GRAMMATICAL ERRORS
IN INDONESIAN-ENGLISH TRANSLATION

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Abstract. Learning English as second language (ESL) or Foreign Language (EFL) may lead the students to make errors as done by fifth semester students of English Department of IAIN Tulungagung Academic Year 2013/2014 when they leaned Indonesian-English translation. The differences of grammatical system of both languages are the difficult thing for them in translating text. This study aims to identify and classify the types of grammatical errors, to find out the errors that affect the meaning and the frequency of errors in each type, to know the contribution of student's first language to the errors. Research method applied was descriptive quantitative study. The instruments were document and test. Error analysis was used as method of analyzing data. The result showed that there are 347 errors appeared in students' translation. They were errors of misformation (132 times), omission (108 times), addition (74 times) and misordering (33 times). From those errors, there are 211 errors that affect the meaning. They were omission (80 times), addition (57 times), misformation (46 times), and misordering (27 times). The errors made by students indicate that they are still confused to apply good grammar in their translation. Their translations are influenced by their first language interference.

Keywords: Grammatical error, Indonesian-English Translation

Translation becomes part of people's need in this modern era when they are involved in bilingual verbal communication. The need to master it can't be avoided in order to be able to survive in the community because of the massive technological advances. It is stated in Al-Salman (2007) that the need for translation from English into other languages and vice versa has become a pressing necessity.

It becomes strongly needed for Indonesian university students when they get involved in the academic activities that require more knowledge, in this case is using English in scientific field. As we know that English is taught as foreign language (EFL); so that there are some aspects that are influence, one of this is grammar. Grammar plays significant role in communication. What we are going to talk and write have to be accepted and well-structured so that the message can be delivered clearly.

For EFL students, as the students of English Department of IAIN Tulungagung, grammar is a competence that is assumed as difficult to understand. This difficulty can lead them to make errors when they apply it. This assumption had been proved by research that was conducted years ago. In Cahyono (201:102), it is shown in a research conducted by Adenan (2002) . Based on data drawn from students of English education of various semesters Adenan (2002) found that the most frequent grammatical errors fell into the categories of numbers, prepositions, articles, and tenses.

The incorrect use of grammar, such as syntactical structure, will affect the meaning. The meaning of the source and target texts must be equivalent. For example, in this case, is the process of translation which involves Indonesian and English language. As Salihen Moentaha (2006:6) said that the difficult thing in translation is the differences of grammatical system of both languages, Indonesian and English.

Many scholars in the field of error analysis have stressed the significance of second language learners' errors. Thus, this research becomes important to conduct for the following reason: First to the teacher, in that they tell him, if he undertakes a systematic analysis, how far towards the goal the learner has progressed and, consequently, what remains for him to learn. Second, they provide to the researcher evidence of how language is learnt or acquired, what strategies or procedures the learner is employing in his discovery of the language. Thirdly, they are indispensable to the learner himself, because we can regard the making of errors as a device the learner uses in order to learn (Corder, 1967).

Based the advantages mentioned, this study was conducted to know the types of grammatical errors made by fifth semester students in Indonesian-English translation, to find out the grammatical errors that affects the meaning, to find out the frequency of errors in each type, and to know the contribution of student's first language to the errors.

METHOD

The research design in this study is descriptive quantitative study. This study was conducted to identify, classify and tabulate the grammatical errors in Indonesian-English translation. This study only describes the errors and determines in which kinds of errors they belong to, in this case kinds of errors proposed by Dulay et. al. (1982).

The population of this research was the fifth semester students of English education department of IAIN Tulungagung . The researcher took the translation paper from all students in classes which were recommended by lecturer that is class A, B and D who follow Indonesian-English translation. In class A there are 5 students, while in class B there are 9 students, and in class D there are16 students. Total of the sample is 3016 students.

In this research, the key or the main instrument is document. The data collection method used by the researcher was documentation. It was chosen because the data was in the form of document that was students' translation paper.

