

AN ANALYSIS OF GRAMMATICAL ERRORS FROM INDONESIAN INTO ENGLISH IN TRANSLATING DESCRIPTIVE TEXTS

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Abstract

Translating is such a difficult activity and needs some efforts to master this skill, particularly when it is done by students. This research examines the analysis of grammatical errors in translating texts from Indonesian to English with the aim of being able to answer the following questions: What types of grammar are often misinterpreted by students in interpreting a language? In this field, the method used is descriptive qualitative method and text translation. The data was taken from 15 students in one class. The results of the analysis found several errors such as 35 (63.63%) word replacement errors, 15 (27.28%) word omissions, 4 (7.28%) word additions and word rearrangement 1 (100%). In which all errors are found are 261. The most common mistake that occurs is substitution. The use of Past Tenses is one of the causes of students' difficulties in translating descriptive texts. From the results it can be suggested that should be able to teach students how students how to translate texts correctly and provide time or opportunity for students to practice focusing on grammar, especially in using tenses, verbs, articles, auxiliary verbs, noun phrases and pronouns.

Keywords: Descriptive Text, Grammatical Errors, Translation

1. Introduction

Language is a communication tool that we always use and is organized in the form of units, such as words, groups of words, clauses, and also sentences that are spoken either orally or in writing. (Dr. Tri Wiratno, M.A. Drs. Riyadi Santosa, M.Ed. n.d.) Foreign language learners find difficulty in applying grammar rules of a target language into text and they may commit error. Limited knowledge about grammatical rules and rare occasion to use the rules in interaction start the error production from foreign language learners (I.P.B. Erlangga1 2019) and the use of language in daily interactions with other people is crucial. It is a pattern of human behavior and one of the most significant ways that people engage with one another in social settings. (Shafira Khoirunida 2019) Translation is change of a source language into the target language, so that to confirm that firstly, the meaning of surface of the language would approximately similar, and secondly, the structures of the source language would not be change, it preserved as closely as possible but not so closely the target language structures would be seriously distorted (Yanita ulani Silitonga1 Nelson Balisar Panjaitan2 2022) and because of that The translator must also be able to understand the contents of words, phrases and sentences in the source language into the second language. also must be able to transfer after the translator is able to understand the meaning of

each word and its meaning by using the words or not based on the meaning of the book. (Ali Akbar Rafsanjani 2019)

Language also consists of several words and also grammar.

These languages certainly have some differences in the emphasis on different components of the grammar. Then some languages also have a structure that is also very simple, but this is replaced by very complex rules so that it can combine every word it gets. Learning a language is the same as learning to communicate in that language, both orally and in writing. English is a foreign language that we may often think of as a "difficult language to learn" because the language has some special rules that make it rather complicated to work on and indeed foreign and very difficult for some students even though they should have been able to learn the language since they studied in junior high school or even high school (Setyawan et al. 2019).

Several components that we must follow to make a language a good and correct language. To be able to communicate properly and purposefully, there must be a good language component that builds the language. Including when writing, Grammar is very important and will be complicated if it is only used in written language, especially foreign languages and translating foreign languages into the target language translation text so that it is able to carry meaning and information from the source language to the target language.

" Writing is a process of activity to find ideas and organize them into a form of ideas, then arrange them into written form." (Istiqomah dan Hasbullah 2021)

But there are many mistakes that we often unknowingly make and that can happen when writing in several languages. The grammatical structure affects the sentence structure that is produced in the translation. Because translation is the transfer of text from the source language to the target language, students must understand the grammatical structure of the two languages he will run into issues when translating the languages if the grammatical structure of both languages is lost. It's not as straightforward or as simple as it might seem to the human mind to translate a language. For instance, the translator needs to be aware of what the author actually hopes his readers will take away from his writing. In order to make a successful translation, a student in translation courses needs to be able to understand the corresponding words as well as the translation process.

