CHAPTER I

INTRODUCTION

This chapter presents the background of the research, statement of research problems, objective of the research, significance of the research, scope and limitation of the research, definitions of key term.

A. Background of the Research

In learning language, grammar, which is defined by Brown (2001: 120) as the system of rules governing the conventional arrangement and relationship of words in a sentence is very important since it also takes role in the idea delivery. Grammar mastery is needed for students in order to enable them to deliver the message correctly. Mistakes in the area of grammar can lead to misunderstanding in both spoken and especially, written communication.

The statement above shows that grammatical errors are important to be learned. It is because grammatical errors will influence in the idea delivery, which should be corrected immediately after they were made. Grammatical errors need to be corrected, unless it will always appear and people think they have done correctly. Studying grammatical errors make us know our weaknesses in grammar, then improve our skill from that.

In learning, grammar takes such important role in translation. Student need to use the appropriate grammar in their translation, since errors in grammar will influence the meaning of their translation.

Translation is a 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 (Newmark, 1916: 7). As it is stated, translating is not translate the sentences word by word, we need to get the idea of the text, often to analyze, or at least make some generalizations about the text before translate the idea into another language with the same idea. Errors in translation are not as tolerated as in oral communication in which even a little mistakes can affect the idea stated, because speaking focuses on the message carried and as long as the utterance is understandable.

In learning language, learning grammar is considered difficult by many learners; moreover it is a foreign language grammar, especially English grammar. Whereas, many people think that learning English grammar is important in order to be able to be fluent in English skill, especially speech and written languange. It is true, because grammar is a basis of learning language (Hariyanto and Hariyono, 2003:3).

Based on the researcher observation and interview with the lecturer, it is true that some lecturers still find those students whose grammar does not meet the expectation for standard written English. There are several reasons why students often make grammatical errors in their translation. One of those reasons is why the existence of differences between grammars rules in English and in Bahasa Indonesia. For example English has concepts of tenses for verb and subject verb agreement, while grammar in Bahasa Indonesia does not have any. In English the formation of regular plural nouns and irregular ones is different, but not in Bahasa Indonesia. Bahasa Indonesia does not have types of pronouns and its pronouns are

not as various as English of which pronouns depend on their position in their sentences.

Students' grammatical errors are very effective ways in showing students' weaknesses in translation. Dubin F. and Olshtain E. (1986: 74) reported that today errors are viewed as an integral part of the language-learning process from which we can gain very significant insight." From the statement we can get that studying errors are very important in the process of learning translation. Studying students' grammatical errors can make us know what problem the students have and helping lecturer to plan remedial work. It also a positive way to make teacher knows what he/she still needs to teach in order to improve student's skill especially in translation.

Translation as one of the subject taught in college seems to receive less attention. It seems that not all students do well. Grammatical error is still found in learning translation, and revealing the kinds of errors in students' translation is essential part of improvements for teacher and the students themselves. In translation class, it is quite difficult for teacher to discover any difficulties faced by students. Students will not be able to fully express their problem because they don't know how to start expressing what they haven't understood. Teacher can see the errors to evaluate what has been achieved and what is lack. By knowing the mistakes or errors, teacher can find specific problems or difficulties had by students and, further, improve the certain point that is still lacking.

In English department of IAIN Tulungagung, one of the best medium to check the students' grammar competence is from translation. It is considered so

because it is still in the form of written that easy to be analyzed instead of the spoken. While, the spoken language cannot be used to, even it can be but less accurate and wasting the time, again because there is possibility for speaker to speak more fluently but less accurately, so it will be harder to be analyzed.

Thus, translation needs the perfect structured pattern used to convey the meaning to understand, for it carries negotiate meaning that, of course, in translation we cannot re-clarify the meaning directly after translating the idea, while not so in speaking. That is why grammar is crucial in translation case.

The students of English Department of IAIN Tulungagung who take translation subject also do the errors. It is not all students do well. That conclusion is drawn from the writer's direct observation and lecturer's information of their grammar performance. The fact is that on their level (Sixth semester), they should have been able to translate the text correctly without changing the idea stated. The students must have had the basis which could mean vocabulary and grammar rules. That is why it is necessary to know whether the students have achieved the level based on what they have learned or not. Thus, investigating the grammatical errors in Indonesia-English translation of the sixth grader students of IAIN Tulungagung is necessary. Since they learn the subject in the college and it is the higher level of the subject that has been learned in the previous semester (Fifth Semester).

B. Statement of research Problem

Here are the research problems formulated by the researcher in which the researcher tries to answer by this research. In accordance with

the background of the study, the main problem in study is formulated as follows:

1. What types of grammatical errors are found in the Indonesian-English Translation 2 made by 6th semester students of English Department at IAIN Tulungagung?

2. What are the frequency and the percentage of each types of grammatical error in translated texts made by the students?

C. Purposes of the Study

This study is conducted to uncover and identify:

1. Describe the errors that are found in the Indonesian-English Translation 2 writing of the 6th grader of English Department at IAIN Tulungagung are made by the students.

2. Describe the frequency and the percentage of each type of grammatical errors in translated texts made by the students.

D. Significant of the Research

The result of the research is expected to give some important contribution to those related.

1. Students

By reviewing this study, students will know some grammatical errors they often made. They will learn from their errors and not to do other again next time they translating the written language in Bahasa Indonesia into English or other language construction. It's hoped that the students become careful and paying attention more to grammar of

language that they try to construct, moreover on the errors commonly they have made. Although the students may have not fully understood the errors meant, at least they know their difficulties which further can be discussed with their teacher to have better understanding.

2. Teachers

Sometimes, it is pretty difficult to understand students' difficulties if the students themselves do not know the errors they have made. Teacher may use the result of the study as emphasizing source of teaching. Knowing students' weaknesses, teacher may focus more on developing the lacking aspect.