After determining the method to collecting the data, the researcher took these three steps to collect the needed data related with grammatical errors in translation, they are: First, collecting the fifth students' translation paper. Second, reading the students translation sentence by sentence, one by one. Third, taking notes the grammatical errors which were available in the translation paper to make the researcher easier in analyzing the type of errors in it. The last is tabulating the errors occurred in students' translation.

The data will be analyzed based on type of errors according to Dulay. The researcher took these steps: identifying the error, classifying of error based on the surface features of errors without reference to sources or causes ad tabulating the error that is showing information in the form of table. Then, the researcher tried to explain one of the error causes, that is contribution of first language to the error.

FINDINGS

Based on the data, the errors that were found in students' translation were as follows: there are 347 occurrences of all errors. Then, those errors were filtered into errors that affect the meaning. There are 211 occurrences of all errors.

Classification of Errors Based on the Surface Strategy Taxonomy

The writer classified the errors which had been found in students' translation by basing on the surface strategy taxonomy proposed by Dulay (1982). There are four categories in this taxonomy, they are: omission, addition, misformation and misordering.

Omission

In this kind of error, the writer found 15 aspects. They are omission of relative pronoun, omission of be, omission of conjunction, omission of determiner, omission of head noun, omission of noun, omission of object, omission of plural marker, omission of possessive pronoun, omission of preposition, omission of subject, omission of verb, omission of verb gerund, omission of conjunction and omission of third singular marker.

Addition

In addition error, the writer found 13 aspects. They are addition of adjective, addition of adverb, addition of article, addition of *be,* addition of object, addition of possessive marker, addition of preposition, addition of quantity, addition of relative pronoun, addition of plural marker, addition of conjunction and addition of verb.

Misformation

In misformation errors the writer found 16 aspects. They are misformation of preposition, misformation of verb, misformation of adverb, misformation of comparison, misformation of conjunction, misformation of gerund, misformation of noun, misformation of object, misformation of passive voice, misformation of plural, misformation of possessive pronoun, misformation of quantity,

misformation of relative pronoun, misformation of verb *–ing,* and misformation of verb passive voice.

Misordering

In misordering errors, the writer found 6 aspects. they are misordering of adverb, misordering of be, misordering of comparison, misordering of conjunction, misordering of *–ing* clause, misordering of noun phrase, and misordering of object.

Classification of Errors that Affect the Meaning

Then the writer classified the mentioned errors into errors that affect to meaning.

Omission

In omission, the writer found several kinds of omission errors that affect to meaning. They are omission of relative pronoun, omission of *be,* omission of conjunction, omission of determiner, omission of head noun, omission of noun, omission of object, omission of plural marker, omission of possessive pronoun, omission of preposition, omission of subject, omission of verb, and the last omission of verb gerund.

Addition

In addition, the writer found several kinds of addition errors that affect the meaning. They are addition of adjective, addition of adverb, addition of article, addition of *be,* addition of object, addition of possessive marker, addition of preposition, addition of quantity, addition of relative pronoun, and addition of verb.

Misformation

In misformation errors, the writer found several kinds of misformation errors that affect the meaning. They are misformation of preposition, misformation of verb, misformation of adverb, misformation of comparison, misformation of conjunction, misformation of gerund, misformation of noun, misformation of object, misformation of passive voice, misformation of plural, misformation of possessive pronoun, misformation of quantity, misformation of relative pronoun, misformation of verb –ing, misformation of verb passive voice.

Misordering

In misordering, the writer found several kinds of misordering errors that affect the meaning. They are misordering of adverb, misordering of be, misordering of comparison, misordering of conjunction, misordering of *–ing* clause, misordering of noun phrase, misordering of object.
After classifying the errors, the writer tabulate the frequency and percentage of those errors as presented in the table below

Table 1 Frequency of Errors

Number	Types of Errors	Frequency	Percentage (%)
1	Misformation	132	38, 04
2	Omission	108	31,12
3	Addition	74	21,36
4	Misordering	33	9,51
Total		**347**	**100**

