RESEARCH REPORT

THE STUDY ON GRAMMATICAL ERRORS ON STUDENTS' TRANSLATION FROM INDONESIAN INTO ENGLISH MADE BY THE SECOND GRADE STUDENTS OF SMP NEGERI 15 MANOKWARI

BY

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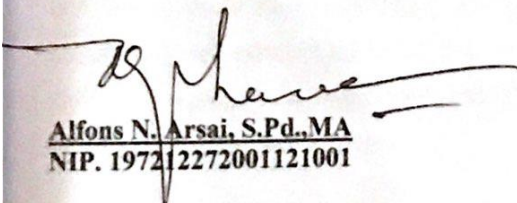Negeri 15 Manokwari"

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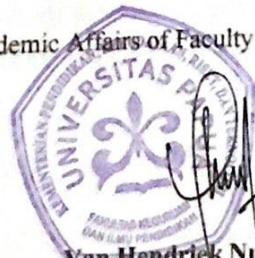Source of the fund: Faculty of Teacher Training and Education

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PREFACE

First and foremost, the researcher would like to express his gratitude to the Almighty God for His Blessing, Kindness and Inspiration in guiding me to accomplish this study entitled "The Study on Grammatical Errors on Students' Translation From Indonesian into English Made By Second Grade   Students Of SMP Negeri 15 Manokwari"
"

The goal of this study is to discuss the errors on the students' translation in a short text from Indonesian into English committed by the Second Grade   Students of SMP Negeri 15 Manokwari to find out their errors and why they make errors. So this error analysis research at SMP Negeri 15 Manokwari is successful. This proven by seeing the result of errors that there are some improvements not only in teaching learning activity but also in the result of the students' translation is effective in English learning process are more effective and practical way of knowing the structure of English and Indonesian

The researcher also addresses his thanks to the Dean of Faculty of Teacher Training and Education of Papua University who provides certain funds to support each lecturer in conducting researches in his field of study. The same thankfulness goes to the head of English Language Teaching Department offering this valuable opportunity to conduct a study in terms of the lecturer's interest.

Finally, the researcher acknowledges that the study is still beyond from being perfect; therefore comments and constructive suggestions for the improvements of this study are welcome.

Manokwari, 15   May 2022

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CHAPTER I
INTRODUCTION

A. Background

Translation is one of the competencies that learned in the English Language. Translation will help a student get many kinds of information that is available in English easily. Translation is a process to change a text in a language into another language that has equivalent meaning, so that the reader can catch the message from the source language in the form of the target language. Translation is one of the very important aspects of encouraging the foreign language in the teaching and learning process. Translation is interrelated with other skills in the English teaching and learning process because it demands the translator to integrate the four skills, namely; listening, speaking, reading and writing. Translation is a craft consisting of the attempt to replace a written message and/or statement in one language with the same message and/or statement in another language (Newmark, 1987: 7). Bassnet (1991) explains that translation has a crucial role to play in aiding understanding of an increasingly fragmentary world. Without translation, people of across cultural backgrounds cannot build communication well. Communication can be the daily communication, political communication, or trading communication. Without translation, the information available will not be known and used by the other people as it should be. As it is stated, translating is not translate the sentences 2 word by word, but 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. Therefore, translation is important because it is a type of communication. We know translation is a communication activity that involves language.

People who do not have the same language can be connected by translation, through translation they can understand any text that they read. According to Ramelan (1994:4) that said, if someone wants to learn a foreign language, he will obviously meet all kinds of learning problems. It is true. One of the learning problems is making error to translate a text. The students faced many problems and get many errors in translating. In translation, making errors is a natural part of learning a language. Translation errors are common in the learning process. Errors arise because of the lack of knowledge of the norms of the target language (TL).

Translation errors mostly result from the non-equivalence between the source and TLs. According to the statement above, the student has to know and produce English fluently.

