Analysis of Grammatical Errors in English-Indonesian Translation

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Abstrak. This research is aimed to analyze the ability of the students on translating English text into Indonesian and to identify the types of students' grammatical errors in translating English text into Indonesian. In this study, the authors used a qualitative approach. The research instrument that the authors used is a written test. Each student is instructed to translate the English text into Indonesian. The steps that the authors took are analyzing the data, classifying errors based on the type of error, reconstructing the correct form of the error, and calculating the percentage. The research method that is used to analyze college student errors is the qualitative description method. After analyzing the students' translations, the result is "Add a word" error (14.86%) is the highest error, "to infinitive" and "Possessive pronoun" is the lowest errors (0.31%).

Kata Kunci: Translation, errors, grammatical, English, Indonesia

Pendahuluan (12pt, bolt)

One of the characteristics of modern society is the rapid development of science and technology, which requires everyone to be careful and responsive in interpreting any information received, both from their own country and from other countries. The translation is defined as the transferring of thoughts and ideas between languages (Breslin, in Al-Shehab, 2018). It is also defined as an attempt to replace messages between two languages. With much information coming in from other countries and information using a foreign language, modern society realizes the need for a foreign language. Of all the foreign languages in the world, English is the language most widely used in books, journals, and scientific articles. English was chosen by world scientists because English is the most widely used language in international communication. Both formal and informal communication. The grammar of a language is the description of how words can change their forms and can be combined into sentences in that language (Somba, 2017).

Therefore, in the development of science and technology, the translation of scientific reading sources from English into Indonesian has an important role, namely as a distributor of information from English to Indonesian. By translating English reading sources into Indonesian, the information needed for the development of science and technology in Indonesia can be obtained. In the translation process, several things must be considered by a translator, among others: grammar rules, context, idioms, writing, word choice, and so on. This is intended so that the contents of the translation are by the information contained in English reading sources and so that the contents of the translation can be easily understood by the readers.

Literature review

The translation is an activity of text processing and text reproduction that leads from the source text to the resulting text (House, in Febryanto et al., 2021). Grammar rules are one of the important things that must be mastered by a translator because in grammar there are rules for using language related to the translation process. In this case, the translator must master English grammar and Indonesian grammar. The writer decided to conduct an error analysis as the best way for describing and explaining errors made by the students in translating another language to know the source of these errors (Tandikombong & Atmowardoyo, 2016). Errors in the translation are not desired, both by translators and by readers. Prevention of this can be started with teaching and learning activities at the elementary school level to the university. Errors in translating can be caused by internal factors (students), external factors (teachers, curriculum, etc.), or a combination of both. The existence of errors in the learning process is unavoidable, but cannot be allowed so that it does not become a habit.

Based on the explanation above, the writer is interested in analyzing grammatical errors in the translation of English text into Indonesian by students from University of Nahdlatul Ulama Sidoarjo. Translation, in general, can be defined as the process of translating from the source text into the target language either meaning or form. The role of translation in foreign language learning cannot be ignored (Sundari & Febriyanti, 2016). The use of translation transformations at the word-formation level is often used in linguistics with the translation of socio-political and scientific texts (Kobyakova & Mishchenko, 2018). Researchers chose the grammatical aspect because this aspect is still considered difficult by many parties. This difficulty is caused by the grammatical differences between the two languages. The authors took the theory from Azar (1992), which was used as a guide in analyzing language errors, namely: omitting a word **(OW),** spelling **(S),**

adding a word **(AW),** punctuation **(P),** word form **(WF),** incomplete sentence **(IS),** meaning not clear **(MNC),** word choice **(WC),** and singular-plural **(SP).**