E. **Scope and Limitation**

To make the study more detail and focus, this study confines the scope of the study by stating some limitations as the following:

1. This study is intended to identify and describe the grammatical errors in the Indonesian-English Translation 2 of the 6th semester students of English Department at IAIN Tulungagung are made by the students.

2. This study focuses only on two errors in student's sentence construction: grammatical and syntactical errors. It means that the study focuses on the errors of the subject and verb agreement, the use of pronoun, part of speech and other problems in sentence structure.

F. **Definition of the Key Term**

1. Grammatical errors are the errors made by the students in the area of grammar that deviates from the selected norms.

2. Translation is a 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 (Newmark, 1916: 7).

3. Indonesian-English Translation 2 is one of source that be taken by 6th semester students of English Department at IAIN Tulungaung. In this source, students are asked to translate Bahasa Indonesia into English. The materials translated can be any kind of text and scientific text.

4. Grammar is the system of rules governing the conventions arrangement and relationship of words in sentence.

5. Errors are the faults or weaknesses of learner speech or writing that deviate from some selected norm of mature language performance.

6. Taxonomy is the branch of science which deals with classification (James, 1998: 102).

7. Surface strategy taxonomy is a category used in analyzing errors, which is proposed by Dulay, Burt and Krashen consisting of omission, addition, misformation and misordering.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents any reviews of related literature, including Grammar, Errors, Significance of Errors, Error Analysis, Approaches to Translation and Contrastive Analysis.

A. Grammar

Grammar, which is defined by Brown (2001: 120) as the system of rules governing the conventional arrangement and relationship of words in a sentence, is very important since also takes role in the idea delivery. Grammar mastery is needed for students in order to enable them to deliver the message correctly; mistakes in the area of grammar can lead to misunderstanding in both spoken and especially written communication.

Grammar is essentially about the systems and pattern we use to select and combine words. In order to communicate we must share a common system, which is why people who speak different languages cannot understand one another they are using different systems. People must "know" about grammar in order to use the language appropriately in social contexts. Some see that grammar, whether referring to language or to other systems of human communication, is about how parts of the system combine in order for people to communicate. Fundamental components of the language system include: a) the words, which is called the lexis, b) the way we change words, which is called morphology, c) the way we order words, which is called syntax.

Mc Kay as cites David Nunan (1991: 154) suggests that there are three different news on what it means to teach grammar. The first view is that teaching grammar entails the formal explanation of grammar rules. While learners who receive a great deal of grammatical explanation will end up knowing quite a lot about the language. The second view is that teaching grammar is basically a matter of providing learners with practice in mastering common grammatical patterns through a process of analogy than explanation. The learners may become fluent in the structures they have been taught, but may not be able to use them appropriately in communication outside the classroom. The third view is that teaching grammar is a matter of giving students the opportunity to use English in a variety of realistic situation.

Ur Penny (1996: 76) states that grammar does not only affect how units of language are combined in order to look right; it also affects of meaning. It is very often the meanings of the structure which create the difficulties for foreign language learners. Beside that grammatical terms consist of, 1) units of language (sentence, clause, phrase, word and morpheme), 2) parts of sentence (subject, verb and object), 3) parts of speech (noun, verbs, adjective, adverb, pronoun, auxiliary, modal, determiners and prepositions).

B. Errors

It is normal for people to make errors, especially in learning language. People cannot learn language without first making errors. In fact, all of us sometimes make errors and mistakes when we use our native language. Making

errors is an inevitable part of learning. In learning language, both as second and foreign language, a learner inevitably make countless errors (Dulay, 1982: 138).

According to Rod Ellis (1997: 138), errors reflect gaps in a learners knowledge; they occur because the learner does not know what is correct. According to Dulay et al (1982: 138), errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of nature language development.

Brown (2001: 165) defines an error as a noticeable deviation from the adult grammar of a native speaker, reflecting the Interlingua competence of the learner. From browns' definition, error can be defined as noticeable deviation from the target languages' grammar rules that reflect native language structure. For example, when an Indonesian learner says," I pay with Rudy yesterday". That sentence is considered ungrammatical English. That sentence reflects the learners' insufficient knowledge in using past tense since in Bahasa Indonesia the concept about tenses for verbs does not exist.

Corder as cited in Dulay (1982: 139) has distinguished the performance errors caused by factors such has fatigue and inattention and errors resulting from lack of knowledge of the rules of the language. The performance errors refer to mistakes, which according to Corder are due to memory lapses, physical states such as tiredness and physiological conditions, thus mistakes are not systematic. On the other hand, errors refer to the systematic deviations due to the learners' still developing knowledge of the target language rule system.

To conclude in language teaching, we distinguish errors from mistakes. A mistake is a common, accidental problem, which can occur when we speak too fast, think too quickly, or are nervous or tired. Besides that, an error is a systematically produced problem, which is usually the result of ingrained pattern of language that we are not aware of.

However, since there are some problems in distinguishing whether the learners make errors or mistakes, the term of errors in this study taken from Dulays' errors definition that is deviations from some selected norm of nature language performance.

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However, since there are some problems in distinguishing whether the learners make errors or mistakes, the term of errors in this study taken from Dulay's errors definition that is deviations from some selected norm of nature language performance.

C. Significance of errors

Making errors is an inevitable part of learning (Dulay, 1982: 138). In learning language, people systematically commit errors. Learner's errors provide evidence of the system they are used in learning the target language. As stated by

Richard (1974: 4), errors should not be viewed as problems to be overcome but as normal and predictable features that indicate the strategies used by learners.

The study of learners' error has been conducted during the last decade. Such research is done to find out difficulties that are faced by learners in learning or acquiring a language and to help teachers to come up with some solutions to the problems. Error analysis is, therefore, important in teaching and learning process. Dulay et al (1982: 138) (State that studying learners' errors serves two puposes : (1) it provides data from which interferences about the nature of the language learning process can be made and (2) it indicates which part of the target language students have most difficulty producing correctly and which error types detract most from a learners' ability to communicate effectively.