As students that taught English, they are not only can translate English into Indonesian but also can translate Indonesian into English. Becoming a translator has to master both the source and target language. It feels difficult, but they have to do it for mastering English well. The process of translating is not as simple and easy as people think. Therefore, when translating a text as a student, firstly they must know the norm of the process in translating a text very well. They must know or master the set of rules in translation. When students translate the text they must concern with the set of rules in translation.

The process of translating is not as simple and easy as people think. In other words, a translator should know things that the writer actually wants to get from his/her writing. The translation must similar or close to the target language, which can make the readers know the meaning of the translator's writing. It is important to make the translation as natural as possible between the source language and target language. It makes the meaning of the original translation easy to understand. It is difficult for students to translate the text well because studentare confused to translate like translate word by word or sentences or paragraphs. There is a problem of learning English, especially translation that students faced. For example: "*mereka selalu melewati jalan itu setiap hari*" then student translates it into they always passed that street every day. This is an error in using the verb phrase. The use of always passed in that sentence showed the error made by the student because they failed to transfer their native language to the target language. The words always and every day mean that the event happens repeatedly in the current time, so it must be in form of present tense. Therefore, the correct sentence must be they always pass that street every day (Cahyani, Sari; Wijaya, Bambang; Arifin, Zainal, 2013). Based on the example already stated by Cahyani, Wijaya, &Arifin,(2013), the writer realizes students' condition, and the writer assumed that the students" ability in translation is still low, especially the students" errors in translating 4 texts from Indonesian into English. Therefore, it is very important to be analyzed the error that students made in translating a text and used written text as the instrument to find out errors made by students. Consequently, the writer intends conducted research entitled Errors in Indonesia to English Translation Text Made by Students of SMP Negeri 15 Manokwari.

1.1 Research Focus

To avoid misunderstanding of the topic, the researcher focused the problem of this study on students' grammatical error analysis and the sub focus of the research is to identified

the most common errors committed by the students and the percentage of errors of the students in grammar translate from Indonesian to English.

1.2 Research Question

The research formulated the question of this study as follows:

1. What are the most common errors by the student in the translation of Indonesian into English?

2. How students are can be translated from Indonesian to English with the grammar correct?

1.3 Research Objective

The objectives of the study are;

a. To identify the most common errors committed by the students of grade VIII at SMP Negeri 15 Manokwari in errors students grammatical of translate Indonesian to English

b. To describe the percentage of the errors committed by the students in grammatical errors.

1.4 Benefit of the Result

This study expected to provide benefits such as:

1. Benefits for the Students

  The result of this research expected to improve the students" ability in

Translating a text Indonesian to English especially can provide information and the insight to the students about the kind and the source of errors that they faced in translating a text.

2. Benefits for the Teacher

  The writer expected that this research can give information to the teachers about many kinds and sources of error in the translation of a text, and it will become useful input to the teacher who teaches translation, thus the teacher can make the result of this research as one of their references to improve their strategy to teach translation.

3. Benefits for the Next Researcher

This research can be used as a reference by the next researcher especially of the matter which related to this research.

CHAPTER II
LITERATURE REVIEW

This chapter continues the discussion of the proceeding chapter the focuses on the analysis find errors in student' grammatical translate of Indonesian to English it is necessary to review the literature concerning it.

A. Definition of Error Analysis

There are many definitions of errors analysis according by many experts. According to Gass & Selinker (2001), error analysis is a procedure for analyzing second language data that begins with the errors learners make and the attempts to explain them.

Therefore, I can say that errors when are students fail to follow accepted grammatical English in their writing. In addition, errors reflect gaps in a student's knowledge; they can occur because the student does not know what the correct form is (Ellis,1997:17).