Translation is the process of transferring written messages from the source to the target language or vice versa (Mia Rahmannia1* & Sulis Triyono2 2019). The two languages involved certainly have different sentence patterns or different grammar as well. Translating a text from the source language into the target language certainly requires skill, especially in mastering grammar and choosing the right methods and strategies to get a good and correct translation according to the original intent and meaning in the source language (Silalahi, Rafli, dan Rasyid 2018). In translating written text, there are supporting factors in the language itself and factors outside the language that must be understood before the writer translates the text into the target language. Language is also an object of translation which is part of culture, therefore translation from one language to another cannot be done optimally without having good knowledge of the culture and structure of the two languages. (Dina Merris Maya Sari 2019).

Grammar rules have become part of the knowledge that students must have. This can enable them to produce good and correct translations of English sentences based on the grammatical structure, so that the meaning can be accepted and understood. But in the fact, all the students experience some difficulty at learning and mastering on the grammar structure. (Mia Rahmannia1* & Sulis Triyono2 2019) There are many mistakes that students make while studying grammatical structures. The English grammar structure will be different from the Indonesian grammar structure. Grammatical errors are generally the fundamental challenge in learning a foreign language. The difficulties that often arise for students can be seen from the mistakes they make when translating a text. When a student is translating a text or is translating a part of Indonesian into English or vice versa, the student must of course be able to understand the grammatical structures that exist in both languages. And if students cannot master and have good knowledge about how to structure good grammar, especially in the target language (English), it will be a problem when translating a text. As a result, students make grammatical errors when translating into

written form. The writer evaluates students' writing abilities because she wants to know how well-versed potential English instructors are in writing, particularly when it comes to interpreting descriptive passages.

The teacher should truly do error analyses to identify student errors and determine their reasons while having pupils translate a text. According to Divsar and Heydari (2017: 143), error analysis (EA) is a way to collect errors found in students' language, determine whether these errors are clear or not, and classify what are the reasons behind the mistakes made by students. This means that error analysis is an approach taken by someone to add up all the errors that appear in students. Not only that, error analysis is a method used to try to find whether errors that occur are found systematically or not. And finally, an error analysis that explains the causes of the errors found by the author.

The purpose of this research is to check grammatical errors in descriptive texts written by semester 4 students at HKBP Nommensen University. As for mistakes which they do because of a lack of knowledge of grammar rules, a lack of intention to learn tenses, and a lack of ability to read sentences or paragraphs directly. After that the writer analyzes the errors to find out the students' ability in translating descriptive text to analyze grammar such as nouns, verbs, word classes which may not be appropriate. With error analysis, the teacher can correct important errors that must be corrected, so that students can improve their writing skills in English. Thus, the formulation of the problem is (1) What grammatical errors do students make in descriptive text? and (2) What are the grammatical errors that often occur when translating descriptive text from Indonesian to English? From the error analysis in this study, it is hoped that it can help students in carrying out the translation process.

2. Literature Review

Language is a communication tool that we always use and is organized in the form of units, such as words, groups of words, clauses, and also sentences that are spoken either orally or in writing. (Dr. Tri Wiratno, M.A. Drs. Riyadi Santosa, M.Ed. n.d.) Foreign language learners find difficulty in applying grammar rules of a target language into text and they may commit error. Limited knowledge about grammatical rules and rare occasion to use the rules in interaction start the error production from foreign language learners (I.P.B. Erlangga1 2019) and the use of language in daily interactions with other people is crucial. It is a pattern of human behavior and one of the most significant ways that people engage with one another in social settings. (Shafira Khoirunida 2019) Translation is change of a source language into the target language, so that to confirm that firstly, the meaning of surface of the language would approximately similar, and secondly, the structures of the source language would not be change, it preserved as closely as possible but not so closely the target language structures would be seriously distorted (Yanita ulani Silitonga1 Nelson Balisar Panjaitan2 2022) and because of that The translator must also be able to understand the contents of words, phrases and sentences in the source language into the second language and also must be able to transfer after the translator is able to understand the meaning of each word and its meaning by using the words or not based on the meaning of the book. (Ali Akbar Rafsanjani 2019)