In addition, Richard (1974: 4) states that errors are significant in three different ways. First, errors show the teacher how far the progress of the learner. They show the teacher how far the students are moving toward the goal. Then, the teacher can develop appropriate materials and decide what to be perfected for the learners. Second, errors provide the researcher the evidence of now language is learned or acquired and what strategies and procedures learners employ in learning the language. Third, errors serve as feedback to the learner that can be used as devices in learning. The learner can then learn from their errors.

Based on the reviews above, it can be concluded that error analysis is important to find out how students learn a language, their progress in learning, their problems, and the areas where improvements need to be made. In addition, it

gives feedback to the teacher on their teaching techniques and also information about what changes they have to make to improve the student's understanding.

D. Error Analysis

Realizing the significance of errors, it is meaningful to conduct study on learner's errors. The study of learner's errors has been a primary research for many researchers and linguists. At first, researchers and linguists were studying learner's errors by using Contrastive Analysis. The Contrastive Analysis treatment of errors, which was popular up through the 1960's, rested on the comporison of the learner's native and target language Dulay et al (1982: 140). The Contrastive Analysis movement lays its belief on the assumption that those elements in target language that are the same as those learner's native language would be easy to learn acquire, while those that are different would be difficult. However, many researchers and linguists noticed that a great number of learner's errors could not possibly be traced to their native languages.

Therefore, according to Dulay et al, an error analysis movement has been conducted as an attempt to account for learner errors that could not be explained or predicted by Constractive Analysis, while constractive analysis begin with the prediction that the learners' errors are predictable, error analysis begin with the examination of learners' errors from which the learners' learning problem can be inferred. In error analysis, errors are attributed to all possible sources, not just those resulting from negative transfer of the native language.

The error analysis has been mostly successful to bring the multiple origins of learners' errors to our attention. However, error analysis has at least three major

conceptual weakness : (1) the confusion of explanatory and descriptive (process and product) aspects of error analysis, (2) the lack of precision and specify in the definition of error categories, and the inappropriate use of simplistic classification to explain learners' error (Dulay, 1982: 140-141).

E. Types of Errors

Classifying errors is not an easy task. It is because researcher and linguists never come to an agreement in categorizing errors. They may have different findings for the same data because they use their own approach in classifying errors. The most useful and commonly used bases for the descriptive classification of errors are the four taxonomies proposed by Dulay et al (1982: 146). Since this four taxonomies deal with descriptive classification of errors, they focus on classifying errors based on the observable surface feature of the error itself and separate the task of inferring the sources of those errors.

a. Error type based on Linguistic Category

Linguistic category taxonomies classify errors according to either or both the language component and the particular linguistic constituent the error affects. The language components include phonology (pronunciation, syntax, and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Meanwhile, the linguistic constituents include the elements that comprise each language component.

For example, within syntax one may ask whether the error is in the main or subordinate clause; and within a clause, which part is affected, e.g. the noun, the adjective, and so forth.

b. Error Type Based on Surface Strategy Taxonomy

Surface strategy taxonomy highlights the way surface structures are altered. Learners may omit necessary items or add unnecessary ones; they may misform items or misorder them. Error type based on surface strategy taxonomy concerns the identification of cognitive processes that underline the learners' reconstruction of the new language. Learners' errors are based on some logic. They are not the result of laziness or sloppy thinking. Based on the surface strategy taxonomy, errors are classified into four types: omission, addition, misformation, and misordering.

1. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Any morpheme or word in a sentence is a potential candidate for omission (Dulay, 1982: 154). However, some types of morphemes are omitted more than others. Those types of morphemes are grammatical morphemes including noun and verb inflection, articles, verb auxiliaries and prepositions that play a minor role in conveying the meaning of a sentence. On the other hand, content morphemes, including noun, adjectives, verb and verb, are not commonly omitted since they carry the bulk of referential meaning of the sentence.

For example: Nita go to Campus everyday

Should be: **The lion eats meat**

2. **Addition**

Addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in well-formed utterance. This type of error usually occurs in the later stages of second language acquisition, when the learner has already acquired some target language rules. There are three types of errors in addition:

a) Double marking: This type of addition errors happen when two items rather than one are marked for the same feature (Dulay, 1982: 156).

For example: The lion doesn't eats meat

Should be: **The lion doesn't eat meat**

b) Regularization: This type of regularization errors result from applying the rules used to produce the regular ones to those that are regular.

For example: The goats eats grass

Should be: **The goats eat grass**

c) Simple addition: If an addition error is not a double marking or regularization, it is called a simple addition (Dulay, 1982: 157).

3. **Misformation**

Misformation error is characterized by the use of the wrong form of the morpheme or structure. While in omission the item is not supplied at all, in misformation errors the learner supplies something, although it is grammatically incorrect. There are types of misformation:

a) Regularization: Misformation error in which a regular marker is used in place if irregular one (Dulay, 1982:158). Like in fishes for fish

b) Archie-forms: Refer to the selection of one member of a class of forms to represent others in the class (Dulay, 1982: 160).

For example: That dog

Should be: **That dogs > those dog**

a) Alternating Forms: Refer to the selectios of 2 possible forms of morpheme or structure in the wrong way.

For example: Those dog

Shpuld be: **This cat**

4. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. These errors occur systematically for both second language and first language learners in constructions that have already been acquired.

For example: The cats are very be afraid of mouse.

Should be: **The cats are afraid of mouse very much**

c. Error type Based on Comparative Taxonomy

The classification of errors in comparative taxonomy is based on comparison between the structure of second language errors and certain other types of construction. There are two major error categories in this taxonomy:

(1) Developmental Errors: Errors which are similar to those made by children learning the target language as their first language (Dulay, 1982: 165).

For example: Car is coming

The utterance misses an article *the*

(2) Interlingual Errors: Errors which are similar in structure to a semantically equivalent phrase or sentence in the learner's native language.