2.1 Classification of error

There are four types of descriptive which taxonomy generally used in errors classification. They are linguistic category, survey strategy, comparative analysis, and communicative effect (Dullay et al, 1981).

a. Linguistic category taxonomy

This taxonomy classified errors according to either or both the language component or particular linguistic constituent the error effects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Constituent includes the elements that comprise each language component. For example, in a syntax someone can ask if there is an error in the main or subordinate clause: and within a clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjective and so forth.

b. Surface strategy

Surface strategy taxonomy the divided into three types. They are addition, misinformation and omission. In addition, errors occurred in a formed of double markings of semantic feature and overgeneralization. Misinformation occurred in regulation, archi-form and alternating form. Omission error is characterized by the absence of an item that must

appear in a well-formed utterance. Analyzing errors from a surface strategy perspective hold much promise for researchers concern with identifying cognitive processes that underlie the learner's reconstruction of the language.

c. Adjective analysis

The classification of error in a comparative taxonomy based on comparisons between the structure of second language error and certain other types of construction. In a comparative analysis, there are subcategories. They are developmental errors and interlingual errors.

d. Communicative effect

The communicative effect classification deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that do not. The numbers of systematic studies on this error are relatively few.

2.2 The differences between errors and mistake

Brown (1993) differentiates between mistake and errors. Mistake refers to a performance error that is either a random guess or slips in that is a failure to utilize a known system correctly. All people make mistakes in both L1 and L2 situation. Native speakers are normally capable of recognizing and correcting mistakes. A Mistake is a random performance slip caused by fatigue, excitement, etc. and can be readily self-corrected (Corder in Larson,1992)

2.3 Definition of grammar

Grammar is considered important because grammar is a basic knowledge of language to understand English perfectly.it is important to know the definition of what is grammar before studying comparative forms. We need a theory of grammar or language that helps us understand how grammar works. Then, Grammar is the study of words, how they used in the sentences, and how they change in different situations. The Ancient Greeks used to call it grammatikē tékhnē, the craft of letters. It can have any of these meanings:

1. The study of a language: how it works, and everything about it. This is background research on language.

2. The study of sentence structure. Rules and examples show how language should be use. This is a correct usage grammar, as in a textbook or manual/guide.

3. The system which people learn as they grow up. This is the native speaker's grammar.

When we speak, we use the native person's grammar, or as near as we can. When we write, we try to write with correct grammar. So, speaking and writing a language each have their own style. According to Linda Gerot and Petter Wignell (2003), grammar is the theory of language, of how language is put together and how it works. More particularly, it is the study of wording. From some definition above, we know that grammar accurately has significant roles in learning and teaching a certain language, so grammar is very important and very useful it can be summarized that is important to understand the meaning of the individual words in a sentence by using appropriate rules.

d. Translation

The English word translation has been derived from the Latin word translation, which itself comes from trans-and-latum together meaning "a carrying across" or "a bringing across. In other words, it is the business of carrying across a message/written content from one text to another, from one person to another and from one language (source language) to a different language (target language). It can happen within the same language (from one dialect to another dialect or from one form to another) or between languages. It is best seen as a communication process where the transfer of a message/written content from one language into a new language takes place.

Translation consists of reproducing in the receptor language the closest natural equivalence of the source language message, first in terms of meaning and secondly in terms of style (Nida and Taber, 1982;12) In another, A translation is a text that is considered to be different from the original (the source text) but it is also a fact that the source text and the translated text are the same in terms of the sense they convey. It is often said that translation gives new clothes to a piece of writing by putting it in a different form. This interactive relationship between source and translation goes on in the hands of mature translators.

Therefore, translation is an interpretative process. The nature of translation depends upon the nature of the document. Translation of a technical or promotional document is easier and requires less skill and expertise than the translation of a text of literature. The vocabulary, grammatical rules and sentence structures would match with the nature of the document, the source language and the target audience. A successful translation satisfies the needs of the target audience, either in terms of suitable structures or forms or in terms of the appropriate transfer of meaning from the source text to the target text. From the explanation above, it can be concluded that the translation could be defined as an activity of replacing or changing the form in another language literally and culturally. It means that translation does not only change the form of the language but also the content or the meaning of it.