Table 2 Frequency and Percentage Omission Errors

Number	Types of Omission Errors	Frequency	Percentage (%)
1	Possessive Pronoun	28	25.92
2	Be	27	25.00
3	Relative Pronoun	15	13.88
4	Subject	7	6.48
5	Preposition	7	6.48
6	Conjunction	7	6.48
7	Head Noun	4	3.70
8	Verb	3	2.77
9	possessive marker ('s/s')	2	1.85
10	Plural marker (s)	2	1.85
11	verb gerund	2	1.85
12	verb –ing	1	0.92
13	third singular verb marker	1	0.92
14	Determiner	1	0.92
15	Object	1	0.92
Total		108	100

Table 3 Frequency and Percentage of Addition Errors

Number	Types of Addition Errors	Frequency	Percentage (%)
1	Article	15	20.27
2	*to be*	13	17.56

3	Preposition	13	17.56
4	plural marker (s)	11	14.86
5	Adverb	6	8.10
6	Verb	3	4.05
7	Adjective	3	4.05
8	Conjunction	2	2.70
9	Possessive Marker (s)	2	2.70
10	Object	2	2.70
11	Relative pronoun	2	2.70
12	Verb *–ing*	1	1.35
13	Quantity	1	1.35
Total		74	100

Table 4 Frequency and Percentage of Misformation Errors

Number	**Types of Misformation Errors**	**Frequency**	**Percentage (%)**
1	Preposition	33	25.00
2	Verb	19	14.39
3	Adverb	14	10.61
4	Noun	14	10.61
5	Verb Passive Voice	10	7.58
6	Quantity	9	6.82
7	*Be*	8	6.06
8	Possessive Pronoun	5	3.79
9	Plural	5	3.79
10	Relative pronoun	4	3.03
11	Gerund	3	2.27
12	Coordinating Conjunction	2	1.52
13	Comparison	2	1.52
14	Infinitive	2	1.52
15	Article	1	0.76
16	Object	1	0.76

Total		132	100

Table 5 Frequency and Percentage of Misordering Errors

Number	Types of Misordering Errors	Frequency	Percentage (%)
1	Adverb	8	24.24
2	Coordinating Conjunction	8	24.24
3	Object	8	24.24
4	Comparison	3	9.09
5	Noun Phrase	3	9.09
6	*Be*	2	6.06
7	-ing clause	1	3.03
Total		33	100

Table 6 Frequency and Percentage of Errors that Affect the Meaning

Number	Types of Errors	Frequency	Percentage (%)
1	Omission	80	37.91
2	Addition	57	27.01
3	Misformation	47	22.27
4	Misordering	27	12.80
Total		**211**	100

Table 7 Frequency and Percentage of Errors Description that Affect the Meaning

Type of Error	Description of errors	Frequency	Percentage
Omission	Omission of Possessive pronoun	23	28.75
	Omission of relative pronoun	16	20.00
	Omission of be	11	13.75
	Omission of possessive marker	5	6.25
	Omission of subject	5	6.25
	Omission of head noun	4	5.00
	Omission of conjunction	3	3.75

	Omission of Preposition	3	3.75
	Omission of verb gerund	3	3.75
	Omission of plural marker	2	2.50
	Omission of third singular verb marker	2	2.50
	Omission of determiner	1	1.25
	Omission of noun	1	1.25
	Omission of object	1	1.25
Total		80	**100**
Addition	Addition of be	12	26.1
	Addition of article	8	17.4
	Addition of preposition	8	17.4
	Addition of adverb	6	13
	Addition of verb	4	8.7
	Addition of object	2	4.35
	Addition of possessive marker	2	4.35
	Addition of relative pronoun	2	4.35
	Addition of adjective	1	2.17
	Addition of quantity	1	2.17
Total		57	**100**
Misformation	Misformation of noun	15	31.91
	Misformation of passive	10	21.28
	Misformation of adverb	6	12.77
	Misformation of possessive pronoun	5	10.64
	Misformation of preposition	5	10.64
	Misformation of verb	4	8.51
	Misformation of preposition	2	4.26
	Misformation of conjunction	2	4.26
	Misformation of gerund	2	4.26
	Misformation of object	3	6.38