Every writer needs a theory in their research. Likewise, the authors of this study. It is intended that research be systematic and scientific. The translation may be defined as follows: the replacement of textual material in the source language by equivalent textual material in the target language. The translation is a change of a source language into the target language so to confirm that firstly, the meaning of the surface of the language would be approximately similar, and secondly, the structures of the source language would not be changed, they preserved as closely as possible but not so close the target language structures would be seriously distorted (Catford, McGuire, Bassnet & Farrakhan, in Nurul Aini, 2018). The author's opinion, based on the conclusions from the opinions of these linguists, is that language errors are systematic deviations caused by imperfect knowledge of the l anguage. Systematic deviations are called such because they usually occur consistently. Errors can last a short time or a long time, depending on the improvement efforts initiated by external parties (teachers, friends, books, etc.). Repair efforts are initiated by external parties because the speaker (student) does not know that he made a mistake. Meanwhile, language errors are deviations caused by imperfect language performance. And usually, mistakes are caused by fatigue, nervousness, and inattention. Errors can be corrected by the speaker (student) if the student is calm, relaxed, and attentive.

Metode

In this study, the authors used a descriptive method. And to collect the data needed in the research, the authors used the test method. With the test method, the author can determine the level of students' understanding of English grammar. The data collection technique that the author uses is giving a test to translate English text into Indonesian. The research instrument that the authors used is a written test. Each student was instructed to translate the English text into Indonesian. After that, the writer examined the students' translation results, noted the number and types of errors, and provided corrections. The following authors show the table of instruments in this study:

List of Research Instruments

No.	Text type	Types of Tenses	Translation Results	Number of Errors

| 1 | *Descriptive text* | *-Simple present tense*
-Simple future tense | | |

The technique of Data Analysis

After obtaining the data, the writer analyzed the data by comparing the concepts contained in the Grammar Error Analysis with the data. The steps that the author takes are analyzing the data, classifying errors based on the type of error, reconstructing the correct form of the error, and calculating the percentage. The authors presented the results of the analysis in the form of tables and pie charts. The authors calculated the probability of error using the formula:

Research Approach

In this study, the authors used a qualitative approach. The authors conducted this research by conducting an Error Analysis of the data. And the results of this study are not general conclusions or generalizations, but a description. Thus, the results of the research are focused and detailed.

Result and Discussion

From this study, the authors obtained data in the form of the translation of one text, namely a descriptive text, which was carried out by 36 students. The researcher will divide the descriptive text into three sentences. The results of the analysis will be presented in the form of an error table containing question sentences, student translation results, types of errors, and corrections for each sentence taken from the text below:

Bandung is the capital city of West Java Province and is located between some big mountains. Not only a big city. Bandung is known as The Capital of Asian-Africa Solidarity. The title is based on the history when all leaders from Asia and Africa Continent attended the Asian African Conference in 1955. Besides that, Bandung is also known as a tourist destination. There are many destinations that you can visit. The famous place that is close to Bandung City is Gunung Tangkuban Perahu and Kawah Putih. You can see a wonderful view from here.

The researcher used the descriptive text above as the research instrument. Because, according to the author, the sentences taken as research instruments are sufficient to represent the entire sentence. Below are the research instruments used by researchers:

Table 1.1. Table of Translation Errors

No.	Descriptive Question Text	Student Translation	Error Type	Improved translation results
Number of Errors				

After being presented in tabular form, the author describes grammatical errors based on the type of error. In addition, the author also presents a table for calculating the number of errors, the percentage of errors, and an error diagram. The following is an example of an analysis result presented in the form of an error table containing descriptive text, student translation results, types of errors, and corrections for each sentence.

Result

Referring to the test results that had been given by the writer to the students, the writer found many mistakes made by the students. And the errors are grouped based on the serial number of students in the sequence. The researcher took the theory from Betty Schramfer Azar, which was used as a guide in analyzing language errors, namely; omit a word **(OW),** spelling **(S),** add a word **(AW)**, punctuation (P), word form **(WF)**, incomplete sentence **(IS)**, meaning not clear **(MNC)**, word choice **(WC)**, dan singular-plural **(SP).** The following table shows the errors made by the students:

Table 1.2. Table of Translation Errors

No	Descriptive Question Text	Student Translation	Error Type	Improved translation results
1	*Bandung, the capital city of West Java Province who located between some big mountains.*	Bandung merupakan kota Jawa Barat dan lokasinya berada di antara beberapa pegunungan yang besar.	**(OW)**	Bandung, ibu kota Jawa Barat yang lokasinya berada di antara beberapa gunung besar.
2	*Not only is it a big city, Bandung known as The Capital of Asian-Africa Solidarity.*	Meskipun juga sekadar kota yang besar, bandung disebut sebagaimana Ibu Kota Solidaritas Asia-Afrika.	**(AW), (S) (P), (WF), (IS), (MNC)**	Tidak hanya sekedar kota besar, Bandung juga dikenal sebagai Ibu Kota Solidaritas Asia-Afrika.
3	*Besides that, the title is based on the history when all leaders from Asia and Africa Continent attended the Asian African*	Di samping itu, di dasarkan pada sejarah ketika semua pemimpin dari Benua Asia dan Afrika ikut	**(IS), (MNC)**	Selain itu, Predikat tersebut didasarkan pada sejarah ketika semua pemimpin dari Benua Asia dan Afrika

	Conference in 1955.	serta dalam sebuah perkumpulan besar dinamakan sebagai dari Konferensi pada tahun 1955.		menghadiri sebuah perhelatan besar yang disebut Konferensi Asia Afrika pada tahun 1955.
4	*Besides that, Bandung is also known as a tourist destination.*	Selain itu, Bandung sebagai wisata.	**(IS)**	Selain itu, Bandung juga dikenal sebagai tujuan wisata.
5	*There are so many destinations that you can visit and the famous place that is close to Bandung City is Gunung Tangkuban Perahu and Kawah Putih.*	Banyak tempat wisata kamu bisa tempati dan tempat dengan Kota Bandung adalah Gunung Tangkuban Perahu dan Kawah Putih.	**(WC), (SP), (AW)**	Banyak destinasi wisata yang bisa kamu kunjungi dan tempat terkenal yang dekat dengan Kota Bandung adalah Gunung Tangkuban Perahu dan Kawah Putih.
6	*You can see a wonderful view from here.*	Kamu bisa melihat pemandangan disana.	**(AW)**	Kamu bisa melihat pemandangan indah dari sini.
Number of Errors				

Discussion

One of the students made 14 mistakes. In sentence 1, it commits an error type to omit a word. The student should not have written the word "merupakan" in that sentence. In sentence 2, he made a spelling error type, add a word, and omit a word. He should have written the word "sekedar", added the word "Tidak hanya" and remove the word "sebagaimana". In sentence 2, he also commits a type of error, there are punctuation, word form, incomplete sentence, and meaning not clear. He should have added a comma after the word "kota besar", use the word "sebagai", translate the sentence completely, and convey the meaning of the original sentence. In sentence 3, he made an error typing an incomplete sentence, and the meaning was not clear. It does not translate the sentence completely and does not convey the meaning of the sentence. In sentence 4, he made an incomplete sentence type of error. It does not translate the complete sentence. He should have written the word "also known" in the sentence. In sentence 5, it performs the error type word choice, singular-plural, and add a word. He should have written the word "kunjungi", and added the words "terkenal yang dekat" into a sentence. In sentence 6, it does add a word error type. He should have written the word "indah" into a sentence. To make it easier for us to understand the results of the analysis, the authors make the following percentages:

1. Add a word error   : $\dfrac{48 \times 100\%}{323}$ = 14,86%

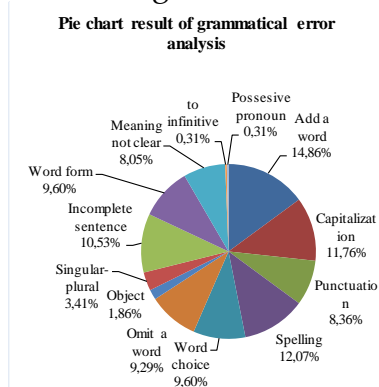2. Capitalization error   : $\dfrac{38 \times 100\%}{}$ = 11,76%

$$3. \quad \text{Punctuation error} \quad : \frac{27 \times 100\%}{323} = 8{,}36\%$$

$$4. \quad \text{Spelling error} \quad : \frac{39 \times 100\%}{323} = 12{,}07\%$$

$$5. \quad \text{Word choice error} \quad : \frac{31 \times 100\%}{323} = 9{,}60\%$$