1. The Kind of Translation

There are two main kinds of translation, one is form-based and the other is meaning-based. Form-based translations attempt to follow the form of the source language are known as literal translations. Meaning-based translations make every effort to communicate the meaning of the source language text in the natural forms of the receptor language. Such translation are called idiomatic translation (Larson, 1984:5). Based on New Mark:(1987), there are Kinds of translation as follows:

a. Word-for-word translation

This is often demonstrated as interlinear translation, with The TL immediately below the SL words. The SL word-order is preserved and the words translated singly by their most common meanings, out of context. Cultural words are translated literally. The main use of the word for-word translation is either to understand the mechanics of the source language or construe a difficult text as a pre-translation process.

b. Literal translation

The SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problems to be solved.

c. Faithful translation

A faithful Translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It 'transfers' cultural words and preserves the degree of grammatical and lexical 'abnormality' (deviation from SL norms) in the translation. It attempts to be completely faithful to the intentions and the text-realization of the SL writer.

d. Semantic translation

Semantic translation differs from 'faithful translation' only in as far as it must take more account of the aesthetic value (that is, the beautiful and natural sounds of the SL text, compromising on 'meaning' where appropriate so that no assonance, word-play or repetition jars in the finished version. Further, it may translate less important cultural words by a culturally neutral third or functional terms but not by cultural equivalents and it may make other small concessions to the readership. The distinction between 'faithful' and „semantic" translation is that the first is uncompromising and dogmatic, while the second is more flexible, admits the creative the exception to 100% fidelity and allows for the translator's intuitive empathy with the original.

e. Adaptation

This is the 'freest' form of translation. It is used mainly for plays comedies and poetry; the themes, characters, plots are usually preserved, the SL culture converted to the TL culture and the text rewritten. The deplorable practice of having a play or poem literally translated and then rewritten by an established dramatist or poet has produced many poor adaptations, but other adaptations have 'rescued1 period plays.

f. Free translation

Free translation reproduces the matter without the manner, or the content without the form of the original. Usually, it is a paraphrase much longer than the original, so called intralingual translation, often prolix and pretentious, and not translation at all.

g. Idiomatic translation

Idiomatic translation reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.

h. Communicative translation

Communicative translation attempts to render the exact the contextual meaning of the original in such a way that both content and language is readily acceptable and comprehensible to the readership. So, the writer assumed that translation is not an easy process because it needs to find out the equivalent meaning or message in this source language to be transferred into the target language. In other words, the foreign communities have their own language structure, culture, way of thinking, and way of expressing, the choice of word that should be used, but all these can be explained, and as of last resorts, the explanation is the translation.

2. The Process of Translation

The process of translation can be defined as the activity of translation. The translation process usually used by a translator as a guide in translating text from the source language into the target language. The process of translation is summarized under three processes (Nida, 1982):

1) Analysis is urgently required for finding out the message to be translated and it comprises of grammar.

2) Transfer is attributed to how analyzes outcomes of the source language to be transferred into the target language.

3) Restructuring is deal with kinds and styles of language and the possible applicable technique for an intended style in translation.

There are four levels of the translation process, they are:

1) The source language text level, the level of language, where we begin and which we continually (but not continuously) go back to;

2) The referential level. The level of object and events, real or imaginary, which is we progressively have to visualize and build up, and which is an essential part, first of the comprehension, then of the reproduction process;

3) The cohesive level, which is more general, and grammatical, which traces the train of thought, the feeling tone (positive or negative) and the various presuppositions of the source language text. This level encompasses both comprehension and reproduction. It presents an overall picture, to which we may have to adjust the language level.

4) The level of naturalness, of common language appropriate to the writer or the speaker in a certain situation. (Newark, 1987; 19) So that, from the statement above we can take a conclusion; after we understanding the message and the structure of the source language, the next step is transforming the content, meaning, and the message of the source language into the target language on this step. The translator should be able to find the equivalent words of the source language with the target language.

3. Indonesia into English Translation

Bascically, Indonesian into English translation and English into Indonesian translations are similar in the level of difficulty but some students comment that Indonesian into English translation is more difficult. The low of translation ability of Indonesian students specifically and Asian students in general is influenced by the lacking of cross-culture understanding and sociolinguistics competence. In term of translation, some students still use word-by-word translation. Further, it is also called a lexical translation. In fact, in translation, the students must look at some aspects such as lexical aspect, cultural aspect, contextual aspect, etc. Thus, the mastery of those aspects are need by students especially to be a good translator.

