A GRAMMATICAL ERROR ANALYSIS ON THE TRANSLATION OF SIXTH SEMESTER STUDENTS ENGLISH EDUCATION STUDY PROGRAM OF STIT IBNU RUSYD TANAH GROGOT

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ABSTRACT

The objectives of the study are to know the most common grammatical errors made by the sixth semester students of English Education study program, STIT Ibnu Rusyd Tanah Grogot in translation recount text, and to identify the causes of the errors. The sample of this research 10 students. The method which is used in this research is descriptive analysis. Firstly, students were given the text in Bahasaabout recount text. Afterwards, the data were collected, identified, and then classified based on grammatical classification. The result of the study showed thatThe most common errors made by sixth semester students of English Education study program in the level of grammar were Misformation (regularization). First, the frequency of misformation (regularization is 260 errors under the percentage 69,5 % of total errors. Second, the total error of omission (content of morphemes is 81 errors under the percentage 21,7 %. The third is 10 errors or 2,7 % from misformation (archi-forms), 9 errors or 2,4 % from addition (simple), 6 errors or 1,6% from addition (double marking), 5 errors or 1,3 % from misformation (alternating-forms), 2 errors or 0,5 % from omission (grammatical of morphemes) and 1 errors or 0,3 % from misordering. However, there are no errors in addition (overgeneralization). The errors were suspected because they were unappropriate with the learning style. It still confused the students which one the learning style that appropriate with theirself in learning grammar. It means that the most common errors made by the students derived from communication of strategies.
Keywords: Grammar, Translation, Students' errors

A. Background of Study

English is the popular language because it is one of the international languages. So that student must know and familiar with English, especially for

the students in English Program, they should master the skills of English (listening, speaking, reading, and writing). In Translationand Interpretation, the students are expected to master the translation froma source language into target language that don't change the meaning or message from source language. Through this course the student can increase and improve other skills like speaking, reading, grammar, vocabulary, and writing.

Translation is one of important to learn in English, because we are not native speaker, we need ability to understand both of the language (source language and target language) that will help learner do communication and get the mean of language. So that it will avoid misunderstanding and misinterpretation. The students need more knowledge about the language including the culture to be good translator.

Grammar is partly the study of what are the structures that are possible in a language. According to Thornbury cited in Martiarini, dkk, (2019) the meaning of the grammatical statement is a study of the form language. According to the Oxford Dictionary (2010) explains "Grammar is the rule in language for changing the form of word and joining theminto sentences." The purpose of the explanation above is grammatical (grammar) is the rule of language to convert several words into sentences.(Martiarini, dkk, 2019)

Grammatical errors in foreign languages are unavoidable and naturally occur. This error is caused by several factors, including: the influence of the original language, excessive generalization, not knowing grammatical rules, or grammatical rules being misunderstood. In the use of grammar (grammatical), students often face mistakes in writing. The obstacles that are often experienced by students in general are grammatical (grammatical) errors, verbs (verb), personal pronouns, andso on in the essays they make. This happens because students understand English is not comprehensive, students do not understand and master the grammar of English well and finally they have difficulty when they want to start writing an essay assigned by a teacher. (Martiarini, dkk, 2019)

Errors in translation mostly result from the non-equivalence between the

source and target languages (Baker: 1992). However, good translators with encyclopedic knowledge and linguistic knowledge of boththe source and target languages know how to deal with them; therefore, errors can indicate the quality of a translation; moreover, they can reveal what is going on in the translator's thinking process. (Istiqomah, dkk, 2019). Therefore, these speakers usually cannot immediately correct theerror. Errors usually occur systematically and often occur repeatedly. Speakers will realize their mistakes if notified by other speakersor teachers. " Still from the same source, it was explained that: "Mistakeis a deviation that is not intentionally spoken or written by a speaker, and can easily be corrected by the speaker himself. All people, both native and non-native speakers, can make mistakes. But if he can immediately correct the mistake because he is aware that he made amistake then this is not because he does not apply the rules of correct grammar. Errors are usually caused by psychological issues, such as: fatigue, lack of listening, drowsiness, thinking about other things, and so on." (Martiarini, dkk, 2019)

To know errors in translating Bahasa into English, grammatical errors' analysis is needed. Errors analysis is carried out for identifying the errors, describing the errors, explaining or interpreting the errors, evaluating the errors in one language. Thus, the certain area of difficultieswill be known and it tries to overcome students' problem in translating.

B. Research Method

On this research, the writer used qualitative research. It is about researching description. In this study, qualitative approach intended to know the description of the most types of analysis of grammatical error in recount text written by students. Qualitative research is working with data. It means that the researcher organizes and breaks all the data into manageable units. After that, the researcher describes the data and discovers why is important and what is to

be learned. the writer used descriptive analysis research as thetype of the study to describe the current of phenomena of analysis of grammatical errors in recount text by student.

The subject of this study were 10 assignment papers of sixth semester of English Education Study Program, STIT Ibnu Rusyd Tanah Grogot. The numbers of the subject were ten students, eight woman and two men. To choose the subject, the writer used purposive sampling. the writer analysis of grammatical errors in the recount text by sixth semester students, English Education Study Program.

