

AN ERROR ANALYSIS ON THE USE OF GRAMMAR IN INDONESIAN INTO ENGLISH TRANSLATION TEXT: A CASE STUDY AT THE FIFTH SEMESTER STUDENTS OF CLASS I OF ENGLISH DEPARTMENT OF PURWOREJO MUHAMMADIYAH UNIVERSITY IN THE ACADEMIC YEAR 2012/2013

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Abstract

This study aimed to know what the type of error and causes of error on the use of grammar in Indonesian into English translation text at the fifth semester students of English Department of Purworejo Muhammadiyah University in the Academic Year 2012/2013 are. The researcher presents the result of the research. The types of error on the use of grammar in Indonesian into English translation text at the fifth semester students of English Department of Purworejo Muhammadiyah University in the Academic Year 2012/2013 are omissions 14.29 %, additions 12.00 %, misinformations 68.00 %, and misorderings 5.71 %. The causes of error that make students produce errors in this research is interference errors occur as a result of 'the use of elements from one language while speaking another'.

Key words: *error analysis, grammar, Indonesian into English translation text*

A. Introduction

Many experts believe that a learner is really influenced by his/her first language in acquiring a second language. Learners generally bring their Indonesian competence of language in performing English. Learners also often use their knowledge of first language to construct the second language in translation. They often use the rule of Indonesian in writing English when they want to translate Indonesian into English. The Indonesian rule will support their writing the correct English sentences when the rule is the same, but if the rule is different, the Indonesian rule will cause the interference or negative effects toward English. Interferences that produce errors also often happen to the students of English Department of Purworejo Muhammadiyah University. They often use the rule of Indonesian in writing the English sentence even though they have learned English grammar.

The researcher will prove the hypothesis about error on the use of grammar when the students translate an Indonesian into English text. She is interested in analysing the error as the focus of this research. The researcher wants to find the type of error that is done by the students of the fifth semester students of class I of English Department of

Purworejo Muhammadiyah University in the academic year 2012/2013 who takes Indonesian into English Translation class.

This study aimed to know what the type of error and causes of error on the use of grammar in Indonesian into English translation text at the fifth semester students of English Department of Purworejo Muhammadiyah University in the Academic Year 2012/2013 are.

B. Method

The purpose of the research that is to investigate the type of error on the use of grammar in Indonesian into English translation text at the fifth semester students of English Department of Purworejo Muhammadiyah University in the Academic Year 2012/2013 specially class I, descriptive qualitative method is considered as the most appropriate method to be applied. Based on

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Descriptive research is used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation. The methods involved range from the survey which describes the status quo, the correlation study which investigates the relationship between variables, to developmental studies which seek to determine changes over time. It is designed to get information about the status of an indication when the research is being conducted. It is directed to decide the characteristic of a situation while the experiment is being conducted.

C. Findings and Discussion

There were 14.29 % of omissions that students made in this research. The omissions happened because they did not know about the rule of a sentence. Sometimes they omitted noun, article, etc. that should be available in a correct sentence.

There were 12.00 % of additions that students made in this research. Students who made additions were students that translated the rule of Indonesian sentence into English sentence without considering what the rule of English's sentence was. Sometimes they made a sentence carefully to avoid a mistake but in a fact they used wrong rule of English sentence because they added unimportant thing in that sentence.

There were 68.00 % of misinformations that students made in this research. Misinformations were the largest number of errors that students made. Most of them used

wrong tenses to combine sentences. In this research, the text that was written by them was past experience, but they used simple present tense. They should use simple past tense to combine their text when they write past experiences.

There were 5.71 % of misorderings that students made in this research. Students made the most little number of errors in this type of errors. Most of them knew how to place elements of sentence correctly, but some of them did not know how to place elements of sentence correctly. They placed elements of sentence incorrectly, so they made misorderings.

The causes of error that make students produce errors in this research is interference errors occur as a result of 'the use of elements from one language while speaking another'.

D. Conclusions and Suggestions

After analyzing the data and finding the result of the research, the researcher concludes that the type of error on the use of grammar in Indonesian into English translation text at the fifth semester students of English Department of Purworejo Muhammadiyah University in the Academic Year 2012/2013 are omissions, additions, misinformations, and misorderings.

There are 14.29 % of omissions, the omissions happened because they do not know about the rule of a sentence. There are 12.00 % of additions, Students who make additions are students that translate the rule of Indonesian sentence into English sentence without considering what the rule of English sentence is. There are 68.00 % of misinformations, Most of them use wrong tenses to combine sentences. There are 5.71 % of misorderings, students place elements of sentence incorrectly, so they make misorderings.

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