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Errors

Errors lead to the creation of wrong forms of speech and writing by non-native speakers of the target language, due to deficient knowledge of the rules of the target language (Tia Aprilianti Putri 2019). Grammar errors that are often made by students can now be divided into three errors, namely: global errors or an error that violates all existing sentence structures and because of this error can also make translation difficult to process, then local errors where this error only affects single constituent in the sentence and the possibility of this error will also cause translation processing problems, and other errors, where these errors cannot be categorized as global errors or local errors. (Silvia Utami 2017). The act of producing errors is already ingrained in the language. When translating text from Indonesian to English, students often make mistakes. At a certain point in the course, the student's errors reveal the linguistic system that he or she is using (i.e., has learned). It should be emphasized that the student is using some system, even if it is not the exact system yet. Students make mistakes both in understanding and production. Corder even pointed out: So, it is difficult to determine the cause of the failure and understanding due to insufficient knowledge of certain syntactic features of misunderstood speech (Londoño Vásquez 2008). The writer evaluates students' writing abilities because she wants to know how well-versed potential English instructors are in writing, particularly when it comes to interpreting descriptive passages.

The teacher should truly do error analyses to identify student errors and determine their reasons while having pupils translate a text. This is related to students' language skills. Errors are the wrong parts of a student's speech or writing. Descriptive text is a text which purpose is to describe and reveal a particular person, place, or thing. To make a good descriptive text, they must be careful to choose the verb, structure, symbols, or word to arrange the sentences and paragraph to be a good text (Ulil Hadi Atma Saputra1 2022). Translation errors stem from various causes, such as a lack of comprehension, or misuse of words, so there are many classifications of errors which are found in research. (Pattanapong Wongranu 2017)

Error Analysis

Error analysis is the process of identifying mistakes in speech and writing. According to Brown, error analysis is the study of student errors which can be analyzed, classified and observed with the aim of revealing something from the system's operation within the student (matius tandi kombong 2018). According to Garza & Wu it is said that error analysis has become one of the approaches to analyzing the performance of second or foreign language learners (Nurul Aini 2018). Error is a structured disparity that the students write by learners who do not understand the regulations of the foreign language (Ari Prasetyaningrum1* and Maman Asrobi2 2020). Here are some mistakes made by students when translating, namely wrong judgment, wrong calculation, and wrong understanding so that they form an important aspect in learning these mistakes. Analysis of the sources of error is considered a central aspect of the investigation of learning errors. Researchers believe that the clearer they understand the causes of learner errors, the better a second language teacher can understand the L2 learning process. (Mehdi Abbasi 2011). Linguist call the study of learner errors error analysis. Ellis and Barkhuizen note that error analysis consists of a procedural component, namely to identify, describe, and explain learner errors (Ummah dan Setiawan 2019). Error analysis also has the advantage for the teacher to examine errors and for students to find out the mistakes made. It will provide teachers the chance to escape and use pedagogical defenses against them. Error analysis will help learners understand the types of errors they make and how to avoid making them in the future. Therefore, carrying out linguistic mistake analysis becomes a crucial requirement to address various issues and suggest fixes for correcting the fault itself.

According to all of the definitions, error analysis is the process of categorizing, interpreting, or describing mistakes that a person makes when speaking or writing. It is also used to learn more about the challenges that a person frequently faces when speaking, writing, or translating sentences from Indonesian to English. Error analysis is a crucial component of teaching and learning. There Steps in conducting an error' analysis that we can follow to conducting an error analysis, namely: (1) Collection of language samples of learners, the researcher must collect a sample of language learners to deliver information for mistake analysis. Then the sample is narrowed and controlled by the researcher; (2) Identification of errors, this is making comparisons between sentences made by native speakers and foreign language learners in the same context; (3) Description of the error, to describe the difference between sentences made by learners and sentences from native speakers, linguistic taxonomies or surface structures are usually used; (4) Explanation of the error, this step involves determining their source. Their source is an explanation of why the sentences were made by the learner. This is because the learner makes mistakes in communicating using the new language; and (5) Evaluation of errors, this step is determining or deciding which learners receive instruction and who actually make mistakes in learning the language.

3. Research Method

The qualitative research methodology used in this study analyzes language errors. There was no discussion of the translation's goal, the readership's makeup, or the genre of content. Too frequently, the writer, translator, and reader were all impliedly one and the same. Despite the current context modification, the core issue still exists (Gaya Tridinanti1 2017). For students, writing is an extremely challenging skill. Students should communicate their thoughts, opinions, and feelings in writing. (Shafira Khoirunida 2019).