For example, an Indonesian learner may produce "a book red" instead "red book" due to the effect of bahasa Indonesia structure.

d. Errors type Based on Communicative Effect Taxonomy

The communicative effect taxonomy classification deals with errors from the perspective of their effects on the listeners or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that do not. Based on this taxonomy, errors are classified into two types:

(1) Global errors

- Wrong order of major constituents

  For example: *English language use many people*

- Missing, wrong, or misplaced sentence connectors

  For example: *(if) not take this bus, we late for school.*

- Missing cues to signal obligatory exceptions to pervasive syntactic rules.

For example: *the student's proposal (was) looked into (by) the principal.*

(2) Local Errors

Local errors affect single elements (constituents) in a sentence that do not hinder communication significantly. These include errors in noun and verb inflection, articles, and the formation of quantifiers.

For example: *Why like we each other?*

Should be: ***Why we like each other?***

E. Approaches to translation

Translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and or/or statement in another language**.** Thus, translating is not translate the sentences word by word, we need to get the idea of the text, often to analyze, or at least make some generalizations about the text before translate the idea into another language with the same idea (Newmark, 1916: 7).

Translation theory's main concern is to determine appropriate translation methods for the widest possible range of texts or texts categories. Translation theory attempts to give some insight into the relation between thought, meaning, and language; the universal cultural and invidual aspects of language and behavior, the understanding of cultures; the interpretation of texts that may be clarified and even supplemented by way of translation. Thus, translation theory covers wide range of pursuits, attempts always to be useful, to assist the individual translator both by stimulating him to write better and to suggest points

of agreement on common translation normally arise only from practice, and should not be offered without examples of originals and their translation.

In translation, grammatical meaning is more significant of the text, less precise, more general and sometimes more exclusive than lexical meaning. It can sometime be identified at text level or at paragraph level. But more commonly, grammatical meaning is identified only as (a) a sentence, which may be a declaration in the form of a (rhetorical) question, an order, a wish or an exclamation, or (b) a clause consisting of the topic (theme),the previously mentioned information, introduced perhaps by a definite deictic ('the', 'this', 'that'), and the comment ('rheme'), introduced by an indefinite deictic ('a', 'some', 'many', etc), the new information. The translator can handle the topic using referential synonyms more freely than the comment, which must faithfully render. Topic and comment must not be confused with subject and predicate. The meaning of a clause is that an entity acts, exists or equates with an entity or quality. Grammatical meaning can also be identified as (c) a word-group, which may comprise Nida's (1975) entities, events, abstracts (or qualities) or relations. Note that a collocation cuts across a word-group, if it consists of an 'empty' verb plus verbal noun (e.g. 'pay a visit',etc) and may be turned into a single TL verb ('visit).

F. Contrastive analysis

The first language has long been considered the villain in second language learning, the major cause learners' problems with the new language. In recent years, however, data have accumulated that place the L1 learners' first language

in a more respectable, sometimes even valuable, place in the scheme of things. The first language is no longer considered an annoying "interference" in a learners' effort to acquire a second language, and when an individual finally becomes bilingual, the availability of both the first and second language is recognized as enrichment of the individuals' communicative repertoire.

Contrastive analysis took the position that a learner's first language "interferes" with his or her acquisition of a second language, and that it therefore comprise the major obstacle to successful mastery of the new language. The contrastive analysis held that where structures in the L1 differed from those in the L2, errors that reflected the structure of the L1 would be produced. Such errors were said to be due to the influence of the learners' L1 habits on the L2 production. For example, in Indonesian "gajah besar", while in English "big elephant".

Apparently, this theory so appealed to the common sense of researchers and teachers alike, that a large body of data challenging it was ignored for years. We know that an examination of the available empirical data that addresses the contrastive analysis hypothesis was revealed that: (1) In neither child nor adult L2 performance do the majority of the grammatical errors reflect the learners' L1. (2) L2 learners make many errors in areas of grammar that are comparable in both the L1 and L2-errors that should not be made if "positive transfer" were operating. (3) L2 learners' judgment of the grammatical correctness of L2 sentences are more related to L2 sentence type than to their own L1 structure. (4) Phonological errors exhibit more L1, influence than do grammatical errors, although a substantial

number of the L2 phonological errors children make are similar to those made by monolingual first language learners.

From these statements, we can conclude that at the level of performance (*or product*), the contrastive analysis hypothesis has emerged as a weak predictor of learner performance, accounting only for a small portion of L2 performance data.

In addition Charles fried (as cited in Dulay) (1982: 98) states that learning a second language therefore constitutes a very different task from learning the first language.

CHAPTER III

RESEARCH METHOD

This chapter discusses the method employed in this study. It presents the research design, subject of the study, research instrument, data collection method, data analysis method.

A. Research Design

The research in this study is descriptive, quantitative method. Descriptive research is designed to obtain information concerning the current status of phenomena (Gay, 1987: 217). Furthermore, since this study elaborate information on one particular setting, on a small social unit, this study is also considered as a case study. The typical case study is an intensive investigation of one individual or particular small unit such as a school, a class or a group.

This study investigates, analyzes and categories grammatical errors made by the 6th semester students of English department at IAIN Tulungagung. There is no treatment given to the students. This study only describes the errors and determines in which kind of errors they belong to based on the surface strategy taxonomy proposed by Dulay et al. The errors will be classify into errors of omission, missformation, misordering, and addition. It explains current syntactical and morphological phenomena which appear in the 6th semester students of English Department at IAIN Tulungagung Indonesian-English translation 2 work which deviate from the English standard norm.

B. Subject of the Study

The subject of the study was at IAIN Tulungagung, which is located in Jl. Major Sujadi Timur, Plosokandang. It is one of Islamic college in Tulungagung.

This study takes the sixth semester students of English department academic year 2012 that choose Indonesian-English translation subject. There is only one class of students who takes Indonesia-English translation. The class consists of 20 students. This class was chosen as the subject of the study because the researcher has been conducted some observations and interviews with the teacher about students ability in translating, again because the researcher once took Indonesia-English translation subject. Thus, from that the researcher knows that students still making errors in grammatical in their translation.

