

**AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS ON  
STUDENTS' TRANSLATION FROM INDONESIA INTO  
ENGLISH AT ELEVENTH GRADE SMA SWASTA  
DHARMA BHAKTI SIBORONGBORONG IN  
ACADEMIC YEAR 2021/2022**

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***Abstract***

*Manik, Masro, 180502003. "An Analysis of Students' Grammatical Errors on Students' Translation From Indonesia Into English at Eleventh Grade SMA Swasta Dharma Bhakti Siborongborong In Academic Year 2021/2022".*

*This study deals with an Analysis of Students' Grammatical Errors on Students' Translation from Indonesia into English in Eleventh Grade SMA Swasta Dharma Bhakti Siborongborong Academic Year 2021/2022. The objective of the research is to find out the types of grammatical errors on students' translation from Indonesia into English in Eleventh grade SMA Swasta Dharma Bhakti Siborongborong academic year 2021/2022 and to find out what causes students' errors. The method used is a descriptive qualitative method where the instrument is the researcher itself. The subject was determined based on the purposive sampling technique. The data in this study were obtained from documentation, interviews, and questionnaires. The result is, that the researcher found four types of errors made by students, namely: omission error, addition error, misformation error, and misordering error. The most frequent error presentations include: misformation about 18 errors (56.25%), omission 10 errors (31.25%), addition 3 errors (9.37%), and misordering 1 errors (3.12%). The error was caused because English was not the mother tongue or the first language, careless, lack of vocabulary, did not understand English, especially grammar, even because they were not interested in English and some were lazy to use a dictionary.*

**Keywords: Grammatical Errors, Translation**

**Introduction**

In this global era, mastery of English is increasingly felt to be urgent and indispensable considering that English is one of the international languages commonly used in international relations in all fields. Learning grammar is a must if we want to improve our English skills. If we master grammar, we become more

communicative in speaking English in daily life. In Indonesia, English acts as a foreign language, therefore English currently needs to be mastered. So, Indonesians need to learn English. To be able to exchange ideas with people in other countries, Indonesians must be proficient in spoken and written English. However, the majority of

Indonesians cannot speak English so they have to learn English from the basics. Students are taught to translate from their mother language to the target language.

But mostly the students are taught to translate from English to Indonesian. In translating Indonesian text into English of course, there will be many errors found in Indonesian students translating text, especially at second grade SMA Swasta Dharma Bhakti Siborongborong. Based on the example above, it can be seen that one of the errors made by students is a grammatical error. The students still get confused to use the right grammar in their translation.

In this study, the writer wants to know what type of grammatical errors are produced by students in translating Indonesian into English. The students should know about what mistakes they have done, and the writer hopes that they can solve their problems and learn from the mistakes they have done before.

### **The Problem of The Research**

Based on the background of the study, the problem of the study is as follows:

1. What types of grammatical errors are produced by students in translating Indonesian into English at eleventh grade SMA Swasta Dharma Bhakti Siborongborong in the academic year 2021/2022?
2. What are the causes of the grammatical errors produced by students in translating Indonesian into English at eleventh grade SMA Swasta Dharma Bhakti Siborongborong in the academic year 2021/2022?

### **The Objective of The Research**

The objectives of this research were:

1. To find out the grammatical errors that are produced by students in translating Indonesian

into English at eleventh grade SMA Swasta Dharma Bhakti Siborongborong in the academic year 2021/2022.

2. To find out the causes of the grammatical errors produced by students in translating Indonesian into English at eleventh grade SMA Swasta Dharm Bhakti Siborongborong in the academic year 2021/2022.

### **The Scope Of The Study**

The researcher focused on the problem that is an analysis of students' grammatical errors in students' translation from Indonesia into English in exposition text at eleventh grade SMA Swasta Dharma Bhakti Siborongborong in the academic year 2021/2022.

### **REVIEW OF RELATED LITERATURE**

#### **Translation**

Newmark (1981:7) in Wuryanto (2018:14) said that; "Translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/ or statement in another language". In his other statement, Newmark also said, "...translation is rendering the meaning of a text into another language in the way that the author indeed the text (1998:9) in Wuryanto (2018:15).

Larson (1984:3) in Wuryantoro (2018:16) "The grammatical form must be adapted to the grammatical form of the target language, that is, it must be as natural as possible with the grammatical form of the target language. It is the translation of meaning that is transferred and must be maintained while the form can change (Larson, 1984)."

#### **Grammatical Error**

According to Dulay and Burt (in Brown, 1994: 205), errors are considered "negligence". Errors are deviations from the grammar of native-speaking adults

that reflect the learner's interlanguage competence. It is called competency error when learners make mistakes because they lack knowledge of the rules of the target language. They won't be able to fix their own mistakes quickly. They need guidance to fix mistakes. They might also make the same mistakes at times. In conclusion, they define an error as the flawed side of students' speech or writing. This means that learners cannot learn a language without first making systematic errors.