From the statement above, the writer concluded about translating Indonesian into English text, the target language does not represent the source language and cannot understand at all. The message of the source language is not receive. There is a mistake concerning with grammatical order, word choice and meaning. In short, the target language is not appropriate with what the source language really means, and most of the students still use the word for word translation.

B. Previous Study

The study on language errors analysis is conducted by some well known scholars either the experts who come from Indonesia or those come who from another countries. For example, Richard in 1974 discussed the theory and the procedure in analyzing language errors in his book entailed Error Analysis. Then, in 1982, Dulay and Krashen reported the analysis of Language errors through their book Language Two which discussed the types of errors committed by the second language learners in linguistic aspects such as in morphology, phonology, and syntax.

CHAPTER III
RESEARCH METHODOLOGY

3.1. Place and Time

This study was conducted at SMP Negeri 15 MANOKWARI for one week (May 2022) in the grade VIII of the first semester students.

3.2. Research Method

This research is a qualitative research by applying descriptive approach in presenting data. Qualitative method is a research method based on positivism philosophical research, used to examine the condition of natural objects, (as opposed to experiments) where the researcher is the key instrument, the sampling of data sources is done purposely and snowball. - calculation (combined), data analysis is inductive or qualitative and the results of qualitative research emphasize the meaning of generalization(Sugiyono, 2005).

Descriptive method is a method used to describe or analyze a study, but it is not used to create a broader message (Sugiyono (2005). In general, descriptive research aims to present a description of an object or activity, so this study uses a descriptive approach to examine the mistakes of students in translate grammatical errors from Indonesian to English.

3.3. Population and Sample

The study was conducted at SMP Negeri 15 MANOKWARI there are 28 students from grade VIII of research subjects.

3.4. Data Sources

Data is a description or information about the object of research (Sugiyono, 2005). There are two kinds of data sources in this study namely primary data and secondary data. Primary data is data that collected by a researcher from first-hand sources, using methods like surveys, interviews, or experiments. And the Secondary data is data gathered from studies, surveys, or experiments that have been run by other people or for other research. Data sources that used in this study is primary data obtained from students' of grammatical translate in Indonesian to English. Sources of data used in this study are primary data obtained from students translate Indonesian into English.

3.5. Techniques of Data Collection

Data collection is administer through task or assignment approach. According to Arikunto (2010: 265), an instrument for assessing data is a tool aids selected and used by researchers in collecting activities data so that these activities become systematic and simplified. The type of data source that contains where the data was obtained from and what the data is obtained from direct sources (primary data) or indirectly (secondary data). The data method is a technique or method that is done for collecting data.

Meanwhile, data collection instruments are the tools used to collect data. Because it is a tool, the instrument can be checklist sheet, questionnaire (open / closed questionnaire), new interviews, camera for documentation,etc. Therefore, the assignment approach was applied in this study to assign students to translate a paragraph in Indonesian into English.

3.6. Instruments of Data Collection

The instrument that used to collect the data is giving paragraph assignments in Indonesian and then students translating the paragraphs into English. There are twenty eight students were assigned to worked the paragraph translate and their tasks was collected to be analyzed.

3.7. Data Analysis

The research employed descriptive approach to investigate the students 'errors in grammatical translate in Indonesian to English. There are five steps in analyzing errors made by L2 learners as suggested by Stephen Piet Corder in 1967. Those steps are collection of samples, identifying errors, classifying errors, describing errors, and evaluating the errors. In analyzing the data, the researcher will use the error analysis method as quoted by Ellis (1994:48) as follows:

1. Collection of samples is deciding what samples of learner language to use for the analysis and how to collect these samples. The researcher collects students' errors through their tasks namely sentence completion and translation and analyses the error committed by students in the adjective forms.