C. Research Instrument

In this study, the researcher used test or documentation as the instrument of the research. Test is considered appropriate with this research due to the fact that the researcher is to discover particular strengths, weaknesses and difficulties that a student is experiencing, and is designed to expose causes and specific areas of weakness or strength, and then so-called *Diagnostic testing*(Cohen, 2007: 419), but it particularly for sure seeks the weaknesses and difficulties that students may be facing.

Before doing the test the researcher uses the content validity to clarify whether the instrument suitable or not. Here, the researcher takes all the students work that already been checked by the lecturer and make sure that the students still making errors in grammatical. In the final semester, the researcher conducts

the test with the lecturer. The instrument was made by the lecturer to make sure that it is valid and suitable for the students. Test is also used to minimalize the unexpected acts made by students such as, cheating, copying, and others affecting data validity and reliability.

D. Data Collection Method

In this study, the researcher used testing as the data collection method. The data of this study are grammatical errors. In term of translating a text with particular issue that was prepared by the lecturer. The data was administered by the researcher with the assistant of the lecturer. The test was held in such an appropriate room and space, so that the subject will be worked by the students individually.

E. Method of Data Analysis

Here, error analysis in grammatical was the methodology used in analyzing the data. The error analysis in grammatical was used since it fits to the characteristic of the data and the nature of this study. Corder (1967:160- 170) state that error analysis can deal effectively only with learner production; speaking or writing, not with learner reception; reading and listening. Its compatibility was then strengthened by the fact that this study tried to uncover the errors occurring in translated structures made by a specific group of learners and the error analysis itself based on Gass and Selinker (1994:67) is a type of linguistic analysis that focuses on the errors learners make.

There were some steps in applying the error analysis to analyze the data. The following steps are based on the procedure used by Rahayu (2006: 35-36). The steps meant are explained bellow:

a. Identification of Errors

Identification of error here refers to the identification of any deviation in using English grammatical structures in the students' translated structures. They refer to deviation found in terms of any possible properties of grammar used by the students in translating their text. After identifying the errors, the total number of error made by students is counted.

b. Classification of Errors

After identifying the errors, the next step is classifying them into their step. A comparison between the original translated form made by the students and the reconstruction of those form in the target language indicated to which type error it belong. Then, also revealing and classifying some errors that influence the significant meaning of the translated text. The classification of errors was done based on the surface strategy taxonomy proposed by Dulay et al (1982) which classify into omission, addition, misformation and misordering.

c. Tabulating the Errors

The researcher, then, counted the errors. This step in this study needed to figure out the frequency of occurrence of the errors that was previously identified and classified. Next, the error are counted and tabulated based on their type. The errors then presented and tabulate din the form percentage.

The procedures are expected to show the students problems in translating the text from Indonesian into English. The higher percentage in the students' errors will indicate prominent difficulties faced by the students in translating the text. In this stage, the researcher rated in the form of percentage to know the frequencies of occurrences of each error using this formula:

Percentage: $\dfrac{F}{N}$ x 100 %

P = Percentage

F = Number of types of errors

N = The total number of types of errors

CHAPTER IV

THE FINDINGS AND DISCUSSION

This chapter presents the research findings of data followed by the discussion that could be derived from the analysis.

A. Findings

1. Identification of Errors;

Identification of errors here refers to the identification of any deviations in using English grammatical structures in students' translation. They refer to deviations found in terms of any possible properties of grammar used by the students in constructing their sentences. From 20 translation tasks, it was found that the total errors are 211 from errors of omission, misformation, addition, and misordering.

2. Classification of errors

The classification of errors was done based on the surface strategy taxonomy proposed by Dulay et al (1982) which classify into omission, addition, misformation and misordering.

a. Errors of Omission

Omission means that an item which must be present in a well-formed utterance is absent. There is evidence that grammatical morphemes (e.g. nouns and verb inflections, articles, prepositions) are omitted more often that content morphemes which carry the meaning (Dulay. 1982: 154-155). This includes:

- **Omission of *to be* as ordinary verb in nominal sentence**

Every nominal sentence should contain to be in it to relate the subject and the object or the complement. The sentence below is the example of such omission:

a. *This system still difficult*

Nominal sentence above should put verb in the form of "to be". The form of "to be" could be is, am, are was, were, be, and been depending on the tense and subject being used. Thus the sentence should be:

a. This system **is** still difficult

- **Omission of *to be* as auxiliary verb**

There are two kinds of verb based on its function; auxiliary and ordinary verb. When verb stands alone in a sentence, this is called ordinary verb. Then, when verb stands with another verb, then it is called auxiliary verb as complement of ordinary verb. For instance, auxiliary verb is a verb used with main verbs to show tense, mood, etc. (Hornby. 1995: 69). Main verb, thus called ordinary verb, is always the verb which is put in the final position after subject. Auxiliary verb is used to construct passive or progressive sentence, and sentence with modal. Below is the example of such omission:

a. *E-voting system can applied in the president election in 2014.*

b. *He reminded that the election need to support not only by facility but also by infrastructures, like electricity and internet.*

The correct sentence should be:

a. E-voting system can **be** applied in the president election in 2014.

b. He reminded that the election needs to **<u>be supported</u>** not only by facility but also by infrastructures, like electricity and internet.

- **Omission of article**

An article is akind of adjective which is always use with and give some information about a noun. There are only two article **a** and **the**, but they are used very often and are important for using English accurately (eslus.com/LESSONS/GRAMMAR/POS/pos9.htm). Below is the example of such omission:

- *He believed that leader of BPPT Maizah Aziz Iskandar has anticipated the complication or problems by preparing appropriate technology.*

The word *the* is known as the definite article and indicates a specific thins. The word *the* in the sentence is refer to a particular, specific leader. The reconstruction would look like this:

- He believed that **<u>the</u>** leader of BPPT Maizah Aziz Iskandar has anticipated the complications or problems by preparing appropriate technology.