C. Results and Discussion

As previously stated above, this thesis is foucused on grammatical error on translate recount text made by sixth semester student of English Education Study Program, STIT Ibnu Rusyd Tanah Grogot. Many errors on the students' translation of recount text were found, then classification of students' error on grammatical aspect based on Dulay, Burt, and Krashen, those are omission of pronoun, omission of verb, omission of preposition, omission of article, addition of preposition, addition of article, misformation of verb, misformation of preposition, misformation of article, and incorrect placement of a morpheme or group of words in sentence.

Each student's error of translation was analyzed in their every sentence even in word. Each was divided table into four columns: first column consisted of students' original translation that only the error parts,second column consisted of

the classification of students' errors, and thirdcolumn consisted of the correction of students' translation, and the last column concistsed of the causes of students' errors. The following table was the recapulation of students' error on translating recount text.

The Recapitulation of Students' Errors

According to the description above, we can count the students errors into their classification of errors. And here was the tabulation oferrors:

TABLE 3. The recapitulation of students' errors

| Student Initial | Error Classification | | | | | | | | Total Errors |
| | Omission | | Addition | | | Misformation | | Misordering | |
	Content of morphemes	Grammatical morphemes	Double marking	overgeneralization	Simple addition	Archi-forms	Regularization	Alternating forms		
E.P	7		2		1	1	21	1		33
D.K	2					1	12		1	16
J.R.M	2					1	29	1		33
A.M.A.Z	11	2				2	33			48
N.M.P.D	7				1		31			39
M.M	19		1			1	32			53
M.	10				2	1	29	1		43
S.A	11		3			1	17	1		33
P.N.A	6				2	1	32	1		42
N.I	6				3	1	24			34
Total of Errors	81	2	6		9	10	260	5	1	374

The Table below presents the highest level to the lowest level of the most errors made by the students:

No.	Types of error	Frequency of error	Percentage
1.	Omission (Content morphemes)	81	21,7%
2.	Omission (morphemes)	2	0,5 %
3.	Addition (double marking)	6	1,6 %
4.	Addition (overgeneralization)		0 %

5.	Addition (simple)	9	2,4 %
6,	Misformation (archi-forms)	10	2,7 %
7.	Misformation (regularization)	260	69,5 %
8.	Misformation (alternating forms)	5	1,3 %
9.	Misordering	1	0,3 %
	Total	374	100 %

TABLE 4. Types of errors, frequency, and the percentage

Based on the calculation abovem it can been explained that the total errors of omission (content morphemes) were 81 errors under the percentage 21,7 %, omission (morphemes) were 2 errors under the percentage 0,5 %, Addition (double marking) were 6 errrors under the percentage 1,6 %, Addition (overgeneralization) 0 error under the percentage 0 %, Addition (simple) were 9 errors under the percentage 2,4 %, Misformation (archi-forms) were 10 errors under the percentage 2,7 %, Misformation (regularization) were 260 errors under the percentage 69,5 %, Misformation (alternating forms) were 5 errors under the percentage 1,3 %, Misordering was 1 error under the percentage 0,,3 %

The Results from the analysis of the data showed that the most two common errors were misformation (regularization) with 260 errors or69,5 %, and omission (content morphemes) with 81 or 21,7%. It could been concluded that both of aspects were not successfully accepted by the students. Then the lecturers must paid attention to explain it more specific. They lost of focus and overlooked when did the translation. The causes of errors occurred because of communication of

strategies with the percentage 40.1%, interlingual transfer 32.3%, intralingual transfer 20.9%and 6.7% for the context of learning. The students made those errors because they might be still didn't know which one of their learning style on studying the target language that made them easier to understand English especially on grammar, so they didn't pay attention it. It happened because there were so many different concepts of grammatical rule in written language between the first language and the second language. In addition, when they translated into target language that was needed to use correct grammar, they often overgeneralized about their second language. Because they didn't understand grammatical well. It implied the lecturer needed to pay more attention to the communication ofstrategies as one of the sources of error that must be recognized in second language learning. For this reason, it was obvious that communication of strategies such as the major source of error in second language learning.

Furthermore, the two lowest frequencies of error were misordering and addition (overgeneralization) that was 1 error or 0.3%. and 0 error or0 %. From these lowest frequencies of errors, it can been interpreted that the student understood it well. They knew how to translate it meaningly. They also knew how to make a complete sentence and how to put the morphemes or word correctly.

D. Conclusion

According to the description in preceded chapter, it was concluded that the sixth semester students of English Education study progtam still confused about the changing verb or tense and morphemes thatappropriate with the context of the text.

Moreover, they were not accurate enough in translate the sentence, they missed the word or morphemes thatinfluence the meaning of the context.

The most common errors made by sixth semester students of English Education study program in the level of grammar were Misformation (regularization) and omission (content morphemes). First, more than half students error at misformation and minority at omission (content of morphemes).

The causes of errors were made by sixth semester students of English Education study program were communication of strategies, interlingual transfer, intralingual transfer, and context of learning. The most factor was caused by communication of strategis with more than onehundred errors. Next less than half were caused by interlingual transfer with more than one hundred errors. Then minority were caused by intralingual transfer with under one hundred errros And the last caused bycontext of learning with under ten errors. Based on the most frequency causes of errors, the unappropriate learning style of students became a major factor in second language learning. It still confused the students which one the learning style that appropriate with theirself in learning grammar. And the most students were still lack of knowledge of second language linguistic, that difference between the system of the new language and their native language made they still internalizing and investigating it uncorrectly.

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