eighth grade students, namely error of omission (17.22%), error of addition (32.05%), error of miss-formation (34.44%), and error of miss-ordering (12.91%). The most dominant error was error of miss-formation.

Keywords : error analysis, grammar, present tense, past tense, translation

ABSTRAK

Penelitian ini adalah untuk menganalisis kesalahan siswa tentang penggunaan present tense dan past tense dalam menerjemahkan kalimat Bahasa Indonesia ke Bahasa Inggris. Tujuannya adalah untuk mengetahui kesalahan apa yang dibuat oleh siswa dan kesalahan apa yang dominan. Metode yang digunakan adalah deskriptif kualitatif. Penelitian dilakukan di SMP Swasta Dwitunggal Tanjung Morawa tahun akademik 2018 – 2019. Populasi adalah siswa kelas delapan yang terdiri dari 3 kelas dengan jumlah populasi 138 orang. Sampel adalah siswa kelas VIII-3 yang terdiri dari 41 siswa yang diperoleh melalui cluster random sampling dengan teknik lotere. Instrumen yang digunakan adalah tes terjemahan yang terdiri dari 20 item kalimat Bahasa Indonesia. Melalui analisis data, diperoleh bahwa ada empat jenis kesalahan yang dibuat oleh siswa kelas delapan, yaitu kesalahan penghilangan (17,22%), kesalahan penambahan (32,05%), kesalahan salah pembentukan (34,44%), dan kesalahan salah urutan (12,91%). Kesalahan yang paling dominan adalah kesalahan salah pembentukan.

Kata kunci: analisis kesalahan, tata bahasa, present tense, past tense, terjemahan

A. Introduction

Most people throughout the world use English for their communication. In communication with other people from other country, someone should know the language used in that country. One of the ways to understand it is by using translation. According to Hatim and Munday (2004:6) translation is the process of transferring a written text from source language into target language. Translation requires a set of rules; one of the rules is the grammar. Translation is not only the process of "translate" the source language into target language, but some grammatical aspects need to be noticed and adjusted.

For some reasons, translation can be difficult for students, particularly in translating Indonesian to English in terms of grammar. Grammar in English and Indonesian would be a bit different; therefore, it needs adjustment. When students translate the text, they must concern with the grammatical of the sentence. Grammar is an important aspect in English study, particularly in building the sentence. Brown (2000:347-348) states that 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 tell us how to construct a sentence which covers word order, verb, noun, modifier, phrases, clauses, etc.

There are several basic points need to be mastered well by the students in grammar, such as the tense system. According to Fuchs and Margaret (2002:45) tense is a tool that English speakers use to express time in their language, so you learn to think like a native speaker.

English and Indonesian have quiet different rules relating to the tense system to form sentences. Every tense in English has their own form of verb: Base Verb (V_1), Past verb (V_2), and Participle Verb (V_3). The verb also changes depending on the time of the action of the verb happen. It is very important for the students to differentiate the use of tense and the verb in constructing English sentence. Below is the example of tense and the verb change in English.
1. I go to library everyday.
2. I went to library yesterday.
Sentence number 1 above is in the simple present which is indicated by the verb "go" and time signal "everyday". The verb "go" is the base form of the verb which is always used in simple present. The time signal "everyday" also indicates that the sentence is in simple present because it gives information that the verb or action is done daily. Sentence number 2 above is in the simple past. It is indicated by the use of verb "went" and time signal "yesterday". The verb "went" is the past form (V_2) of the base verb "go" which always be used in simple past as well as the time signal "yesterday".

It would be incorrect if in the simple present we use past verb (V_2) or instead; we use base verb (V_1) in simple past, such as in the following sentence:
1. I went to library everyday (simple present)
2. I go to library yesterday (simple past)
The two above sentences are incorrect form of the verb tense because in English the verb must agree with the subject and the verb as well as the time signal to construct proper sentence. Therefore, translating Indonesian into English is not easy, particularly for students because the two languages have different system. The different system of them causes some problems in translating the source language into target language properly in terms of grammar.

Based on the problem described above, this research was conducted with the aims to find out what types of error made by the students in translating Indonesian into English.

B. Research Method

The research was conducted at SMP Swasta Dwitunggal Tanjung Morawa in academic year 2018 – 2019. It was conducted in November 2018. The approach used in this research was a descriptive qualitative. Sugiyono (2005:27) states that descriptive method is a method used to describe or analyze a research result but not used to make broader conclusions.