- **Omission of Preposition**

From the data, it is found that the omission of preposition is indicated by the absence of preposition. A preposition is a word which shows relationships among other words in the sentence. The relationships include direction, place, time, cause, manner and amount. The following are examples of this:

a. *Hafiz Anshary said the national dialogue about the use of E-voting system*

The sentence is ill-formed due to the omission of preposition *in* before the word *national dialogue* that shows a place. the sentences should be reconstructed as follows:

b. Hafiz Anshary said **in** the national dialogue about the use of E-voting system

- **Omission of Plural Marker (s/es)**

A final –s or –es is added to a noun to make a noun plural (Azar, 1989: 198), but irregular plural nouns. The sentences below are the example of the omission:

a. *Meanwhile, 171 million voter in Indonesia spread out in more than 10.000 island*

That sentence is ill-formed due to the missing of plural marker *(s)* after in the word ***voter*** and ***islands*** that shows plural because the number of voter island are more than one. Thus, the reconstructed sentence should be:

b. Meanwhile, 171 million **voters** in Indonesia spread out in more than 10.000 **islands.**

- **Omission of Subject**

Subject is a noun phrase or pronoun that normally comes before the verb in an affirmative clause. It often says (in an active clause) who or what does the action that the verb refers to. Simply it is the doer of the action. Then, according to Swan (2009: xxiv) sentence has at least one subject and one verb. By defining the definition of sentence, subject and verb are essential in

forming sentence meaning. The example of omission of subject is shown below:

- *He clarify that in conducting the general election needs support*

The sentence above is ill-formed because there is no subject before to be *is* at the very first sentence. Thus the meaning conveyed is hardly understood. Then the correct pattern should be:

- He **clarifies** that in conducting the general election **it** needs support

- **Omission of Third Person Singular Verb**

Third person singular verb is always followed by third person singular verb which is attached by prefix *–s* or *–es*. Third person is the person or thing being spoken, such as *he* (for males), *she* (for females), *it* (for things; also for live beings whose sex is unknown or unimportant to the speaker) (Marcella, 1972: 21). The example of such error is below:

- *He clarify that in conducting the general election needs support*

The sentence above is considered failed in agreeing between its subject and verb. Thus, the structured correct pattern should be:

- He **clarifies** that in conducting the general election needs support

- **Errors of misformation**

Errors are those characterized by the use of the wrong form of the morpheme or structure. Below are the kinds of errors found in the students' translated structures:

1. **Misformation of Verb Form**

Tense is deeply related with the time when event occurred. What tense does influence is the form of verb used. By having the right tense, the represented time will clearly be stated. And thus, when the form does not represent the time when the event occurs, it will grammatically result error. There are six tenses in the English language: simple past, simple present, simple future, past perfect, present perfect, and future perfect. Simple tenses refer only to the time in which an action occurred. Perfect tenses refer to the time in which an action occurred and the time in which the action will be completed. The example of such error is below:

a. *The chairman of election commission (KPU) said that he has optimism that e-voting system can be applied*

By looking at glance of the previous clauses, it can be pulled assumption that the sentence is in the form past tense. Grammatically, the student should use simple past tense. The simple past indicates that an activity or situation began and ended at a particular time in the past (Azar, 1989 24). The pattern of the sentence should be:

a. The chairman of election commission (KPU) said that he **had** optimism that e-voting system **could** be applied

2. **Misformation of subject-verb agreement**

There are three basic forms of verb: the past, present, and future, and often the students tend to make their own rule by using another verb form; to infinitive and participle. Here is the example of such error:

a. He believe that BPPT Marzan aziz iskandar has anticipate with prepared the good technology.

The verb used is in the form of participle. Thus, by having such pattern, the student fails to agree the subject with the verb. Then, the sentence pattern should be:

a. He **believes** that BPPT Marzan aziz iskandar has **anticipated** with prepared the good technology.

3. **Misformation of verb after modal**

The modal meant here are both tense auxiliaries that form tense structure, such as *will, have, etc.*, and modal auxiliaries, such as *must, may, etc.* Each kind as well is followed by infinitive verb without *to*. Below is the example of such error:

a. Marzan Aziz Iskandar will anticipated the complication by providing appropriate technology

In that sentence, modal *can* is followed by non-infinitive verb with *-ed*affix, so grammatically such sentence is wrong. The right pattern should be:

a. Marzan Aziz Iskandar will **anticipate** the complication by providing an appropriate technology

4. **Misformation of *to be* in nominal sentence**

"to be" is essential part is generally nominal sentence as ordinary verb. This also sometimes forms passive structure. The form of "to be" could be *is, am, are, was, were, be,* and *been* depending on the quantity (plural or

singular), and the tense used. When the "to be" does not fit with the subject. It will cause error: below is the example of such error:

- *The system still difficult to be used for legislative election which is complicated*

The sentence fails to make the subject and the verb agree by the existence of "to be" of *is*. The subject in the sentence is more than one subject "electricity and internet". Thus the correct structure is:

- The system **is** still difficult to be used for legislative election which is complicated.