The faults that students made when translating descriptive passages from Indonesian to English are the subject of this error study. In this study, errors were analyzed using the theory of error analysis in learning a second language or a foreign language. This research relates to fourth semester students of English Department at HKBP Nommensen University. There are various stages to the data gathering process employed in this study, including 1) data search, where the researcher read out the outcomes of the students' translation work. The researcher also compiles a variety of student mistranslations of descriptive passages. 2) Data classification: All acquired data on translation errors will be divided into numerous categories, such as generalization, rule ignorance, inadequate rule application, and inaccurate rule assumptions. 3) Categorizing data; The researcher divided the data into different categories for each data grouping, such as grammatical and semantic problems, during the data sharing step.

Following steps were taken in the analysis of the research data: (1) The initial phase, which include exercises designed to help students identify their own faults; (2) Activities to characterize all predetermined student errors are included in the description step; (3) The text that pupils translate is explained at the explanation step; (4) The evaluation phase includes assessing student-made translation errors; and (5) The correction phase includes the activity of reviewing mistakes made by students when translating descriptive texts.

4. Results and Discussion

After the data has been collected, finally can categorize some grammatical errors made by students in translating Indonesian texts into English in descriptive form. And can be divided into four types of errors, namely substitution, omission, addition, and reordering.

Error of Substitution

One of Indonesia's most stunning tourist destinations is Candi Borobudur. It should read: "Borobudur Temple is one of Indonesia's most stunning tourist destinations." This mistake falls under the category of noun phrase substitution errors. Everyone on our planet is aware that Borobudur is one of the greatest works of art that has existed for a very long time. After examining the data, discovered that each student had made a translation error. Based on the students' work, will provide a list of percentage

categories for each type of error so it can be concluded that the substitution error is the biggest mistake made by students.

Errors of Omission

Borobudur temple is one of beautiful tourist resorts in Indonesia should be "Borobudur temple is one of the most beautiful tourist resorts in Indonesia" This error concluded of error omission on article category because the sentence does not use the as article. This shows that omission errors are big mistakes made by students after substitution errors.

Errors of Addition

After going into some restorations, Borobudur is visited by much more visitors Should be "After going into some restorations, Borobudur is visited by more tourists". This error concluded of error addition on verb category so that it can be categorized as a few mistakes made by students.

Errors of Reordering

People in the world know that Borobudur is one of art big that ever be familiar Should be " The people in the world know that Borobudur is one of biggest art works that ever known since long time ago". This error concluded of error reordering on noun phrase category. so that it can be concluded that this error is the least error of the four types of errors that exist.

Table of Grammatical Error in Indonesian to English Translation

No	Students initial	Types Of Grammatical Error			
		Substitution	Omission	Addition	Reordering
1	JM	-	-	-	-
2	ES	3	-	-	-
3	TC	-	2	-	-
4	MV	2	2	-	-
5	NL	5	1	-	-
6	MF	4	2	-	-
7	YS	4	-	-	-
8	SN	5	-	-	-
9	RG	3	2	1	-
10	GZ	5	1	1	1
11	KL	1	-	1	-
12	EN	1	-	-	-
13	NY	-	2	-	-
14	EY	2	2	-	-
15	PM	-	1	1	-
Total Errors		35	15	4	1

Error of Substitution

From the data analysis, number of errors verb are 5 and the percentage is 14.29%, number of errors article are 0 and the percentage is 0, number of errors auxiliary verb are 2 and the percentage is 5.71%, number of errors pronoun are 1 and the percentage is 2.86% number of errors noun phrase are 21 and the percentage is 60%, number of errors tense are 6 and the percentage is 17 14%. So, the total number of errors are 35 and the total percentage is 100%.