#### a. Types of Grammatical Errors

Dulay et al. (1982:150) divided errors into categories within the surface strategy taxonomy, they are:

##### ***Omission***

An omission is something that has not been included or has not been done, either deliberately or accidentally. The omission is indicated by the absence of an item that should appear in the correct form of speech. Ex: *The children stayed their room.* There is a missing "in" it should be *the children stayed in their room.* The missing word is prepositions.

##### ***Addition***

This type of error usually occurs when the learner has achieved some of the principal language targets. Additional errors can be a good indicator that some ground rules have been obtained, although clarification has not been made.

##### ***Misformation***

Dulay, et al. (1981:157) describes misformation, namely "Misformation errors" that are characterized by the use of the wrong form of the morpheme or structure." Thus, misformation is the use of the wrong form in morpheme or structure.

##### ***Misordering***

Dulay et al. (1982:162) explains that "Misordering is characterized by the

inappropriate placement of morphemes or groups of morphemes in an utterance." Misordering is an error in the arrangement of morphemes or groups of morphemes in a sentence.

#### **Reviews of Previous Research**

The research was written by Suprih Ambawani, from the Institute of Science and Technology Yogyakarta. The problems of translate by google translate are omission 70 errors=45,7%, misordering 34 errors=22.2%, misformation 27 errors=17.6%, addition 22 errors=14.3%.

The research conducted by Tiara (2019) on her thesis entitled an Analysis of Grammatical Error in Writing Recount Text at the Eleventh Grade of Students' SMS Negeri 1 Abung Selatan in the Academic Year 2018/2019. She found total numbers of errors committed by the students were 15, and the proportion (frequency and percentage) was based on surface strategy taxonomy. Misformation were 117 items (82%), omission were 16 items (11%), the number of misorderings was 8 items (5,6%), and the number of addition were 2 items (1,4%).

#### **RESEARCH METHODOLOGY**

##### **Research Design**

In this research, the researcher wants to get the information about "Analysis of Students Grammatical Error on Students Translation from Indonesian into English made by the eleventh-grade students of SMA Swasta Dharma Bhakti Siborongborong. ". Here, the error was analyzed by grammatical errors. This research design belongs to the descriptive study. This research is a case study research using a qualitative descriptive method. This research is descriptive qualitative because it explains the analysis and the results in words, not numbers.

In practice, researchers were collect individuals who are used as the research subjects. Next, the researcher

extracted the information on the subject in order to gain a deeper understanding. If it has been obtained, this understanding and information can be used by the subject himself when solving the problem at hand. So that the subject can develop again after being able to solve the problem. In this case, the researcher used a qualitative descriptive design. According to Sudjana and Ibrahim, several characteristics of qualitative research are using the natural environment as a direct data source, descriptive-analytic in nature, emphasizing processes not results, being inductive, and prioritizing meaning (2010:195).

#### **Time and Location of the Research**

This research was conducted in June 2022, and the location of this research is at the SMA Swasta Dharma Bhakti Siborongborong.

#### **The Subject of The Research**

According to Sugiyono, the research subjects were people who were sampled in a study included in study. According to Sugiyono (2015:298), qualitative research does not use a population, because qualitative research departs from certain cases that exist in certain social situations and the results of the study will not be applied to the population, but transferred to other places in social situations that have similarities to the social situation in the case studied. The sample in qualitative research is not called the respondent but as a resource or participant, informant, friend, and teacher in the study.

In qualitative research, researchers enter certain social situations which can be in the form of certain educational institutions conducting observations and interviews with people who are considered to know about the social situation. Determination of data sources on interviewees is done purposively, namely selected with certain

considerations and objectives. According to Sugiono (2015), in qualitative research, the sampling technique that is often used is purposive sampling and snowball sampling, but in this study, the researcher used purposive sampling. Purposive sampling is a sampling technique data sources with certain considerations. This particular consideration is for example the person who is considered to know best about what we expect so that it will make it easier for researchers to explore the object or social situation under study.

Based on the explanation of purposive sampling by Sugiyono (2015), the researcher chooses the English teacher in eleventh grade and some of the students at eleventh-grade SMA Swasta Dharma Bhakti Siborongborong as the subject of the research. This is because the researcher thinks that they have more abilities and more understanding of the topic.

#### **FINDINGS AND DISCUSSION**

After collecting the data (student exercise book), the researcher found a text that was translated from Indonesian into English, namely an exposition text with the title "Manfaat Sarapan di Pagi Hari". Then the researcher decided to analyze the text. After analysis, it was found that some errors were made by students when translating the text. Errors were classified into four error types (Omission, Addition, Misformation, and Misordering) as stated by Dulay's surface strategy taxonomy. After that, the findings found in students' analytical exposition texts were described in the form of a table.