5. Misformation of verb after negative form

In the past tense, for negative form and interrogative form, the verb in the sentence (verb 2) is always back to the verb 1 (simple present). Below the example of fail in using verb:

a. *They did not supplied any infrastructures in many areas*

The sentence is ill-formed due to the verb is still in the form of past (verb 2). The revised sentences should be:

a. They did not **supply** any infrastructures in many areas

6. Misformation of Verb Passive Voice

Passive voice is used when the focus is on the action. It is not important or not known; however, who or what is performing the action (www.ego4u.com/en/cramp-up/grammar/passive). The example below is the misformation of verb passive voice:

a. *This system is difficult to used in legislative election*

In the sentence above, there is no to be to indicate that the sentence is in passive voice. So the correct structure should be:

a. This system is difficult to **be** used in legislative election.

b. Errors of Addition

Additions are the second category of Surface strategy taxonomy and also the opposite of omission. The presence of an extra item which mustn't be present in a well formed utterance is characteristic for additions (Dulay et al. 1982: 156). Below are the examples of such error:

1. Addition of *to be* as auxiliary verb

"to be" is usually added into nominal sentence which has only one or more auxiliaries and into passive and progressive sentence (Azar, 1989: A4). When it comes into sentence which does not need any additional verb, auxiliary verb, the result will be ungrammatically wrong. The example of such error is below:

a. He is believed that e-voting system can be used

The example above is not correct structurally that the auxiliary is not necessarily needed. The structure should be:

a. He believed that e-voting system could be used

2. Addition of plural marker (s/es)

The concept of third singular verb has been discussed in previous error discussion. The example of such error is:

a. Each politic parties will nominate its candidates

Judging from the noun phrase as subject being plural, the verb should be free from any affix signaling singular verb. Thus, the right pattern should be:

a. Each politic party will nominate its candidate

3. Addition of Verb *–ing*

The addition of verb *–ing* was indicated by the presence of verb *–ing* in the verbal sentence. Below is the example:

a. *The legislative elections in Indonesia using a proportional open system*

The sentence is ill-formed due to the presence of verb in non-progressive sentence. Then the revised sentence should be:

a. The legislative elections in Indonesia **use** an opened-proportional system

c. <u>Errors of Misordering</u>

We talk about misordering when we come across an utterance where a morpheme or a group of them is incorrectly placed(Dulay et al. 1982: 162). Below are the error found in the students' translated structures:

1. Misordering of noun phrase

Noun phrase is a phrase whose head is a noun modified usually by an adjective or more. When an adjective is the sole modifier of a noun, its position is almost always directly before the noun (Nelson, 1958: 298). Thus, below is the example of such error:

a. *The leader has anticipated the complication with supply technology appropriate.*

The most common noun phrase's pattern is that the noun comes last preceded by adjective, unless for excepted adjectives. On the contrary, the noun phrase we get in sentence above positioning as subject does not agree with the rule. Thus, the noun phrase and sentence pattern should be:

a. The leader has anticipated the complication with supplying **<u>appropriate technology.</u>**

2. Tabulation of Errors

Errors which had been classified were then tabulated. The tabulation was presented in the form of percentage. The tabulation of errors can be seen on the following tables:

Table 4.1 Frequency of Errors

Number	Types of error	Frequency	Percentage
1.	Omission	92	43,6%
2.	Misformation	69	32,7%
3.	Addition	38	18,1%
4.	Misordering	12	5,6%
	Total	211	100%

The diagram above present the percentage types of errors based on the surface strategy taxonomy proposed by Dulay et al (1982).

The table 4.2 below presents the frequency of omission errors made by students. The table describes each frequency of omission errors. The types of omission errors are seven aspects. There are omission to be as ordinary verb in nominal sentence, omission of to be as auxiliary verb, omission of article, omission of article, omission of preposition, omission of plural marker, omission of subject, omission of third person singular verb.

number	Types of Omission Errors	Frequency	Percentage
1.	Omission of to be as auxiliary verb	39	46,4%
2.	omission of third person singular verb	15	15,9%
3.	Omission of to be as ordinary verb in nominal sentence	13	13,4%
4.	omission of plural marker	9	8,6%
5.	omission of preposition	8	7,3%
6.	Omission of article	6	6%
7.	omission of subject	2	2,4%
	Total	92	100%

The table 4.3 below presents the frequency of misformation errors made by students. The table describes each frequency of types of misformation errors. The types of misformation errors are nine aspects. There are misformation of

tense, misformation of verb form, misformation of verb aftermodal, misformation of to be, misformation of verb after negative form, misformation of verb passive voice.

Number	Types of Error	Frequency	Percentage
1.	misformation of verb passive voice	19	27,6
2.	Misformation of verb form	13	18,9
3.	misformation of subject-verb agreement	11	15,9
4.	misformation of to be	10	14,4
5.	misformation of verb after negative form	9	13,1
6.	misformation of verb after modal	7	10,1
	total	69	100%

The table 4.4 below presents the frequency of addition errors made by students. The table describes each frequency the types of errors in addition. The types of addition errors are three aspects. There are additions of to be as auxiliary verb, addition of plural marker (s/es), and addition of verb-ing.

Number	Types of Addition Error	frequency	Percentage
1.	additions of to be as auxiliary verb	17	44,7
2.	addition of plural marker (s/es)	14	36,6
3.	addition of verb-ing	7	18,7
	total	38	100%

The table 4.5 below presents the frequency of misordering errors made by students. The table below shows only a type of misordering error made by the students.

Number	Type of Misordering Error	Frequency	Percentage
1.	Misorder of noun phrase	12	100%
	Total	12	100%

a. Discussion

Discussion below discusses the types of errors and the source of the errors.

1. Types of Errors

The classification of errors was done based on the surface strategy taxonomy proposed by Dulay et al (1982) which classifying the errors into omission, misformation, addition, and misordering. Begun with the basis, researcher had discovered various kinds of grammatical errors found in translated structures made by sixth semester students who take the subject Indonesian-English translation of English Department at IAIN Tulungagung year 2012 which then were distributed into those four types of errors.