$$6. \quad \text{Omit a worderror} \quad : \frac{30 \times 100\%}{323} = 9{,}29\%$$

$$7. \quad \text{Object error} \quad : \frac{6 \times 100\%}{323} = 1{,}86\%$$

$$8. \quad \text{Singular-plural error} : \frac{11 \times 100\%}{323} = 3{,}41\%$$

$$9. \quad \text{Incomplete sentence error}: \frac{34 \times 100\%}{323} = 10{,}53\%$$

$$10. \quad \text{Word form error} \quad : \frac{31 \times 100\%}{323} = 9{,}60\%$$

$$11. \quad \text{Meaning not clear error} \quad : \frac{26 \times 100\%}{323} = 8{,}05\%$$

$$12. \quad \text{to infinitive error} \quad : \frac{1 \times 100\%}{323} = 0{,}31\%$$

$$13. \quad \text{Possessive pronoun error}: \frac{1 \times 100\%}{323} = 0{,}31\%$$

Interpretation

Based on the results of the grammatical error analysis above, the order of errors from the most to the least is as follows:

1. Add a word error of as much as 14, 86%
2. Spelling errors of as much as 12, 07%
3. Capitalization errors as much as 11, 76%
4. Incomplete sentence errors of as much as 10, 53%
5. Word choice errors as much as 9, 60%
6. Word form errors of as much as 9, 60%
7. Omit a word error of as much as 9, 29%
8. Punctuation as much as 8, 36%
9. Meaning not clear error of as much as 8, 05%
10. Singular plural error as much as 3, 41%
11. Object errors as much as 1, 86%
12. To infinitive error as much as 0, 31%
13. Possessive pronoun error as much as 0, 31%

From the sequence above, the Add a word error is at the top, which means that this type of error is the most common type made by students. While the lowest errors are infinitive and possessive pronoun errors. After analyzing the mistakes made by the students, the writer believes that these errors occur because they lack practice in writing English, lack practice in translating texts, and do not read English books. Below, the author shows a pie chart as an illustration of the grammatical errors made by the students:

Pie chart result of grammatical error analysis

- to infinitive 0,31%
- Possesive pronoun 0,31%
- Add a word 14,86%
- Meaning not clear 8,05%
- Word form 9,60%
- Incomplete sentence 10,53%
- Singular-plural 3,41%
- Object 1,86%
- Omit a word 9,29%
- Word choice 9,60%
- Capitalization 11,76%
- Punctuation 8,36%
- Spelling 12,07%

Conclusion

In this study, the writers analyzed the grammatical errors in the translation of the English text into Indonesian. Based on a series of research processes and the evidence collected, the authors concluded that (1) in translating the English text into Indonesian that has been given by the author, each student makes different grammatical errors; (2) from the results of calculating the percentage of grammatical errors above, it was found that the lowest errors were to infinitive and possessive pronouns, and the highest error was Add a word, (3) the factors that caused the students' mistakes were: lack of students' learning motivation, lack of learning facilities such as English dictionaries and English books, and the environment around the school and students' homes that was not supportive, and (4) from the results of the analysis of grammatical errors that have been described, the author wants to give some suggestions to several parties. And the author hopes that these suggestions are useful to all parties concerned.

The authors offered suggestions for teachers, students, and parents. Teachers are advised to create comfortable classroom conditions so that teaching and learning activities run smoothly. Teachers should also take a persuasive approach to students, and assist parents. This is intended to establish a conducive relationship between teachers, parents, and students. The problems in teaching and learning activities can be resolved. Moreover, teachers should provide more writing and translating exercises. This is intended so that students are accustomed to writing and translating English

texts into Indonesian. Students are advised to form English study groups so that students who already understand English subjects can help their friends who do not understand. Students are expected to be more serious in accepting the lessons delivered by the teacher.

Last but not least, parents also have important role in this matter. They are expected to establish intensive communication with English teachers regarding student learning problems. For children to achieve good achievements in English lessons, parents should always provide motivation and adequate learning facilities for their children.

Daftar Pustaka (12 pt, bolt)

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