2. Identification of errors is underlying the errors made by students.

3. Classification of errors is grouping the errors that found.

4. Description of errors is describing the errors by establishing the source of errors.

5. Evaluation errors are assessing the errors committed by students by giving conclusions.

CHAPTER IV
FINDINGS

This chapter is divided into two parts of presentation. They are research findings and discussion. The research analyzed the errors of the Second Grade Students SMP Negeri 15 MANOKWARI.

4.1 Finding

This section presents the procedure used to analyze the collected data regarding errors on grammatical translate in Indonesia to English committed by the second year student of SMP Negeri 15 MANOKWARI class VIII. The errors in grammatical of translate in Indonesia into English are analyzed based on the surface strategy taxonomy. The procedures used to analyses the collected data are:

1. I collected the grammatical errors on translate in three paragraph. Then researcher investigated the acquired data and tried to find out the grammatical by the underlying them.

2. Once the errors have been identified, the data were classified by the researcher based on the strategy taxonomy surface. it is found that there are three types of errors such as omission, addition, and misinformation.

3. Then, I counted the errors made by the students manually in order to know the number of errors based on the types. By counting the number of errors, the researcher identified the most frequent errors and the least errors made by the students.

4. The next step is presenting the result. One the errors were calculated, the researcher presents the results of the analysis.

The last step is drawing a conclusion based on errors analysis result in order to answer the research question number one.

    A. The classification of error

Based on the data collected, there are three types of error made by the students. They are omission, addition , and misformation .

1. Omission

It one of error categories done by the students. There are 15 students made this error which some students are more than one error. There are 5 students who have 2 errors. Then, one errors is done by 7 students. Totally, there are 17 items exist in this error. This can be shown by the following data – one of students translated "*Saya berumur 13 tahun dan saya lahir di Manokwari pada tanggal 20 maret 2009*", into target language "I am 13 years old and I was born in Manokwari March, 20 2009" The student made an error in presenting an item "I 13 years old and I born in Manokwari on 20 March 2009" into target language. This data can be seen in the following table 4.1.

Table 4.1. Omission error

No	Indonesian(the source language)	Students'translation	The correct English language
1	*Saya berumur 13 tahun*	I … 13 years old	I *am* 13 years old
2	*Saya lahir di Manokwari pada tanggal 20 Maret 2009*	I….born in Manokwari on 20 March 2009	I *was* born in Manokwari on 20 March 2009

In tabe 4.1, it can be seen that the students committed errors in translation by omitting the verb to be *am* for the sentence number one and to be *was* in the sentence number two because he transferred the structure of first language namely Indonesia which does not have to be whether in present or in past time.

This is done when the student did not do translation carefully. All of the item or word should be translated into target language. If some items or words have eliminated in the target language, the message of source data would be changed automatically. This happened because the student lack of carefulness in transferring the vocabulary that held in the source language. This also happened because the learner's habit in learning activity. They may not focus on learning foreign language because there is no stimulus that is given by the teacher.

Stimulus is needed to engage student in learning process. It will make student more focus and interest in learning process. This is done unconsciously. It means the omission of word or item may happen without the student know. It is because the student did not careful in translating word by word of source language. The absence of word will change the

message from the source language. This occurred because developmental error. It means that the student attempts to build up hypotheses or interpretation about the target language on the basis limited knowledge.

2. Addition

Addition errors are the opposite of omissions. Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance. Addition errors usually occur in the later stages of second language acquisition, when the learner has already acquired some target language rules. In fact, addition errors result from the all-too-faithful use of certain rules. In the sentences, it is noticed by present items that should not appear. In this study 28 students of SMP Negeri 15 MANOKWARI as a total of sample have 10 students made this errors, specifically, 5 students have three errors, 5 (five) student have two items and one item has done by 3 people. Therefore, totals of error in this category are 23 items. This can be shown by the following data in table 4.2.