Population in this study was the students of eighth grade which consisted of 3 classes with a total number of students were 138. The sample taken in this study was the class of VIII-3 at SMP Swasta Dwitunggal Tanjung Morawa academic year 2018 – 2019 which consisted of 41 students. The method of sampling that researcher used in this research was cluster random sampling in the form of a lottery technique.

The instrument used for collecting the data in this research was a translation test. The

test consisted of 20 items containing tenses in the present and past.

C. Result and Discussion

Ellis (2003:17) says that errors show gaps in knowledge that learners have; error can appear because the learners do not know what is correct. The types of error in this research was based on Dulay, Burt, and Krashen (1982:23) cited by Ellis (2003:32). They are divided into four major types of errors; they are omission, addition, miss-formation, and miss-ordering.

After collecting the data from the test done by the students, the researcher found some errors made by the students, particularly grammatical errors. The researcher then identified the types of errors based on Dulay, Burt, and Krashen (1982:23) cited by Ellis (2003:32). Then the researcher found that the students made errors in all of the four types of errors. Below shall be some examples of errors and the analysis.

1. Omission
   Test (20)
   "Tony terus bekerja sebagai seorang guru sejak **dia** lulus"
   Student's translation:
   "Tony has been working as a teacher since graduated".
   Correction:
   "Tony has been working as a teacher since **he** graduated"
   The sentence above is categorized as error of omission because the student omitted the subject pronoun "he" before the verb "graduated".

2. Addition
   Test (1)
   "Kami berbicara bahasa Jawa di rumah".
   Student's translation:
   "We **are** speak Javanese at home".
   Correction:
   "We speak Javanese at home".
   The sentence above is categorized as error of addition because the student added to be "are" before the verb "speak".

3. Miss-formation
   Test (18)
   "Aku sedang tidur ketika kamu meninggalkanku sendirian kemarin".

Student's translation:
"I **am** sleeping when you left my alone yesterday".
Correction:
"I **was** sleeping when you left me alone yesterday".
The structure of the above sentence was incorrect. The students wrote to be "am" instead of to be "was" as the pattern of past continuous tense.

4. Miss-ordering
   Test (3)
   "Ayahku sedang tidak bekerja ketika teman-temannya datang".
   Student's translation:
   "My father was not working when **friend arrived his**".
   Correction:
   "My father was not working when **his friend arrived**".
   The sentence were included in miss-ordering because the student wrote incorrect places of sentences by writing "friend arrived his". It should be "my father was not working when his friend arrived".

Table 1. The Summary Calculation of Types of Errors

No.	Types of Errors	Number of Errors
1	Omission	36
2	Addition	70
3	Misformation	77
4	Misordering	27
	Total	209

The calculation of the percentage of students' errors based on Anwar (2014:30) referring to the summary calculation on above table is presented below:

a. Omission
   $$P = \frac{36}{209} \times 100\% = 17.22\%$$

b. Addition
   $$P = \frac{67}{209} \times 100\% = 32.05\%$$

c. Miss-formation
   $$P = \frac{72}{209} \times 100\% = 34.44\%$$

d. Miss-ordering
   $$P = \frac{27}{209} \times 100\% = 12.91\%$$

After the researcher analyzed the data, it was found that the students made errors in all of the types of errors, namely: omission (17.22%), addition (32.05%), miss-ordering (12.91%), and miss-formation (34.44%). The most dominant error made by the eighth grade students of SMP Swasta Dwitunggal was miss-formation (34.44%). Based on the answer by students, the researcher concluded if the students did not pay attention to the verb and to be in tenses, especially present tense and past tense. This case happened because students did not know how to change the verb from $verb_1$ to $verb_2$.

D. Conclusion and Suggestion

Based on the finding and discussion, it was concluded that the students of eighth grade at SMP Swasta Dwitunggal Tanjung Morawa made grammatical errors in translating sentences in present tense and past tense. They did not pay attention about how to change the verb in present tense and past tense. This statement was supported by the data which showed 34.44% students made errors in miss-formation and this was the dominant type of error. Then, students also made errors in other types of errors. They were 32.05% students made errors in addition, 17.22% in omission, and 12.91% in miss-ordering. It can be concluded that the eighth grade students of SMP Swasta Dwitunggal had problem about using tenses in translating Indonesian sentence into English. The students didn't understand the English grammar or structure.

It is hoped that this research can improve students' eagerness to study English grammar, particularly to improve the students' understanding to use tenses in translating Indonesian sentence into English with correct grammar or structure, particularly how to change or use verbs according to the tenses used. Besides that, teacher and students should work together in learning activities and also find solutions together if there are still found students who have difficulty in learning English, especially about tenses.

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