The findings of the errors found then, described or exposed orderly, from those which most frequently occurred to the most rarely occurred.

a) Omission (43,6%)

From the data analysis result it is found that errors of omission come as the type of errors with the highest frequency. Errors of omission make up about 92 times with percentage 43,6% in students translated texts. Dulay et al (1982) stated that errors are found in the greater abundance and across a greater variety of morphemes during the early stages of second language acquisition. The error is dominated by error of omission of to be as auxiliary verb with 39 times

of occurrence and then followed by omission of third person singular verb with 15 times, to be as ordinary verb in nominal sentence with 13 times , plural marker with 9 times, preposition 8 times, article 6 times and subject 2 times occurence (see table 4.2).

b) Misformation (32,7%)

By percentage 32,7% makes error of misformation take place in the second position of most error with 69 times of occurrence, then followed by misformation of verb passive voice with 19 times occurence, misformation of tense of verb with 13 times, misformation of verb form with 11 times, misformation of to be with 10 times, misformation of verb after negative form with 9 times, and misformation of verb after modal with 7 times occurence (see table 4.4).

c) Addition (18,1%)

Error of addition is ranked number three with 38 times of occurrence. The error is dominated by addition of "to be" as auxiliary verb with 17 times of occurrence and followed by addition of plural marker (-s/-es) with 14 times, and addition of verb-ing with 7 times occurence (see table 4.3).

d) Misordering (5,6%)

The most rarely error occurred is error of misordering with 12 times error occurrence and percentage 5,6%. The error is only dominated by misorder of noun phrase with 12 times of error

occurrence and percentage 100% from error in misordering (see table

(4.5).

CHAPTER IV

CONCLUSSION AND SUGGESTION

A. Conclusion

The research shows that the sixth semester students of English Department at IAIN Tulungagung year 2012 made various kinds from the translated structures students made. Errors they had made were categorized into error of omission, addition, misformation, and misorder. The students made the total of 211 errors.

The most error found in students' translated structure is Omission with 92 times of occurrence and 43,6 of percentage. The students made error in translating the text from the lecturer. In the students translated structure, the researcher found some aspects of grammatical error those were, most to least, omission of to be as auxiliary verb, omission of third person singular verb, to be as ordinary verb in nominal sentence, plural marker, preposition, article and Omission of subject.

Error of misformation becomes the second most error made with 69 times of occurrence and 32,7% or percentage which means that the students put any morphemes which should not have appeared in a well-structured language. This error consists of, most to least, misformation of tense, misformation of verb form, misformation of to be , misformation of verb after negative form with 9 , and misformation of verb after modal.

The next most error is error of addition with 38 times of occurrence and 18,1 of percentage. In this type of error, the students should not have put any additional morpheme or morphemes in the language they constructed. The aspects of grammatical error in addition error which were found in the students translated

structure were addition of "to be" as auxiliary verb, addition of plural marker (-s/-es), and addition of verb-ing.

The least error found in the students' translated structures is error of misorder with 12 times of occurrence and 5,6% of percentage. It refers to any incorrect placement of a morpheme or a group of morphemes in an utterance. This happened in both sentence and phrase. The type of addition error that is found by the researcher here is only the addition of noun phrase.

Then, the whole errors are tabulated and the researcher found the most top five errors. These are omission of to be as auxiliary verb, misformation of tense, addition of "to be" as auxiliary verb, addition of noun phrase.

B. Suggestion

Here, the researchers would like to propose the following recommendations in the hope that these minor suggestions could benefit teachers as well as other possible researchers. As presented in the definition of errors, students are unconscious of the fact that they are producing a deviant language form; therefore, the aid of other individuals would be precious. Below are two common techniques used in classroom to help students correct their errors.

The students

1. Peer-correction

The help provided from students' peers are highly appreciated as it benefits students in many ways. Students' active involvement in correcting their peers' errors would encourage them to think critically and engage them intellectually during the process of error correction. Besides, a cooperative

environment would be created and there would be a shift from the teacher as the main corrector to students as beneficiaries and correction providers. That is, two head are always better than one.

Peer correction can be conducted in the form of pair work, group work or whole class correction. When students have finished their translated text, the teacher asks students to sit in pairs or groups, exchanging each other's work, find the errors and correct them. It is advisable that students of higher competence work in groups with weaker ones.

In order to diversify group work correction activity, teachers can divide the class into four groups of four to five members. Each week, there will be a group in charge of correcting all the class's translation. These four groups will take turns to be the correction group. Accordingly, each student in the correction group will have a paper of his/her own and two or three papers of their peers to comment on. In so doing, students' correction will not be limited to the one in their pairs groups. They will be enabled to approach the whole class's translation and learn from their errors.

Alternatively, the teacher can offer a chance for the whole class to participate in the correction process by organizing whole class organization. That is, the teacher will select the most common and the most serious errors to write on the blackboard. The whole class will contribute ideas as to how to correct the errors. This way helps the whole class learn from typical errors.

The teacher

2. Teacher Correction

Teachers need not to be an over-corrector, that is, point outs and corrects all errors detected. Instead, they can employ the following techniques to deal with errors.

Firstly, with each set of student translated papers, there is no point in trying to mark all the errors. It is advisable that teachers decide in advance what kinds of errors they are going to deal with. Another alternative is that teachers can choose to mark errors that affect the intelligibility of the translated.

Secondly, it is important for teachers to bear in mind that errors are to be examined carefully. Careful analysis of the cause of errors is required in this case. For instance, when students use "catched" instead of "caught" in the past simple, teachers will see that they aware of the regular verbs but are problematic with irregular verbs. That they add "ed" to "catch" instead of using its irregular form may be accounted by their analogy with "watched", a regular verb with almost similar spelling. In light of students' errors, teacher can plan their syllabus for the next class. In the case of the above example, teachers may plan a guided in translating a text.

Thirdly, teachers should first and foremost search for what students have done correctly. Often, a piece of translated text contains both correctly and incorrectly used forms. The students need to have it pointed out that they

have demonstrated the correct grammatical feature and they can use the correct form easily.

In addition to that, teacher should bear in mind that certain errors require different techniques to correct. Those like "peer-correction" and "teacher correction" are very sources to rely on. Peer correction is a popular and favorite technique. This technique can be effective as it encourages students to be responsible for each other, allows them to share technique, and teaches them to read critically.

Finally, teachers should not turn a translation course into a grammar course because of the presence of language problems. Teacher can also provide extra task for students to carry out to enforce what students have learnt. The task can be designed in the form of game to interest students.

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