	Misformation of comparison	1	2.13
	Misformation of plural	1	2.13
	Misformation of quantity	1	2.13
	Misformation of relative pronoun	1	2.13
Total		47	**100**
Misordering	Misordering of coordinating Conjunction	7	25.93
	Misordering of object	7	25.93
	Misordering of noun phrase	4	14.81
	Misordering of adverb	4	14.81
	Misordering of *be*	3	11.11
	Misordering of comparison	1	3.70
	Misordering of *-ing* clause	1	3.70
Total		27	**100**

DISCUSSION

Surface strategy taxonomy highlights the ways surface structures are altered. Learners may *omit* necessary items or *add* unnecessary ones; they may *misform* items or *misorder* them (Dulay, 1982:150)

Types of Grammatical Errors in Students' Translation

Omission Errors

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance (Dulay 1982:154). The students might know what the requested meaning, but because of their lack of knowledge of sentence structure, they may omit certain item that must appear in a well-formed sentence.

The example of this kind of error is "The information obtained by students () more than () parents or teachers" as translation of *informasi yang diperoleh siswa lebih banyak dari orang tuanya atau gurunya*. In Indonesian, adjective clause can stand without any corresponding verb, but that translated sentence contains adjective clause which is shortened by losing the relative noun "which". So, the word obtained is not right verb in that sentence. The subject is 'the information obtained by students', therefore there must be a verb/ to be to complete this sentence, in this case is "is".

Addition Errors

Addition errors are characterized by the present of an item, which must not appear in well formed from all-faith full use of certain rule (Dullay, 1982:156).

This error can be seen in the sentence "The mass media is the information's resources for the students" as translation of *Media masa inilah yang natinya akan menjadi sumber informasi bagi bagi siswa*. That sentence contains addition of possessive marker (s). It would be strange if the possessive marker was put in that phrase. The meaning of "information's resources" *is sumbernya informasi*, whereas the requested meaning in Indonesian is *sumber informasi*. There will be different meaning; therefore the appearance of that possessive marker must be omitted. Another addition error is addition of plural marker (s).

Misformation Errors

According to Dulay (1982:158) misformation errors are characterized by the use of the wrong form of the morpheme or structure Misformation of preposition is the highest occurrence. Preposition is used before a noun, a noun phrase or a pronoun, connecting it to another word. In Indonesian, the kind of preposition is more general, such as *di, ke, dari,* etc. But in English, those forms are varied. This misformation can be seen in translated sentence "They also given not only the knowledge about ethic to parents, teachers and friends they are also given the knowledge about how to speak politely to the elderly." That sentence is translation from Indonesian sentence *"Mereka diberi pengetahuan tentang etika kepada orang tua, guru dan teman, mmereka juga diberi pengetahuan bagaimana harus berbicara sopan kepada orang tua."* According to the rule, The correct preposition to use after knowledge is *of*.

Misordering Errors

This *error* is characterized by the incorrect placement of a morpheme or a group of morphemes in an utterance (Dulay, 1982: 162). The example is "The negative impacts of media only can () overcome by…." as translation of *Munculnya dampak negative hanya bisa diatasi dengan menanamkan nilai-nilai moral secara lebih intensif dan efektif.* The position of "only" usually goes directly before the main verb in a sentence. In that sentence, "only" must be put after modal verb "can"

Errors that Affect the Meaning
Errors of Omission
See the following example :
Indonesian:
a. *Pada saat ini perkembangan media masa sangat besar karena temuan kemajuan teknologi.*
b. *Munculnya dampak negative **hanya bisa diatasi** dengan menanamkan nilai-nilai moral secara lebih intensif dan efektif.*

Then, those sentences were translated:
a. It **()** because rapid of the technological advances.
b. The impacts **can only () overcome** by instilling moral values in a more intensive and extensive.