## FINDINGS

Table 4.1 The identification of the Errors in student

Name of student	Source language	Sentences	Kinds of error	Correction
Mariana	Bukan tanpa alasan sarapan pagi mempunyai banyak sekali manfaat untuk tubuh.	Not without reason, breakfast <i>have</i> many <i>benefist</i> for the body	Misformation	Not without reason, breakfast <i>has</i> many <b>benefits</b> for the body.
	Selain itu, sarapan bermanfaat untuk keterampilan kognitif otak yang dapat meningkatkan memori dalam menghasilkan konsentrasi tinggi	In addition, Breakfast <i>it</i> is beneficial for cognitive brain skills that improve memory in producing high concentration.	Addition	In addition, Breakfast is beneficial for cognitive brain skills that can improve memory in producing high concentration .
		In addition, breakfast is beneficial for cognitive brain skills that improve memory in producing high concentration.	Omission	In addition, breakfast is beneficial for cognitive brain skills that <i>can</i> improve memory in producing high concentration .
	Dapat kalian bayangkan, apabila kalian melewatkan sarapan pagi maka perut kosong tersebut dapat terserang berbagai jenis penyakit	<i>Can you imagine</i> , if you skip breakfast, the empty stomach can be attacked by various types of diseases.	Misordering	<i>You can imagine</i> , if you skip breakfast, the empty stomach can be attacked by various types of diseases.

Table 4.2. Recapitulation of the students' type of errors.

Students	Errors Classification			
	Omission	Addition	Misordering	Misformation
Mariana	2	1	-	3
Rizky	2	1	-	1
Marsitta	2	-	-	5
Eka	-	-	1	2
Siska	2	1	-	1
Fide	-	-	-	2
Vany	2	-	-	1
Marsanda	-	-	-	1
Tio	-	-	-	1
Ade	-	-	-	1
Total	10	3	1	18
Total of the errors	32			

### Discussion

The first, omitting modals, students omit the modal needed in the following sentences, (SL) "*Bukan tanpa alasan sarapan pagi mempunyai banyak sekali manfaat untuk tubuh*". (TL) "In addition, breakfast is beneficial for cognitive brain skills that improve memory in producing high concentration". It should put "**can**" to explain the ability of breakfast. Then the correct sentence should be "**In addition, breakfast is beneficial for cognitive brain skills that can improve memory in producing high concentration**".

The misformation error is in the sentence (SL) *Bukan tanpa sebab, sarapan pagi mempunyai banyak sekali manfaat untuk tubuh*". (TL) "Not without reason, breakfast *have* many benefits for the body". In this sentence, the error is in the selection of the right auxiliary words between *have* and *has*. The subject in the sentence is included in the third person singular. so it should be "Not without reason, breakfast *has* many benefits for the body".

The first addition was on "(SL) "*Selain itu, sarapan bermanfaat untuk keterampilan kognitif otak yang dapat meningkatkan memori dalam menghasilkan konsentrasi tinggi*". (TL) "In addition, Breakfast *it* is beneficial for

cognitive brain skills that improve memory in producing high concentration". In the sentence, there is the addition of the pronoun "**it**" which is actually not needed in the sentence, because the sentence has its own subject. So the correct sentence is "**In addition, Breakfast is beneficial for cognitive brain skills that improve memory in producing high concentration**".

There is a student who made an error in misordering with a total error is one. The error was in the sentence (SL) *Dapat kalian bayangkan, apabila kalian melewati sarapan pagi maka perut kosong tersebut dapat terserang berbagai jenis penyakit*. (TL) "**can you imagine**, if you skip breakfast, then the empty stomach can be attacked by various types of diseases". The correct sentence is "**you can imagine if you skip breakfast, then the empty stomach can be attacked by various types of diseases**". Because the sentence is a command or invitation and not a question.

### Causes of Errors

The researchers found that the causes of the errors included:

1. The influence of mother tongue (first language)

2. Careless. Especially the words that are written incorrectly.
3. Lack of vocabulary.
4. Didn't understand English.
5. The media used is incomplete like a dictionary.

## CONCLUSION AND SUGGESTION

### Conclusions

After analyzing student exercise books, interview results, and questionnaires, the researcher found:

1. In translating Indonesian texts into English in the eleventh grade of SMA Swasta Dharma Bakti Siborongborong, there were still many grammatical errors based on Dulay's states, namely omission, addition, misformation, and misordering. When viewed from the level of errors that are often made by students, the most frequent occurrences are misformation about 18 errors (56.25%), then omission about 10 (31.25%), then addition about 3 (9.32%), and last misordering 1 (3.12%).
2. That the causes of grammatical errors when translating from Indonesian to English at eleventh grade SMA Swasta Dharma Bakti Siborongborong in Academic Year 2021/2022 include: The influence of mother tongue (first language), carelessness, lack of vocabulary, didn't understand English, the media used is incomplete like a dictionary.

### Suggestions

Based on the conclusion, the researcher would like to give some suggestions:

1. The researcher hopes that the teacher provides input on the errors made by students or informs the students of the errors they made so that they can

correct them and can better understand where their mistakes are.

2. For students or readers. The researcher hopes that in improving students' ability in grammar, the researcher suggests they should realize the importance of English, especially in grammar. The students or readers should practice more with regard to the rules of grammar, so that they can avoid grammatical errors when translating both spoken and written.

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