No	Categories of Substitution	Number of Error	Percentage
1	Verb	5	14,29%
2	Article	0	0
3	Auxiliary Verb	2	5,71%

4	Pronoun	1	2,86%
5	Noun Phrase	21	60%
6	Tense	6	7.14%
		35	100%

Errors of Omission

From the data analysis, number of errors verb are 1 and the percentage is 6.67%, number of errors article are 6 and the percentage is 40% number of errors auxiliary verb are 7 and the percentage is 46.66%, number of errors pronoun are 0 and the percentage is 0, number of errors noun phrase are 0 and number of errors tense are 1 and the percentage is 6.67% So, the total number of errors are 15 and the total percentage is 100%.

No	Categories of Substitution	Number of Error	Percentage
1	Verb	1	6,67%
2	Article	6	40%
3	Auxiliary Verb	7	46,66%
4	Pronoun	0	0
5	Noun Phrase	0	0
6	Tense	1	6,67%
		15	100%

Errors of Addition

From the data analysis, number of errors verb are 2 and the percentage is 50%, number of errors article are 0 and the percentage is 0. number of errors auxiliary verb are 1 and the percentage is 25%, number of errors pronoun are 0, number of errors noun phrase are 1 and number of errors tense are 25% So, the total number of errors are 8 and the total percentage is 100%

No	Categories of Substitution	Number of Error	Percentage
1	Verb	2	50%
2	Article	0	0
3	Auxiliary Verb	1	25%
4	Pronoun	0	0
5	Noun Phrase	1	25%
6	Tense	0	0
		4	100%

Errors of Reordering

From the data analysis, number of errors verb are 0 and, number of errors article are 0, number of errors auxiliary verb are 0, number of errors pronoun are 0 and the percentage is 0%, number of errors noun phrase are 1 and the percentage is 100% and number of errors tense are 0. So, the total number of errors are 1 and the total percentage is 100%.

No	Categories of Substitution	Number of Error	Percentage
1	Verb	0	0
2	Article	0	0
3	Auxiliary Verb	0	0
4	Pronoun	0	0
5	Noun Phrase	1	100%
6	Tense	0	0
		1	100%

From the table that has compiled show that substitution errors are mistakes that many students make in translating descriptive texts from Indonesian to English. The second is a word omission error followed by a rearrangement error and the last is a word addition error. Finally, it can find out the reasons why students make many mistakes in translating descriptive text from English to Indonesian. That's because they don't know the rules for using good and correct grammar.

Do not rephrase what has already been said in the outcomes section; instead, highlight the outcomes that are most important. The goal of the discussion is to explain any new knowledge or insights that occurred as a result of your investigation of the topic, as well as to interpret and describe the relevance of your results in light of what is previously known about the research subject being explored. It is frequently useful to combine the Results and Discussion sections. Omissions, additions, substitutions, and rearrangements are the error kinds that students make the most frequently. In converting Indonesian to English translations of descriptive text, the author has discovered a variety of student mistakes. One of the goals of this study is to translate the fourth-semester students' descriptive texts from HKBP Nommensen University Medan.

The second error is Addition error. Addition is the antonym of omission which means addition. In this context they are characterized by there are elements that should not appear in a well-composed sentence. Errors in adding words often occur because students sometimes add words to sentences that should not be added there. The aspect of word addition errors found in students' writing is plural markers. The third error is a substitution error. In this context, substitution errors are errors that lead to the substitution of one aspect, such as a term (word) being replaced by another which does not even have a relationship with one another. And the last mistake that students often make when translating is a rearrangement error. Rearrangement is a sentence where the arrangement is wrong or a certain part of inappropriate language rules. The sentence can be correct in the components provided, but the order is wrong so it becomes disorganized.

5. Conclusion

After analyzing and discussing the student's errors in their translated the text from Indonesian into English it can be concluded that types of errors that students frequently make when translating a language, especially in translating descriptive text from Indonesian into English, are substitution errors, omission errors, adding words errors, and word rearrangement errors.

The most common grammatical error is substitution error 35, the percentage is 63.63%. Then followed by Omission error of 15, the percentage was 27.28%, there were 4 errors in adding words, a percentage of 7.28% and rearranging 1 error, a percentage of 100%. And part of the difficulties students face is the Past Tense form. This means that students still have big problems and difficulties in using grammar, especially in translating descriptive texts.

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