The meanings after those sentences were translated:

a. *Pada saat ini perkembangan media masa sangat besar. Itu karena temuan kemajuan teknologi.*
b. *Munculnya dampak negative* **hanya bisa mengatasi** *dengan menamamkan nilai-nilai dalam lebih intensif dan ekstensif*

As we can see that the meaning in the first sentence does not change although it omits be (is). But in the second sentence, the meaning is different from its original because it omits be that plays role to make that sentence become passive voice. That sentence cannot make passive voice correctly since it has no be and its verb is not in form of past participle, as the pattern of passive form (S) + (be) + (Past Participle/V3).

Errors of Addition
Indonesian:
Pendidikan karakter adalah membentuk watak peserta didik yang bisa dilakukan dengan cara memberi keteladanan seperti cara berbicara, berpakaina dan toleransi
Then, it was translated:
The character-based learning could form the students' character which is can be done by giving a good model.
The meaning after that sentence was translated:
Pendidikan karakter dapat membentuk watak peserta didik yang adalah bisa dilakukan dengan cara memberi keteladanan yang baik
The addition *be* in the sentence above makes it confuse to understand. The reader can interpret different meaning as shown in the meaning after that sentence was translated.

Errors of Misformation
The example can be seen below:
Indonesian:
Pencegahan dari dampak negative dapat dilakukan pada anak usia dini yaitu anak yang berumur antara 4-6 tahun yang mengikuti pendidikan di taman kanak-kanak.(AA6)
Translated sentence:
The prevention **can start in** early from childhood, that **()** the children aged 4-6 years () were follow education in kindergarten.
The change of meaning:
Pencegahan dapat melakukan pada anak usia dini yaitu anak yang berumur antara 4-6 tahun adalah mengikuti pendidikan di taman kanak-kanak.
It is impossible if the word "prevention" can start doing something as shown in meaning after being translated *"pencegahan dapat melakukan"*. So, it is not right if the translated as active sentence. It should be in the passive form to get logical meaning.

Errors of Misordering
Indonesian:
Pada saat ini **perkembangan media masa** *sangat besar karena temuan kemajuan teknologi A.Z1*

Translated sentence:

At this time, **are modern mass media** as a speedy technological advance

The change of meaning:

*Pada saat ini **apakah** media masa yang modern karena temuan kemajuan teknologi*

The source language is in the form of statement, so the translation must be in the statement form *too*, but as shown in the translated sentence, it is in the form of question. It is not be suitable with the expected meaning. There is no answer in source text. To be "are" should be put after the subject to make statement form.

The Contribution of Student's First Language to the Errors

L1 interference has been common among L1 students when translating texts from source language into target language. Interference from the native language, in this case L1, is one of the sources of errors (Ancker: 2000). That opinion is also support by Norrish (1983). He states that learning a language (a mother tongue or a foreign language) is a matter of habit formation.

The influence of Bahasa Indonesia is felt quite strong in most of the students' translation. For example, in Bahasa Indonesia, adjectives occur after nouns while in English they occur before nouns though in both languages adjectives function to modify nouns. Look at the example below:

Indonesian:

Pendidikan karakter adalah membentuk watak peserta didik yang bisa dilakukan dengan cara memberi keteladanan seperti cara berbicara, cara berpakaian MAI6

That sentence was translated:

Education character is education to build learners () characters which can be done by means () an example, such as how to talk, how to dress….

The occurred error belongs to misordering error. *Pendidikan karakter* should be translated into character education, but the student translated *pendidikan karakter* into education character. The students followed the rule in Bahasa Indonesia.

CONCLUSION AND SUGGESTION

Those errors indicate that the students are confused how to apply good grammar in their translation. The grammatical errors made could basically be occurred because of the difference grammatical system source language and target language, in this case is *Bahasa Indonesia* and English so that first language interference might occur. Meaning is aspect that is influenced by errors that they are made. Almost their translations are influenced by their first language interference. As a result, there are meanings that are not suitable with the meaning in source language. To decrease or to prevent the errors occurrence, To reduce the errors and its result, they need to be accustomed to read more English text than before. Introducing grammatical system of both languages is also needed for them to reduce those errors. Besides, the writer suggests having feedback for teacher and using peer correction for students.

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