Table 4.2. Addition error

No	Indonesian	Students'translation	English language
3	*Selamat pagi teman-teman, apa kabar?*	Good morning, *friend-friend*, how are you?	Good morning friend**s**, how are you?
4	*Saya memiliki 2 saudara laki-laki dan satu saudara perempuan*	I have two brothers and one sister**s**	I have two brothers and one sister

In table 4.2. it is shown that the students translate the sentence *Selamat pagi teman-teman, apa kabar?* as source language into English as Good morning, friend-friend, how are you? as the target language. It is clear that the students' translation is influenced by their first language structure; Indonesian that for the plurality form, the word indicates the more than one form should be written twice in fact in English the plurality form is only written the morpheme 's' to show reduplication, for example; books or boys. In the sentence *Saya memiliki 2 saudara laki-laki dan satu saudara perempuan*, students translate it as I have two brothers and one sister**s.** In this sentence, the students have general perceptions that all the noun preceded by the number as two brothers should be added the plural 's' form as in *one sisters* that violates English language rules.

The absence of the word or item makes the message of source language undeliverable well. Actually, it should be there because it would change the message from source language

into target language. This is done unconsciously. It means the omission of word or item may happen without the student know. It is because the student did not careful in translating word by word of source language. The absence of word will change the message from the source language. This occurred because developmental error. It means that the student attempts to build up hypotheses or interpretation about the target language on the basis limited knowledge. It means that the student attempts to build up hypotheses or interpretation about the target language on the basis limited knowledge.

Based on the three data, it can be concluded that one of the student error in translating Indonesian into English is in the form of addition.

3. Misformation

Misformation error is characterized by the use of the wrong form of the grammar. In this category, these are 28 errors exist in 10 pupils. 5 people have 3 errors. Then, 2 item have been done by students and one error is for 3 students. This case can be shown in the following data one of students' translation in the table 4.3.

Table 4.3. Misformation errors

No	Indonesian	Students'translation	English language
5	*Saya lahir berumur 13 tahun dan saya lahir di Manokwari pada tanggal 20 Maret 2009*	I am 13 years old and I ***am*** born in Manokwari on 20 Maret 2009	I am 13 years old and I ***was*** born in Manokwari on 20 Maret 2009
6	*Saya memiliki 2 saudara laki-laki dan satu saudara perempuan*	I have two brothers and one sister**s**	I have two brothers and one sister

In table 4.3. it presents the miformation errors. The students think that to express the age as in I ***am*** 13 years old is the same as to express the year of birth as in I ***am*** born in Manokwari on 20 Maret 2009. In fact, to say the birth year we have use the linking tobe ***was*** to show the past events. In the sentence *Saya memiliki 2 saudara laki-laki dan satu saudara perempuan* and the strudents translate it as *I have two brothers and one sisters*. The students' translation ino English sentences, of course it violates the rules in English. The students have general perceptions that all numbers in English following the nouns should be followed by the plural forms. However, all numbers do no take plural form if the number shows singularity as in *one sister* without 's'. This is done when the student has low ability in translation. The student

rarely translates Indonesian into English. This means that the student do not know how to translate Indonesian language into target language well. It may make them difficult to adapt the target language so that the student lack of knowledge in translation technique.

It may occur at different level of grammatical or structural of the sentence. Thus, it makes the students get difficulty to understandable and change it into English language. The student has done translated literally without thinking a sense of sentence in the target language. In learning a language (a second language or a foreign language) is a matter of habit formation. If the learners always practice to do activities such more reading, more speaking, and learn more about new language from some sources, they can adapt to the new language such the structural or language form.

Based on the three data, it can be concluded that one of the student error in translating Indonesian into English is in the form of misordering.

B. The percentage of errors is mostly committed by the students in grammatical translation into Indonesia to English.

From to the 28 students are given the task to translate paragraph from Indonesia into English. In counting students errors, it is found-out that are 64 errors consisting of 28 errors of misformation type ,17 errors of omission type, 15 of addition. If we count the number of errors committed by the students using the following formula (dullay, 1982:135) due to the percentage:

Error percentage = <u>Number of students error of each type</u>   x 100%
                            Total number of students' error

then, we can get the percentage of error types. The percentage of misformation error is 40%, the percentage of omission error is 35 %, and the percentage of addition is 20%.

Percentage of errors
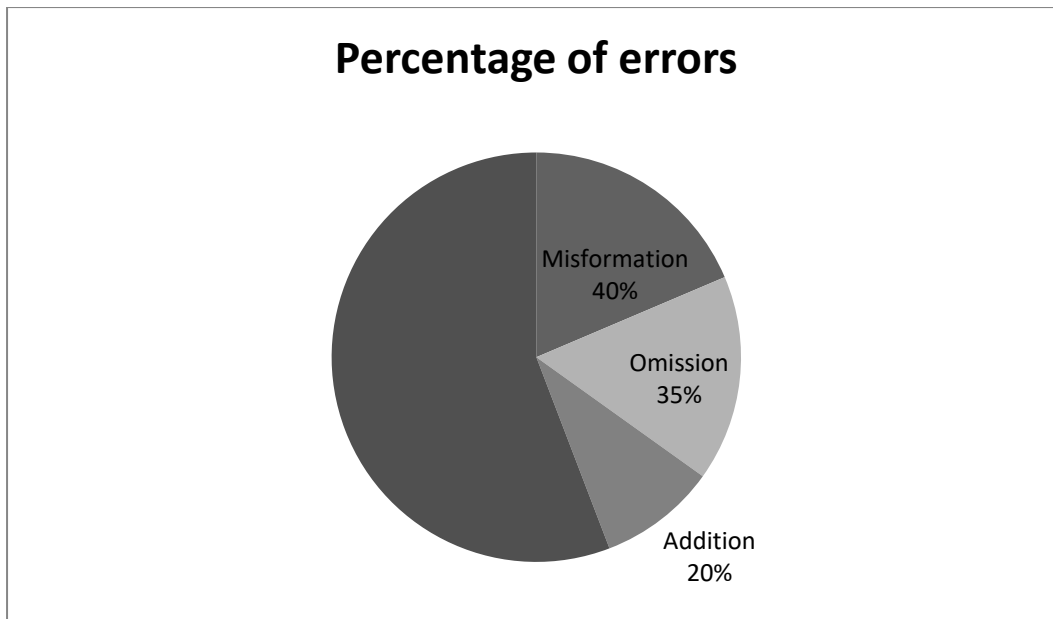
The translation form as a subject has been taught by the teacher of SMP YPK I Manokwari. It is confirmed by the teacher and the students before the data collected.

The students in answering the task follow the procedures:

1. Opening dictionary book
2. Answering task by themselves
3. Doing all the task given

From the categories of error in grammatical of translate , omission, addition, and misformation exist in all of the students. The most percentage of error types, which is 40% or 28 errors, is misformation.

It is concluded that the highest error made by students was misformation. It show student students most focus on the first language but they do not follow the form of the target language such as translation.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter is divided into two parts, there are conclusion and recommendation

5.1. Conclusion

The Researcher conclude that students at SMP Negeri 15 Manokwari made Error in their translation from Indonesia in English based on the data, the Most error made by students is misformation error. It shows that there are 64 errors of misformation type, 17 error of omission type, 15 of addition. The errors exist because the students have lack of grammar understanding.

5.2. Suggestion

Based on the significant of the study, it delivers some suggestion as follow:

1. For teacher

Teacher must give more exercise and evaluate to students in changing the form of the translation way.

2. For Students

Students must understand and memorize some vocabularies and some rules to write when translate. Do more exercise in using translations.

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Appendix

Instructions: translate the following short text into English!

Selamat Pagi teman-teman. Perkenalkan nama saya Anton Mandacan. Saya berasal dari Manokwari. Saya lahir pada tanggal 20 Maret 2009. Sekarang saya berumur 13 tahun. Saya tinggal di Jalan Anggori dekat sekolah SMP Negeri 15 Anggori. Ayah saya seorang petani dan ibu saya seorang ibu rumah tangga. Saya memiliki dua orang kakak dan seorang adik perempuan.